



I HINANAO-TA NU I
MANAOTAO TĀNO'-I CHAMORU SIHA
The Journey of the Chamoru People



The Guam Museum's
Permanent Exhibition

ACTIVITY SHEETS



Produced by Guampedia



HIGH SCHOOL ACTIVITIES

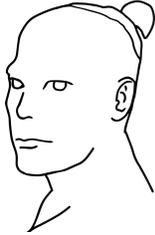
The high school writing prompts are questions designed to inspire interest in the Guam Museum's permanent exhibit, *I Hinanao-ta Nu I Manaotao Tåno' - I CHamoru Siha: The Journey of the CHamoru People*. Parents and teachers are encouraged to prepare students for their museum visit by providing them with inquiries that will challenge them to focus on exhibit content as they search for answers.

These writing prompts guide high school students to focus on exhibit content and are designed to incite interest, further reflection and research on the history of the CHamoru people and the island of Guam. They will discover the story, ingenuity, struggles and resilience of our people for over 3,500 years of history from the time CHamorus first settled in the Marianas to the present.

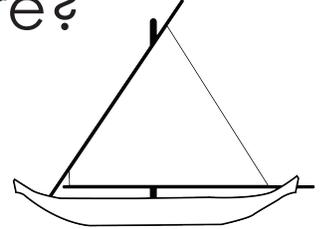
Activities have been authored, designed and graphically prepared by Nathalie Pereda and edited by Dr. Laura M. Torres Souder, Kerri Ann Borja, Shannon Murphy

The first set of writing prompts is a series of questions that spans the entire exhibit on multiple subjects, while the second set of prompts focuses on the CHamoru people and their cultural values.

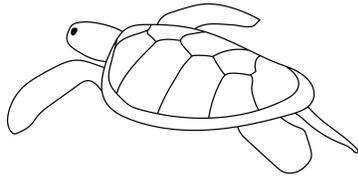
Who are the
CHamoru people?



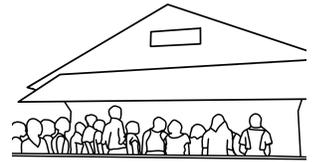
Where did they come
from and how did
they get here?



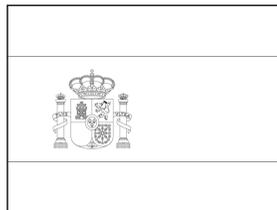
What ecosystems
make up the Guam
environment?



How did the economy
evolve from ancient
to modern times?



What empires have
controlled the Island?



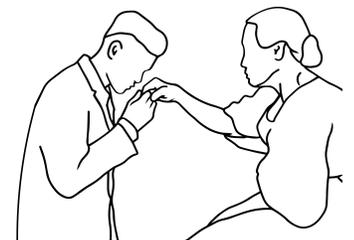
What are the
significant milestones
in the journey of the
CHamoru
people?



What do you think is in
store for Guam's
future?



What are the
CHamoru cultural
values?



What is *inafa'maolek* and why is it the foundation of CHamoru cultural values?



What is *manninge'* and it's cultural significance? Compare and contrast *manninge'* to another culture's?



What is *chenchule'* and how is it often practiced by CHamorus? Compare and contrast how *chenchule'* has evolved from ancient CHamoru society to present.



How do you practice *inada'hi* everyday? Why is it important to you?



What is *ina'gofli'e'* and why is it important in our global society?



How do you practice *inafa'maolek* everyday? How is it practiced in your community, your school, your church, or your village?



Describe and explain the importance of cultural values to ancient CHamorus.



Are CHamoru cultural values important for everyone, regardless of ethnicity, to practice in one form or another and why?

