



War in the Pacific National Historical Park

Primary Sources Scavenger Hunt

A historical skill-building activity

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School: The Academy of Our Lady of Guam

Grade Level: 9-12

Content Area: US or Modern World History

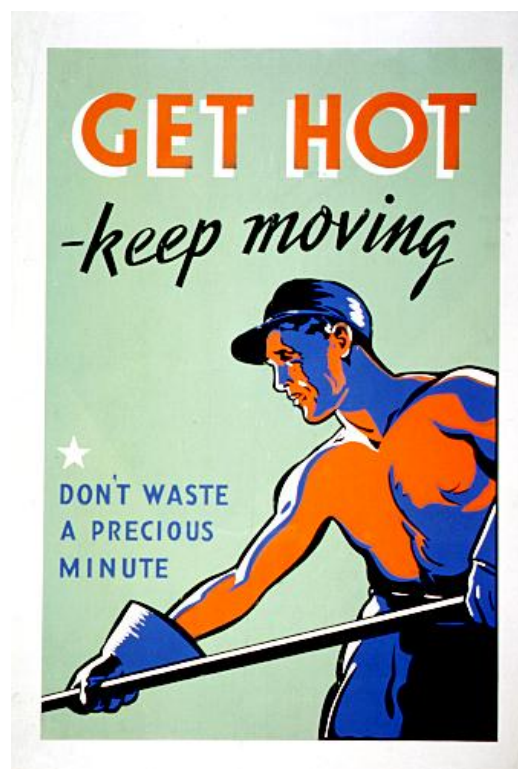
Timeline/Length: Two, 50 minute class periods and at least an hour long visit to the T. Stell Newman Visitor Center in Sumay, Guam

Key Concepts:

- Students will be able to define the terms and identify examples of primary and secondary sources.
- Students will be able to distinguish between primary and secondary sources.
- Students will learn more about Guam's involvement in World War II by studying a variety of primary sources.

Vocabulary:

- Primary Source
- Secondary Source
- Audio
- Visual
- Civilian
- Military
- Bias



GPSS Content Standards/Performance Indicators:

Standard 1: Culture

Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.

US.1.1 Analyze primary and secondary source documents, records, and data, including artifacts, diaries, letters, journals, photographs, newspapers, historical accounts, and art, to increase understanding of events and life in the U.S.

WH.1.1 Demonstrate appreciation of the cultural values, languages, lifestyle, and heritage of different ethnic groups.

Standard 2: History

Students learn how human beings view themselves in and over time.

US.2.13 Examine the events of World War II, including the following:

- The causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor
- The major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan
- The role of all-minority military units, including the Tuskegee Airmen and Nisei regiments
- The Geneva Convention and the treatment of prisoners of war during World War II
- The Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals

US.2.14 Describe the effects of World War II on the home front, including the following:

- How the U.S. mobilized its economic, human, and military resources
- The contributions of women and minorities to the war effort
- The internment of Japanese Americans during the war
- The role of media and communications in the war effort
- The U.S. liberation of Guam

WH.2.26 Assess the worldwide impact of World War II, including the following:

- The economic and political causes, major events, and major leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito
- The Holocaust and other examples of genocide in the 20th century

Lesson Overview:

- This lesson is designed to introduce students to primary source documents as the basis of historical study. Students will identify several types of primary source documents, as well as learn how to interpret them and learn how they are used in historical research. Students will also learn more about Guam’s World War II history as a result of this lesson. A game modification can be used to keep students focused during the field trip. This lesson may also be used as a jumping-off point for further study on specific topics that are focused on at the T. Stell Newman Visitor Center, such as survival and resistance during war-time oppression.

Lesson Objectives:

- By the end of this lesson, students will be able to: define ‘primary’ and ‘secondary source’, identify several types of primary sources, identify bias in primary sources, and learn more about Guam’s history in relation to World War II.

Textbooks/Materials/Resources:

- Teachers should identify a few examples of primary sources from their textbook (or other classroom materials) in advance, as well as secondary sources.
- Attached worksheets/ rubric
- For the game modification, teachers may want to have a reward for the winning team(s).

Procedures:

Day 1 (Classroom):

1. Begin by asking students if they have ever kept a diary or journal. Ask questions, including:
 - What sort of information does one write in a diary or journal?
 - Why would a person want to write a diary or journal?
 - Why would a historian be interested in a person's diary or journal?
 - Is the information that one writes in a diary or journal always accurate? Why or why not?

At this point, the teacher will introduce the term 'primary source' and use a diary or journal as an example of such. The explanation of primary source should be broad enough to include many different forms of primary sources including audio, visual, and textual forms. A definition of secondary source should be introduced; as well as bias, with in explanation that sometimes primary sources only allow one particular view.

2. The teacher should then lead students through his/her previously selected examples of primary and secondary sources from the textbook or other classroom materials. As the teacher leads the students through this guided practice, students should be able to identify the difference between a primary and secondary source, ascertain the author, date, and place (if available) from the examples, and discuss if there is any bias in the document.
3. For independent practice, students should find other examples of primary (and secondary) sources from their textbook. The teacher may want to assign students to small groups or pairings for this activity.

Day Two (Museum):

*Prior to arrival at the T. Stell Newman Visitor Center, the teacher should distribute and explain the worksheets and group students appropriately.

* Students should bring clipboards or folders to write on at the museum. If not, the T. Stell Newman Visitor Center staff can provide clipboards.

1. At the museum, students need to complete their worksheets with their small groups or partners. The teacher should be reviewing student work and monitoring student behavior, as needed. Worksheets need to be completed by students before leaving the museum.

Game modification: Explain that points will be rewarded to student groups who accurately complete their assignment. Students should know that points may be added or subtracted based on their behavior during the field trip.

Day Three (Classroom):

1. The teacher will discuss possible answers with students and identify if they have correctly identified primary sources. *Note:* there are several possible correct answers for each category.

Game modification: The teacher will then tally up points for correct answers and add or subtract points for behavior on the field trip. A winning team will be announced and rewarded.

2. Conclusion- the teacher will assign a short reflection paper asking students to:
 - Create their own definition for primary and secondary sources.
 - Identify one primary source document that they thought to be the most powerful and describe it.
 - Identify any source(s) of bias they found in the primary source.
 - Explain why they think the primary source was used as part of the exhibit and/or why primary sources are essential in improving historical understanding.

Assessment/Evaluation

- On day one during the guided practice, the teacher will continually ask questions to gauge student understanding.
- On day two, students will complete their worksheets with at least 85 percent accuracy or better.
- On day three (or assigned as homework), students will write a coherent reflection paper that addresses each category on the rubric (see attachment).

Possible Extension Activities

- Pick a controversial topic of the day and ask students to create their own primary source document. For example, students might create a journal entry, write a song, or draw a political cartoon. Collect their documents and save them to share with students in the future.
- Challenge students to find at least three other sources (primary or secondary) related to the topic on which they wrote their reflection paper. Assign a research paper or PowerPoint presentation on the topic. For an additional challenge, give students a theme to focus on, such as resistance, survival, or oppression during war-time.

References/Additional Resources

- See attached worksheets/ rubric.



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Primary Source Scavenger Hunt

Name: _____ Period: _____ Date: _____

Directions: With a partner or small group, find examples of each of the following types of primary sources at the T. Stell Newman Visitor Center in Sumay, Guam. Remember that primary sources come in many forms – keep your eyes and ears open! Fill in each answer with as much information as possible.

1. A primary source from a citizen of Guam.

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

2. A primary source from a Japanese soldier.

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

3. A primary source from an American soldier.

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

4. A primary source from a woman.

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

5. A primary source from a world leader.

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?



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Primary Source Scavenger Hunt - Game Modification

Name: _____ Period: _____ Date: _____

Directions: With a partner or small group, find examples of each of the following types of primary sources at the T. Stell Newman Visitor Center in Sumay, Guam. Remember that primary sources come in many forms – keep your eyes and ears open! Fill in each answer with as much information as possible. Points will be tallied by your teacher when you return to school.

1. A primary source from a citizen of Guam. (+ 10 points)

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

2. A primary source from a Japanese soldier. (+ 10 points)

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

3. A primary source from an American soldier. (+ 10 points)

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

4. A primary source from a woman. (+10 points)

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

5. A primary source from a world leader. (+ 10 points)

Describe the primary source:

Who is the author of the source?

What year is the source from?

Is there any bias in the source? Explain.

How does this source help us better understand WWII?

Bonus Points! Answer to improve your chances of winning! ANY secondary source (+ 15 points)

Describe the secondary source:

Who is the author of the source?

What year is the source from?

How does this source help us better understand WWII?

Behavior during Fieldtrip (+ / - 10 points, to be determined by teacher)

TOTAL POINTS: _____ / 75

Primary Source Reflection Paper

National Park Service
U.S. Department of the Interior



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Primary Source Reflection Paper

GRADING Rubric

Name: _____ Period: _____ Date: _____

Directions: Write a one to two-page reflection paper based on your experiences at the T. Stell Newman Visitor Center in Sumay, Guam. Your final paper should be typed and double-spaced, with correct spelling and punctuation.

Make sure to address each of the points below.

1. Create your own definition for primary and secondary sources. _____ /20 pts
2. Identify the (one) primary source document that you thought to be the most powerful and describe it. _____ / 20 pts
3. Identify possible source(s) of bias found in the primary source. What can a historian do to overcome bias? _____ / 20 pts
4. Explain why you think the primary source was used as part of the exhibit and/or why primary sources are essential in improving historical understanding. _____ / 20 pts
5. Paper Mechanics – coherently written, correct spelling and grammar, typed, double-spaced, etc. _____ / 20 pts

TOTAL POINTS: _____ / 100 pts

Teacher Comments: