



## War in the Pacific National Historical Park

### Surviving the War!

#### What is War?

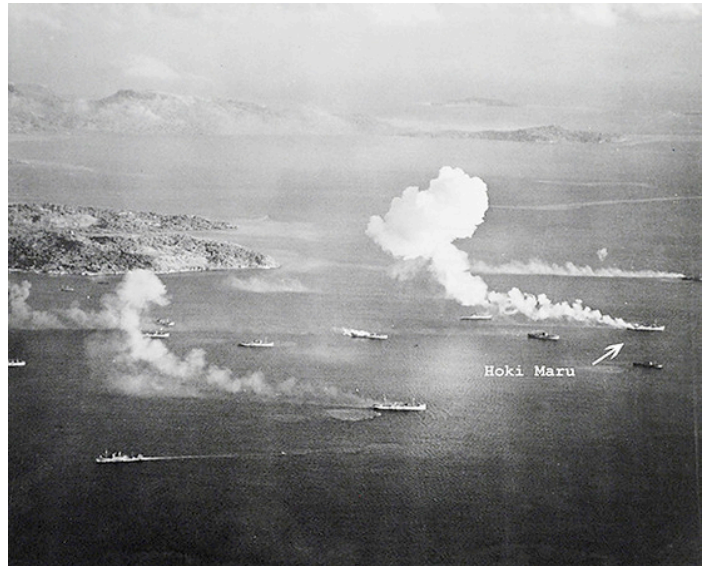
**Created By:** Erik D. Miller

**School:** Oceanview Middle School

**Grade Level:** 6-8

**Content Area:** ESL History

**Timeline/Length:** 50 minutes total.  
Twenty five students will be inside the exhibit hall of the T. Stell Newman Visitor Center in Sumay, Guam for 25 minutes, while another twenty five students will be watching the “Liberating Guam” film in the theater. Students will then switch.



This is a picture of Chuuk Lagoon during WWII.

#### **Key Concepts:**

Students will focus on the experiences of many different people during the War in the Pacific. They will also build their knowledge of war and historical vocabulary.

#### **Vocabulary:**

Territory, Japan, Pacific, war, ancestors, survivor, country, defend, capture

#### **GPSS Content Standards/Performance Indicators:**

Social Studies 7.2.1 Identify and use key concepts such as chronology, change, conflict, and complexity.

Social Studies 8.2.2 Distinguish between long term and short term cause and effect relationships.

## **Lesson Overview:**

- This lesson intends to help ESL students understand the larger concept of the war, while helping them analyze how WWII specifically affected their place of origin or family's origin.

## **Lesson Objectives:**

- In this lesson, students will be able to: describe how life in the Pacific islands changed during WWII, describe how the Japanese invaded many Pacific islands, and describe what effects resulted from those invasions.

## **Textbooks/Materials/Resources:**

- T. Stell Newman Visitor Center world globe
- T. Stell Newman Visitor Center module "Japan on the Rise"
- T. Stell Newman Visitor Center module "We are at War"
- T. Stell Newman Visitor Center module "Surviving the War"

## **Procedures:**

1. On the bus, the day before, or before entering the T. Stell Newman Visitor Center in Sumay, Guam, the teacher will ask the following question: What is war? A large amount of visuals should be used to help students understand the concept of war. Students may either discuss or draw pictures of what they envision as war. It will also be important for students to have vocabulary practice in prior lessons.
2. Prior to arrival to the T. Stell Newman Visitor Center, students will be organized into groups of four or five. For example, the highest level readers may be placed in one group and can work independently, and the lowest level readers may need the teacher to be with them to help read some of the panels. Alternatively, you may use mixed groups with high and low level readers, and have the high level readers read aloud or translate to low level students. Additionally, simply instruct students about museum behavior.
3. Upon arrival, distribute the assignment (see below) to each student. The T. Stell Newman Visitor Center staff will provide clipboards for them to use. Instruct one group to start with question one, another with question two, and so on, so not all of the groups are in one area. Instruct them to then simply see which areas are open and go to that area to complete the questions on their sheet. Facilitate the low level learners, or float, observe, and facilitate all the groups as they work on their worksheets. Help them count the objects instructed to count, help them identify words, etc.

## **Assessment/Evaluation**

- Student worksheets will be assessed at a later date. Informal assessment with oral questions will continue on the bus or at the next field trip site. Some questions include: What did you learn about surviving a war? How would you respond if a country tried to take over your home?

### **Wrap-Up/Closing Activity**

- Upon returning to the classroom, have students write and draw everything they remember learning about WWII from the visitors center. Use the various drawings and writings to reconstruct what the students learned in a review lesson.

### **References/Additional Resources**

- This lesson and worksheet were created by Erik D. Miller, ESL teacher at Oceanview Middle School.



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### The T. Stell Newman Visitor Center Activities

1. Find the light up globe. Press the light up button. Try to count all the countries that are lit up. Write the number here \_\_\_\_\_. That is how many countries were in the war. Write down the names of some islands in the Pacific that were involved in WWII.
2. Watch the scrolling quotations above the globe. Wait for the quotation from the person from Truk (Chuuk). What did she say? How did war affect her?
3. Find the “Japan on the Rise” display.  
Count the number of Japanese flags. Write the number here. \_\_\_\_\_  
Count the number of U.S. flags. Write the number here. \_\_\_\_\_.  
Which country had the advantage at the beginning of the war? Why?  
  
Which U.S. Pacific territories were surrounded by Japanese territories?  
  
What do you think happened to the U.S. territories during the war?
4. Find the “We are at War” display. Look at the two guns in the case. The U.S. soldiers on Guam only had three of the big guns, and six of the small guns. Japan had 400 soldiers, and hundreds of guns. Who do you think won when the Japanese invaded Guam? How do you think the soldiers who were defending Guam felt when they were captured?
5. Find the painting (it’s on the end of the display) of the Japanese men attacking Guam. How many people are in the painting? What did they bring with them? Why?
6. If your ancestors saw soldiers invading their island, how do you think they felt? How would you feel?
7. Find the “Surviving the War” Display. Go to the book on the counter. Find the picture of a Japanese teacher. What island is he on? What changes happened to island people when the Japanese took over?