



3: Groovy Guam!

Based on the Guam quarter reverse



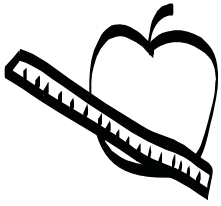
OBJECTIVE

Students will identify geographical features important to a physical map. Students will understand vocabulary and symbols from an ancient culture.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “Guam Quarter Reverse” page
 - “Did You Know?” page
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page
- Copies of each of the following:
 - “Groovy Guam Map” page
 - “Chamorro People and Artifacts” page
 - “Groovy Guam Rubric”
- 1 class map of the world
- Political and physical classroom maps of the United States
- Chart paper
- Markers
- Overhead markers
- Pencils and paper
- White construction paper (11x14)
- Tape
- Cardboard
- Newspaper
- Scissors
- Measuring cups
- Bowls
- Flour
- Salt
- Water
- Paint
- Paint brushes



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- Large spoons
- Modeling clay (optional)



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Guam Quarter Reverse” page
 - “Did You Know?” page
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page
- Make copies of each of the following:
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page (1 per student)
 - “Groovy Guam Rubric” (1 per student)
- Gather pictures and atlases showing various physical maps for sessions 2 and 3.
- Bookmark Internet sites that contain information about Guam and the relics of the ancient Chamorro society, specifically the Latte.
- Gather materials to make salt dough maps to use in sessions 2 and 3. Modeling clay can be used in place of the salt dough mixture.
- Gather pictures of Lattes from books and the Internet for session 1.
- Gather cardboard pieces (1 per student).
- Create the T-chart for session 1.



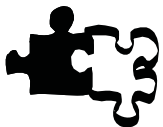
GROUPINGS

- Whole group
- Small groups
- Individual work



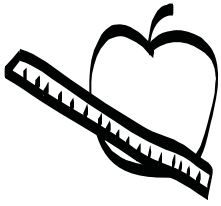
CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



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TERMS AND CONCEPTS

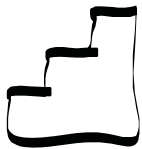
- Quarter
- Plateau
- Island
- Atoll
- Pedestal
- Obverse (front)
- Physical map
- Latte
- Micronesia
- Relic
- Reverse (back)
- Political map
- Archipelagos
- Matua
- Territory



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

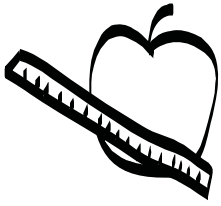
- Communities and cultures
- Landforms
- Maps
- Compass rose
- Key
- Compare and contrast



STEPS

Session 1

1. Display the “Guam Quarter Reverse” overhead transparency or photocopy. Tell the students that this quarter is part of the District of Columbia and U.S. Territories Quarters Program. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state’s or territory’s quarter. Tell the students that the back of a coin is called the “reverse,” and “obverse” is another name for the front of a coin.
2. Locate Guam on a classroom map. Note its position in relation to your school’s location. Using the classroom map, explain to the students that Guam is a United States territory. It is the southernmost island in the Mariana Islands chain. When defining “US territory” (lowercase “t”) for your students, the United States Mint recognizes and uses the Department of the Interior’s definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the image and tell you what they know about this picture. Explain to the students that the image features an outline of the island of Guam with additional designs including the Latte, the Flying Proa, and the inscription “Guåhan Tånó I ManChamorro,” which translates from the Chamorro language (also spelled CHamorro and Chamoru) to “Guam, Land of the Chamorro.”

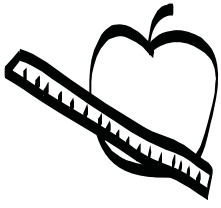


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4. Focus on the image of the Latte. Display the “Chamorro People and Artifacts” overhead transparency and distribute a “Chamorro People and Artifacts” page to each student.
5. As a class, read and discuss the information about the Chamorro people and the Lattes.
6. As a class, discuss why the Lattes were important to the Chamorro people. Explain that Lattes are a relic (a remnant left after decay or disappearance; a trace of some past people, custom, or belief). Latte stones are seen as symbols of Chamorro tradition and strength, and they served as foundation blocks for thatched huts. Today, they are often preserved in parks and found in jungle areas.
7. Have the students color and label each of the images on the coin.
8. Explain to the students that they will be learning more about the island of Guam and physical maps in these sessions.
9. Ask the students to think about the area where they live. On a piece of chart paper, create a T-chart. On one side of the chart, write the name of the area where you live, and “Guam” on the other side. List the following topics along the center line: “location,” “size of community,” “geographic regions,” “climate,” “economy,” “plants and animals,” “media,” “language,” and “other interesting facts.”
10. As a class, discuss and fill in the side of the T-chart that applies to your area.
11. Introduce the students to the selected text about Guam. As a group, preview the text. Read the text and attend to any unfamiliar vocabulary and concepts during the reading. Discuss any new facts the students learn about Guam and add them to the T-chart in the appropriate categories. After concluding the text, review the new information about Guam.
12. Display the “Did You Know?” overhead transparency. Discuss the facts about Guam with the students. Ask the students to identify major differences they see between Guam and the area where they live. Underline the differences in one color.
13. Discuss any similarities between the two areas and underline them in a different color.
14. Review and discuss the similarities and differences with the students. Ask the students what piece of information about Guam surprised them the most.

Session 2

1. Display the “Guam Quarter Reverse” overhead transparency, and the chart paper. Review the information from Session 1.
2. Ask the students to think of different types of maps used to show information about an area such as a state, country, or continent. The students should respond that there are political and physical maps.

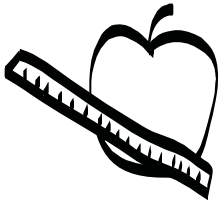


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3. If necessary, tell the students that a political map uses color to show different parts of an area, like states. A physical map shows landforms such as mountains and plateaus. Using classroom maps, show the students an example of each type of map and various landforms.
4. As a class, discuss why each type of map is important, who may use each type, and when it would be good to have both types of maps.
5. Ask the students what other components all good maps have. Responses should include a title, compass rose, and a key or legend.
6. Ask the students which type of map is shown on the Guam quarter reverse. If necessary, explain that the image on the Guam quarter reverse is a physical map. Point out the detail to the students, especially the southern area. Ask the students why they think a physical map was included on the Guam quarter reverse.
7. Display the “Groovy Guam Information” overhead transparency. Discuss the physical features and their location on the map with the students. Point out the differences between the northern and southern areas of Guam. Discuss what areas would be best for communities and reasons why these areas would be a good choice.
8. Have various physical maps available. Tell the students they will be creating a physical salt dough map of Guam. As a class, review the recipe explaining that the dough will become the “physical” part of their map. Refer to the chart paper from earlier in the session to remind the students what all good maps should have. Tell the students their maps need to have a title, compass rose, and a key. Remind the students that they can use all classroom resources available to them.
9. Divide the class into small groups. Distribute the “Groovy Guam Physical Map Outline” page. Have the students tape a large piece of construction paper to a piece of cardboard. Using the “Groovy Guam Physical Map Outline” page, have the students either cut out the image or draw an outline of Guam on the paper.
10. Allow the students time to create their map boards, and Guam outlines.
11. Collect the students’ worksheets.

Session 3

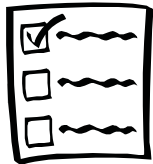
1. Distribute the student worksheets and map boards from the previous session.
2. Display the “Groovy Guam Information” overhead transparency. Have the students get into the small groups from the previous session, and remind the students that they will be creating a physical map of Guam.
3. Distribute and review the “Groovy Guam Rubric” page to the students.
4. Have the supplies for the salt dough and maps out in a central area. Write the salt



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dough recipe on the board or overhead. (4 cups flour, 1 cup of salt, 2 cups of water. Mix the ingredients in a bowl with hands or large spoon.)

5. As a class, review the recipe reminding the students that the dough will become the “physical” part of their map and they can use all classroom resources available to them. Refer to the chart paper from earlier in the session and discuss what three components all good maps should have (title, compass rose, and a key).
6. As a class, create 4 key symbols and have the students choose 2 to include on their map.
7. Remind the students that the maps need to be accurate, colorful and have the three components of a good map.
8. Allow the students sufficient time to create their physical maps of Guam.
9. Set the finished maps out to dry.
10. Using a piece of notebook paper, have the students write a summary about the land and people of Guam. The students will use this as a placard for their maps.
11. Have the students share their paragraphs, maps and lattes with the class. Display in the classroom.



ASSESSMENT

- Analyze students’ paragraph placards for an understanding of Guam and physical maps.
- Use the students’ class participation to evaluate whether they have met the lesson objectives.
- Assess completed maps and lattes.



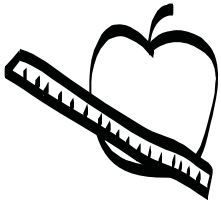
ENRICHMENTS/EXTENSIONS

- Have students research more about the lattes and create a multimedia presentation to share with the class.
- Have students create a physical map of their state.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to use the “Groovy Guam Physical Map Outline” overhead to create their salt dough maps.
- Allow students to record the information using a scribe.

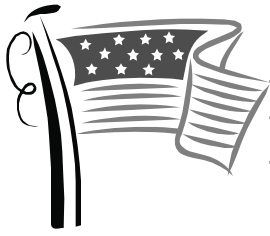


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CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about correlations between ancient and modern symbols with the lesson plan “Ancient Myths Retold” at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=124.
- Have students learn more about territories by using the other 2009 lesson plans found at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Did You Know?

LOCATION

- Guam is located in the Western Central part of the Pacific Ocean and is a United States territory.
- It is the largest and most southerly of the Mariana Islands, a chain 1,400 miles long.
- Guam is also part of Micronesia (from Greek meaning “small islands”). Micronesia is an archipelago—a large group of islands and atolls (circular coral reefs with central lagoons)—mostly north of the equator.

SIZE OF ISLAND

- Guam is the largest island in Micronesia.
- Guam is 30 miles long and 4 to 8 miles wide, 209 total square miles.

GEOGRAPHIC REGIONS

- Guam has two geographic regions: a limestone plateau in the north and volcanic hills in the south.
- The plateau has an elevation of 500 feet bordered by cliffs along the coast and is covered in thick jungle.
- The volcanic ridge reaches 1,332 feet at Mt. Lamlam.

CLIMATE

- Guam’s tropical temperatures range from 70 to 90 degrees Fahrenheit.
- Dry season is January through April. Two thirds of the island’s rainfall of 95 inches falls between July and November.

ECONOMY

Tourism is the second most important part of the economy. Guam has hotels and cruise ships.

PLANTS AND ANIMALS

- Two tropical plants found in Guam are the scarlet bougainvillea hibiscus, and the plumeria.
- Trees in Guam include the mango, breadfruit, papaya, and coconut trees. The coconut tree represents life to the natives. It is the most important plant to the island since the coconut tree provides milk, coconut meat, and sturdy leaves.
- Guam’s rail or ko’ko’ is a flightless bird found only on Guam and is in danger of extinction. Endangered turtles also live there, like the green sea turtle and the hawksbill turtle.
- Guam’s coral reefs host the most diverse marine-life populations in the world. More than 300 species of coral live in the reefs.

MEDIA

- Guam communicates with neighboring nations through an international system of underwater cables.
- Guam has 7 radio stations, 3 TV stations, and 3 newspapers.

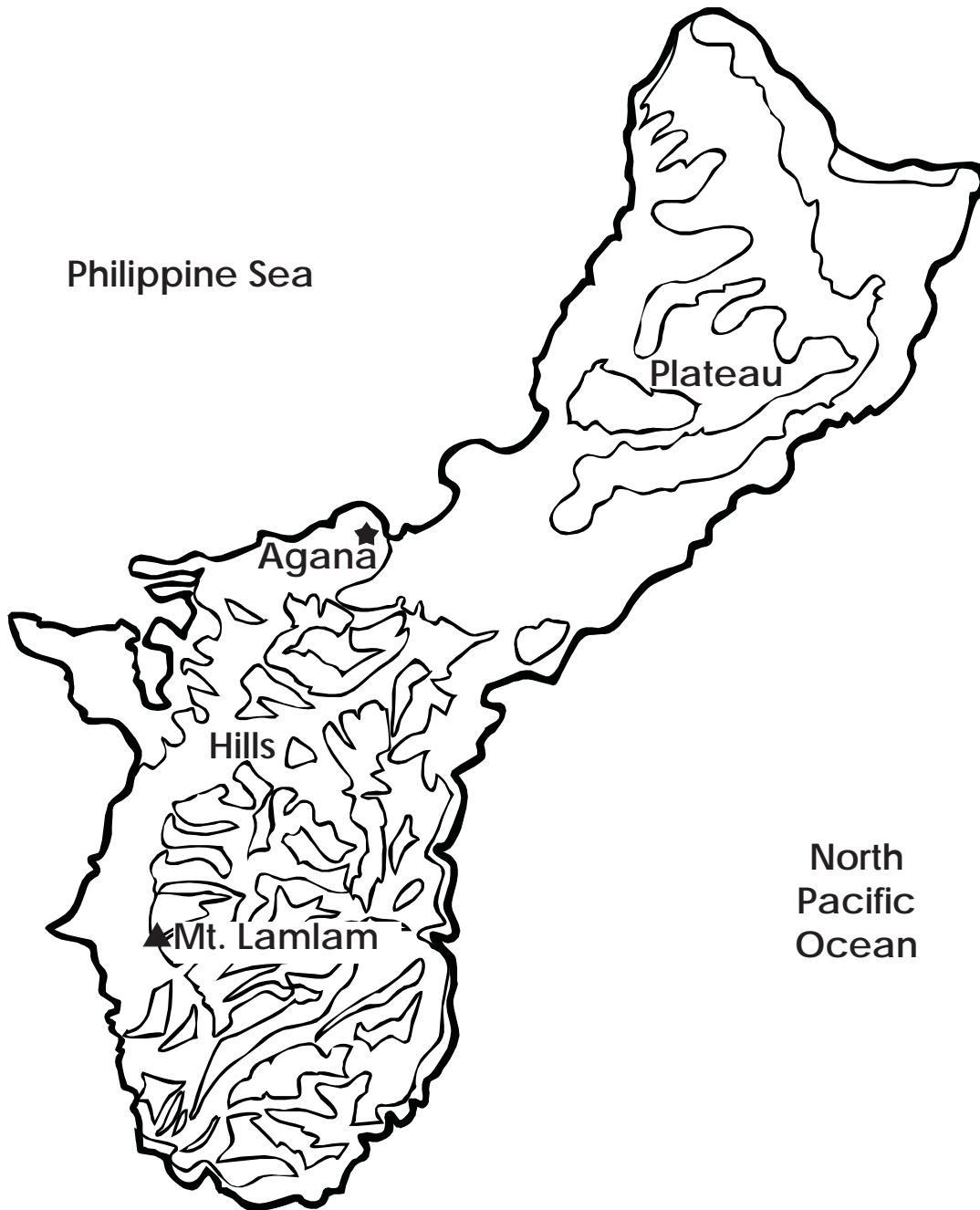
LANGUAGE

English is the official language, but Chamorro is still spoken.



Name _____

Groovy Guam Map



Mt. Lamlam: 1,332 feet

Mt. Jumullong Manglo: 1,086 feet

Mt. Bolanos: 1,220 feet

Mt. Sasalaguan: 1,109 feet

North plateau: 500 feet bordered by coastal cliffs, covered in jungle

Other notes:



Name _____

Chamorro People and Artifacts

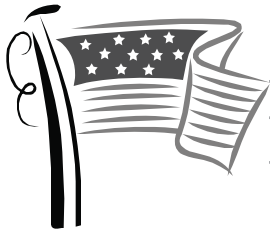
The native people of Guam are the Chamorro (also spelled "CHamorro" or "Chamoru"). This name comes from "Chamorri" or "Chanioli," the ancient title of their chief. The Chamorro make up about 42 percent of the population of Guam. The Chamorro came to Guam from Indonesia and the Philippines about 3000 BC.

The most common relics of the ancient Chamorro society are the *Latte*, large stone pillars once used to support the homes of the *matua* or upper class. The *Latte* is a historic architectural structure from Micronesia, found and preserved in Guam, and is also a historic icon. Lattes are sacred stone markers under which people and their valuables are believed to have been buried. Through time, the Latte has become a symbol of Chamorro cultural identity and history.

These stones are found in double rows of 6 to 14 stones. Their two main parts are the *haligi* (pedestal) and the *tasa* (cap). The *tasa* is a natural coral formation placed on top of the pedestal with curved side down, so the Latte looks like a giant mushroom with its top inverted. Ancient burial grounds are often found nearby.

Latte stones have been made of limestone, basalt, or sandstone. Pillars vary in height from a few feet to 16 feet. They generally become narrow towards the top and can weigh up to 56 tons.



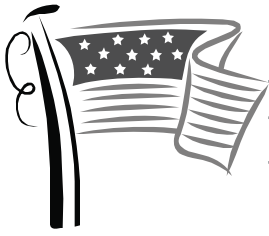


Name _____

Groovy Guam Rubric

Category	4	3	2	1	Self	Teacher
Map	Contains all of the key parts of a map.	Contains most of the key parts of a map.	Contains few of the key parts of a map.	Contains one of the key parts of a map.		
Presentation	Map is very accurate, neat, and colorful.	Map is mostly accurate, neat, and colorful.	Map is somewhat accurate, neat, and colorful.	Map lacks accuracy, neatness, and color.		
Summary Information	All information was accurate.	Almost all information was accurate.	Most of the information was accurate.	Very little of the information was accurate.		
Writing Process	Writing was very neat with no grammatical or spelling errors.	Writing was neat with very few grammatical or spelling errors.	Writing was legible with some grammatical or spelling errors.	Writing was not legible with many grammatical or spelling errors.		
Totals						

Comments



Guam Quarter Reverse

