



3: Past Meets Present

Based on the Guam quarter reverse



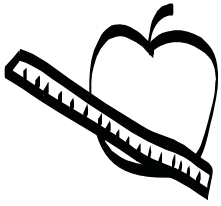
OBJECTIVE

Students will demonstrate an understanding of how geographical location affects the daily life of people in a country.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “Guam Quarter Reverse” page
 - “Where Is Guam?” page OR “United States and Territories Map” from the Resource Guide
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
- Copies of each of the following:
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
 - “A Piece of the Pie” worksheet
- 1 class map of the world
- Multiple copies of a text that gives information about Guam, such as:
 - *Guam* by William Lutz
 - *A History of Guam* by Lawrence J. Cunningham and Janice J. Beaty
 - *U.S. Territories and Possessions: Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, Wake, Midway, and Other Islands, Micronesia* by John F. Grabowski, Thomas G. Aylesworth, Virginia L. Aylesworth
- Chart paper
- Markers
- Pencils
- Paper
- Large construction or poster paper (at least 16 inches wide to accommodate the diameter of the pie) (one sheet per group of 6 students)



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PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Guam Quarter Reverse” page
 - “Where Is Guam?” page OR “United States and Territories Map” from the Resource Guide
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
- Make copies of each of the following:
 - “Guam Cultural Circle” worksheet (1 per student)
 - “Student Research” worksheet (1 per student)
 - “A Piece of the Pie” worksheet (1 per student)
- Locate texts that give basic information about Guam (see examples under “Materials”).
- Gather almanacs and atlases for session 3.
- Gather various texts about Guam and United States Territories to use in session 1.
- If not using the overhead projector, then write “Guam” as a heading on a piece of chart paper. Underneath, create a circle with the following general areas: Demographics, Language, Food Customs, Celebrations/Traditions, Transportation, Geography/Physical Characteristics.



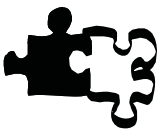
GROUPINGS

- Whole group
- Small groups
- Individual work



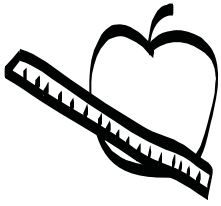
CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



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TERMS AND CONCEPTS

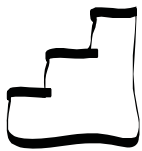
- Quarter
- Obverse (front)
- Reverse (back)
- Island
- Territory
- Culture
- Demography
- Latte
- Flying Proa



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

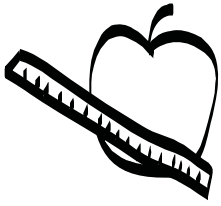
- Longitude and latitude
- Location
- Economy
- Geography
- Traditions and customs
- Similarities and differences



STEPS

Session 1

1. 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. Then display the "Guam Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the "reverse" and "obverse" is another name for the front. Tell the students that this quarter is part of the District of Columbia and U.S. Territories Quarters Program. Locate Guam on a classroom map. Note its position in relation to your school's location.
2. Display the "Where is Guam?" overhead transparency OR the "United States and Territories Map" overhead transparency and explain to the students that Guam is a United States territory. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's



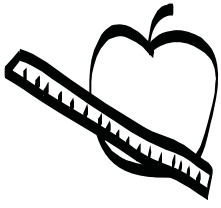
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definitions at www.doi.gov/oia/Islandpages/political_types.htm. Guam is the southernmost island in the Mariana Islands chain.

3. Ask the students to examine the coin image and tell you what they know about it. Explain to the students that the image includes an outline of the island of Guam, the Latte (pronounced “LAT-tee”), the Flying Proa, and an inscription in the Chamorro (also spelled CHamorro and Chamoru) language: “Guåhan Tånó I ManChamorro,” which translates to “Guam, Land of the Chamorro.”
4. Tell the students that the Latte is an architectural structure that is also a historic icon found and preserved in Guam. The Lattes are sacred 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. The Flying Proa is a magnificent sea vessel made by expert carvers, sailed by master navigators, and admired as a technical marvel. The Flying Proa symbolizes endurance, the spirit of discovery, and the progress of the Chamorro people.
5. Introduce the students to the selected text about Guam. As a group, preview the text. Read the text and, during the reading, attend to any unfamiliar vocabulary and concepts. Discuss any new clues the students learn about Guam and note the students’ ideas on chart paper. After concluding the text, review the new information about Guam.
6. Explain to the students that they will be learning more about Guam, including its culture and traditions.
7. Tell the students that Guam has a unique culture. Guam’s traditions and customs live on despite the many challenges Guam has faced. Display the “Guam Cultural Circle” overhead transparency (or chart) and ask the students why “traditions” and “customs” would be in the center of the circle. Student responses should include the idea that the traditions and customs are at the center of the peoples’ lives.
8. Ask the students to think about the categories leading to and touching the center circle (demographics, language, food customs, celebrations/traditions, transportation, geography/physical characteristics) and to consider why these categories are listed, form the circle, and touch the center. Student responses should include the idea that these categories have influenced the culture, traditions, and people of Guam.
9. Display the “Guam Quarter Reverse” overhead transparency or photocopy. Discuss the images with the students, reminding them that Guam is an island and the Latte and Flying Proa are symbolic for the people of Guam. Review the meaning of the symbols on the quarter.

Session 2

1. Display the “Guam Quarter Reverse” overhead transparency and the chart paper. Review the information from session 1.



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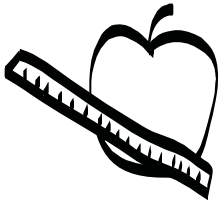
2. Display the “Guam Cultural Circle” overhead transparency or chart labeled “Guam.” Explain to the students that they will be learning more about the history of Guam. Tell the students they will each choose one of the listed categories to research.
3. Display the “Student Research” overhead transparency or photocopy and distribute a copy to each student. Review the “Student Research” worksheet with the students. Tell them they can use the worksheet to gather notes and sources from the available texts. They will use these notes to write a summary of the category on a slice of pie, then present the information to the class to show how the “pieces” of the cultural pie have influenced, and continue to influence, the country of Guam.
4. Allow the students to form groups of six and sign up for one category each from the chart paper, or divide up the class and assign categories to the students. Be sure all six areas are represented in each group so that each group’s “pie” is whole.
5. Allow the students time to complete their research individually using the available texts.

Session 3

1. Review the “Student Research” worksheets and then distribute one “A Piece of the Pie” worksheet to each student and a sheet of poster paper to each group. Tell the students they will be writing a summary paragraph of their findings on this slice, using their notes, then each group will assemble its summary slices to form a “Guam Cultural Pie” poster.
2. Allow the students enough time to write summary paragraphs on their “A Piece of the Pie” worksheet and make their Guam cultural pie posters.
3. Have the students present their findings to the class. Help them find connections between the categories.
4. Collect the posters and worksheets.

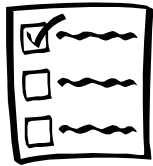
Session 4

1. Redistribute the “Student Research” worksheets. Display the “Guam Cultural Circle” and the “Guam Quarter Reverse” overhead transparencies.
2. Lead a class discussion about the images and what the students learned after completing their research. The students should understand that, even though Guam has undergone many changes and challenges, its people are still thriving and have a deep appreciation for the past and their culture. The Latte and the Flying Proa are great examples of how the people of Guam respect their past, but are also looking forward to their future. Today, tourism is the second most important industry in the economy.



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3. Display the “Guam Quarter Reverse” photocopy and the students’ “Guam Cultural Pie” posters in the classroom.



ASSESSMENT

- Analyze students’ individual worksheets and paragraphs to evaluate whether they have met the lesson objectives.
- Assess the completed worksheets and summaries.
- Have students create trivia cards and play a game in small groups or as a class about Guam.



ENRICHMENTS/EXTENSIONS

- Have students create a collage of the people and places of Guam, including images and common phrases from the Chamorro language.
- Have students create a trifold travel brochure of Guam, past and present.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to research in small groups.
- Allow students to record the information using a scribe.

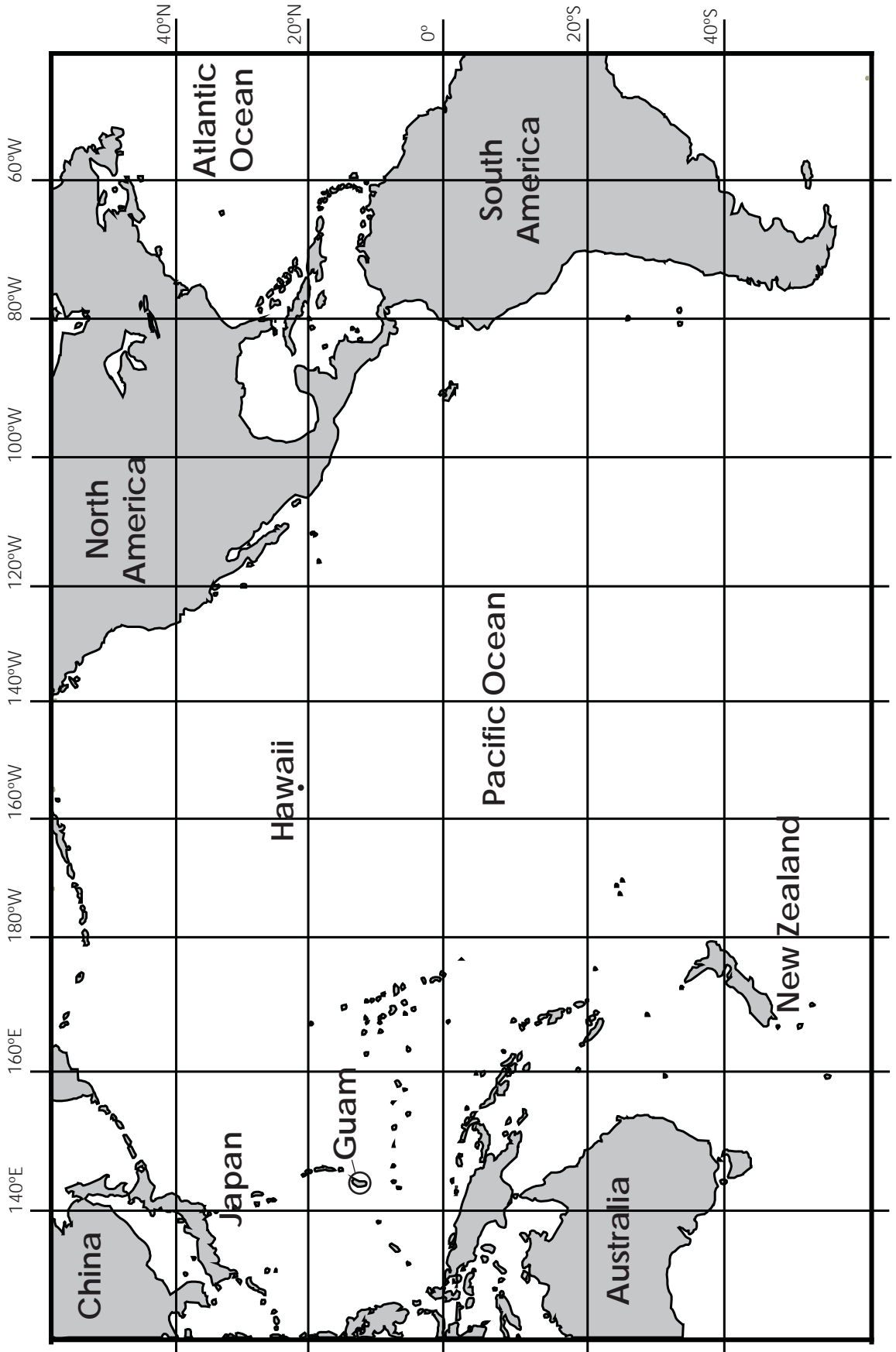


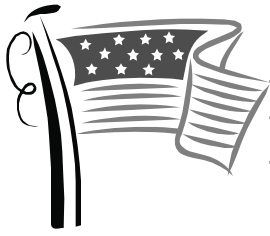
CONNECTION TO WWW.USMINT.GOV/KIDS

- 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 correlations between ancient Greek and Roman times using modern terms and coins with the lesson plan “Ancient Story Problems” at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=125
- Have students learn more about US territories using the other 2009 lesson plans at [www.usmint.gov/kids/teachers/lesson Plans](http://www.usmint.gov/kids/teachers/lessonPlans).



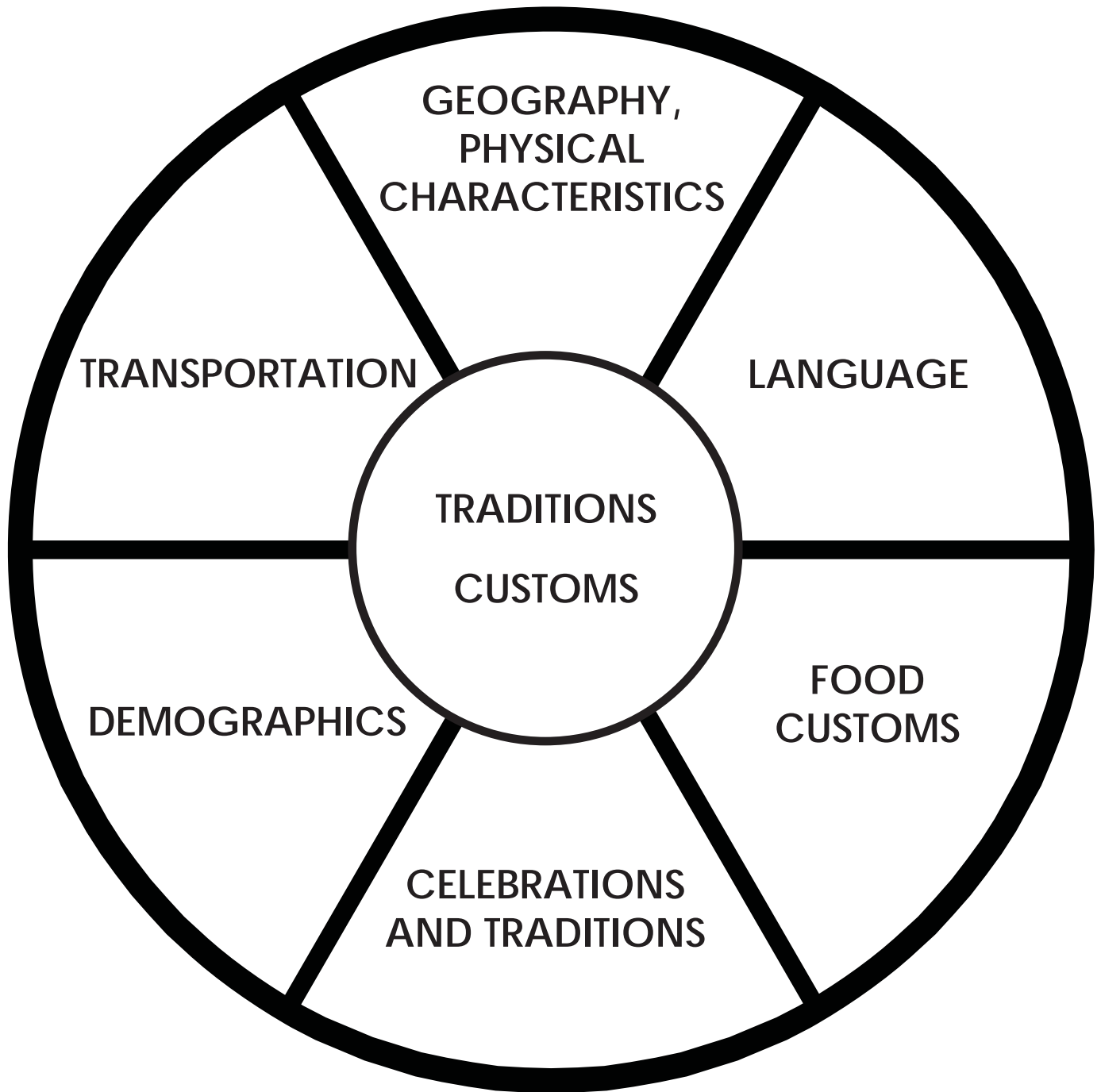
Where is Guam?





Name _____

Guam Cultural Circle





Name _____

Student Research

Directions: Circle or check the groups below that you are researching. On this page, take notes and list your sources as you go along.

TIME

Past and Present

CATEGORIES

- Animal life, particularly the white fairy terns
- Demographics
- Language
- Food Customs
- Celebrations, Traditions
- Transportation
- Geography, Physical Characteristics

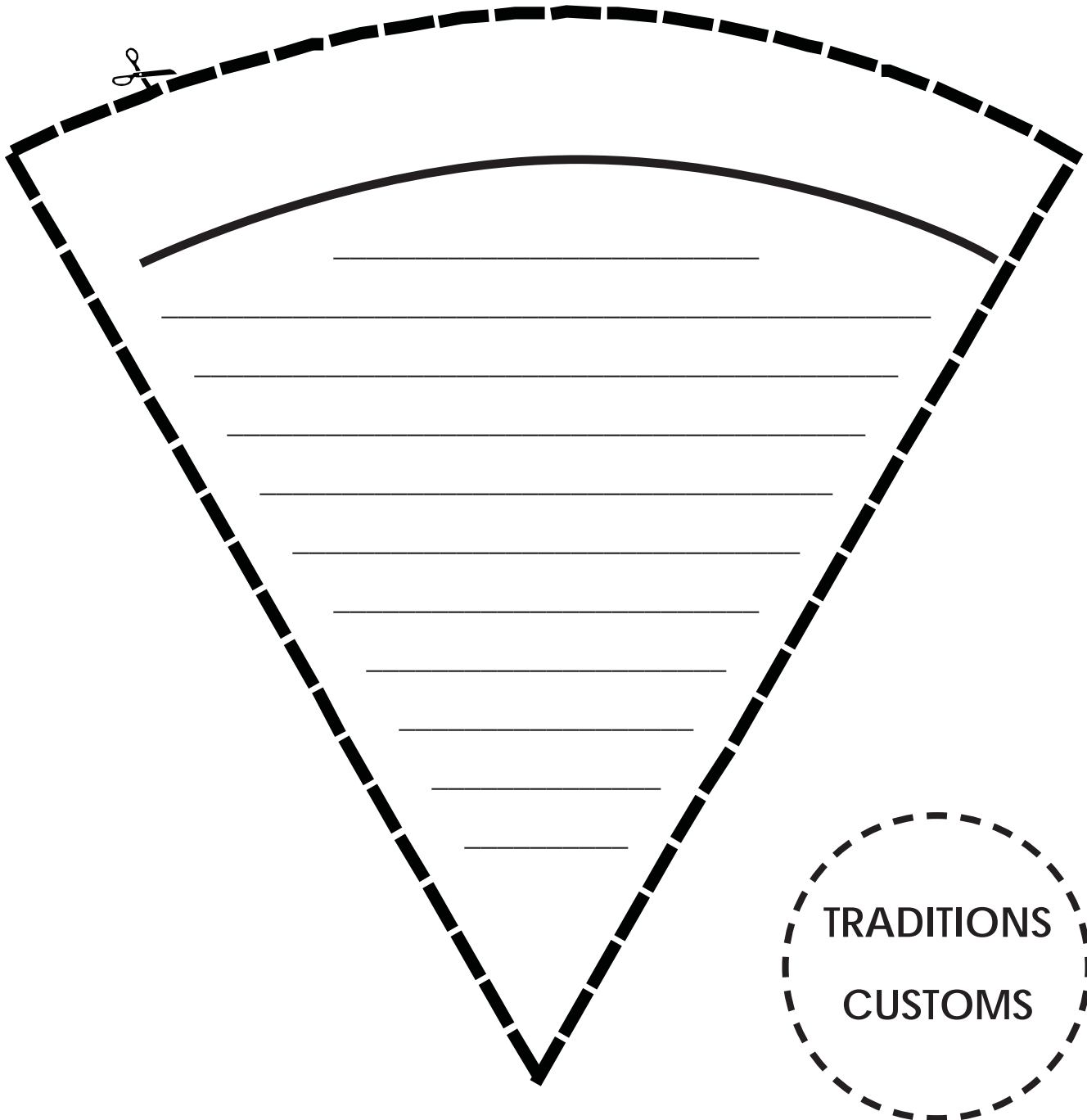
NOTES	SOURCE

Name _____



A Piece of the Pie

Directions: Write your category on the pie crust. Using your notes, write a detailed summary of the category. Cut out the slice of pie below and glue it with the other slices in your group to form a whole pie as a poster. After all six pieces are pasted, cut out one "Traditions/Customs" circle and glue it in the center so it touches all the slices.





Guam Quarter Reverse

