

## Journal 1

### Lesson Plan:

#### Journal 1

Historical Journals: Introduction to historical perspectives  
(Part 1 of 6)

**Note:** This lesson can be conducted by itself.

#### Description

In this lesson, students will begin to explore the importance of perspective in historical accounts. They will read and discuss some examples, in the process laying the groundwork for a multi-day unit that will have them create and share journals based on differing points of view.

#### Objectives/Skills

- Students will read and discuss some differing accounts about the same events (or within the same time period).
- The class will begin thinking about the importance of analyzing perspective when reviewing historical accounts.

#### Questions or Assessment

- How well did students research their individuals?
- Did they have trouble finding information?

#### Procedure

##### *Teacher prep*

1. Identify a pair of historical accounts that present differing points of view on the same topic. See the above link for suggested examples found on Guampedia.

##### *Reading of First Historical Perspective (5 min.)*

1. Without providing background information about the historical event about to be introduced, have students read the first historical account.
2. Very briefly have the class recap the historical account.
  - a. Do not go into in-depth discussion just yet; simply gauge the class' understanding of the account.
  - b. [Grades 4-5] Spend a couple minutes to check that everyone understood the historical account.

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 3-5  
Middle, 6-8  
High, 9-12

#### **Time required**

45 min.

#### **Materials required**

None

#### **Related background reading**

None

#### **Related documents**

Here are a few sample links to historical accounts on Guampedia:  
[Guam Congress Walkout](#)  
[Chamorros capture Bully Hayes](#)  
[First air service to Guam](#)  
[Brown Treesnake brought to Guam](#)

#### **Related links**

[Guampedia](#)

## Journal 1

### *Analyzing the First Historical Perspective (15 min.)*

1. Ask the students to identify information about the author of the historical account. Please Note: The author of each entry in Guampedia is at the bottom of the entry, with a link to the author's biography.
  - a. Who is the author?
    - i. If the author is unknown, note that this is okay. There is much else that can be determined about the author.
  - b. What did the author write?
  - c. Who is the intended audience?
  - d. In what manner is it written?
  - e. What qualitative statements can we identify? What emotions, if any, can we identify?
  - f. What is the purpose of this piece? Why did the author write it?
2. [Grades 4-8] During the previous question period, you may need to provide a brief explanation of qualitative vs. quantitative statements. This should be review for most students, but in some cases may not. For younger students, use terms "factual" and "interpretive" instead.
3. Have students describe the historical account being addressed in the piece.
  - a. What happened?
  - b. How do you feel about the event?

### *Reading of Second Historical Perspective (5 min.)*

1. Without providing background information about the historical event about to be introduced, have students read the first historical account.
2. Very briefly have the class recap the historical account.
  - a. Do not go into in-depth discussion just yet; simply gauge the class' understanding of the account.
  - b. [Grades 4-5] Spend a couple minutes to check that everyone understood the historical account.

### *Analyzing the Second Historical Perspective (15 min.)*

1. Ask the students to identify information about the author of the historical account. As this is a repeat of an exercise done in an earlier section, you should be able to move quickly through these questions.
  - a. Who is the author?
    - i. If the author is unknown, note that this is okay. There is much else that can be determined about the author.
  - b. What did the author write?
  - c. Who is the intended audience?
  - d. In what manner is it written?
  - e. What qualitative statements can we identify? What emotions, if any, can we identify?
  - f. What is the purpose of this piece? Why did the author write it?
2. Have students describe the historical account being addressed in the piece. Spend more time with your class discussing this and the following section.

## Journal 1

- a. What happened? Had your understanding of this event changed? Grown? Become more confused?
- b. How do you feel about the event? Do you feel different about this event now that you have this new perspective?
3. Lead a discussion on how students' understanding of the historical event changed between readings of the two accounts.
  - a. How did you understand the event after the first reading? After the second?
  - b. What made your understanding change?
  - c. Do you trust the information? If not, is this information useful at all?
    - i. Guide this discussion toward an understanding that accounts may be biased, but valuable information is still present. Additionally, the slants themselves are valuable information to note and understand.
  - d. By carefully and critically reading these two accounts, what information can we as historians agree upon?

### *Recap (5 min.)*

1. Recap what we've done and learned in the lesson:

“Today we've learned about the presence of perspective in historical accounts. We read one account, understood the historical event through that “lens”, and then read another account and adjusting our understanding through this additional “lens.” We discussed how these personal accounts may provide different interpretations on the same event, but that they are still valuable in providing information and, perhaps even more importantly, viewpoints and motivations of historical individuals.”
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback

## Journal 2

### Lesson Plan:

#### Journal 2

Historical Journals: Practicing differing perspectives (Part 2 of 6)

#### Description

In this lesson, students will practice interpreting an event from a point of view.

#### Objectives/Skills

- Students will practice interpreting an event from a point of view.
- Students will note the challenges inherent in adopting another person's point of view, and discuss the pros and cons of such an exercise.

#### Questions or Assessment

- Can the facts of an event be interpreted differently depending on the perspective of a person?
- How can a person's perspective influence the recording of a historical event?
- Is it difficult re-interpreting an event from another person's perspective?

#### Procedure

##### *Teacher prep*

1. Identify an interesting historical event with the potential for multiple historical perspectives. Examples on Guampedia can be found by following the links above.

##### *Listening Exercise (5 min.)*

1. Have students put away any distracting items, and close their eyes.
2. Describe a historical scenario to students. Set a scene and restrict it to facts. Be descriptive and thorough, and try to include a contentious issue (a historical conflict or disagreement).
  - a. Use Guampedia or another reputable source to research the scenario you will be sharing.
  - b. Try to engage the students, as they will be using this scenario in the next exercise as well.
  - c. Examples: Early missionaries and Chamorros; US Naval commanders and Guam politicians in the 1930s; Chamorros on Guam and Chamorros on Saipan and Rota during WWII.

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 4-5  
Middle, 6-8  
High, 9-12

#### **Time required**

45 min.

#### **Materials required**

None

#### **Related background reading**

None

#### **Related documents**

None

#### **Related links**

[Guampedia](#)

## Journal 2

3. Once complete, briefly recap the scenario. Confirm that students are not confused, and that they understand the basic scenario presented before them.

### *Analyzing from One Perspective (25 min)*

1. Ask students to imagine they are on a certain side of the historical scenario presented in the listening exercise.
  - a. Be sure to pick the perspective; do not allow students to pick the side (as it may become confusing).
  - b. Example: Two different sides regarding the Bill of Rights for Guam; one side focused on the Secretary of the Navy, and the other on Guam Governor-Commandant Captain Willis Bradley.
  - c. Example: Or, something more general, along the lines of Chamorro in the 1890s, and missionaries in the 1890's
2. Remind students of the perspectives read and discussed in the previous lesson (Day 1), and note that they will now be writing their own, similar works.
3. Explain to students that they will now write from one person's point of view.
4. Have students write a journal entry.
  - a. The writing can take any form: stream of consciousness, structured personal essay, letter to the editor, personal diary. The important issue is that students express themselves through the viewpoint of another individual.
  - b. Remind students to focus on the facts presented in the scenario, but to interpret them however they would like.
  - c. Encourage students to include emotions and feelings into their work.

### *Discussion (10 min.)*

1. Have students share portions of their writing. Ask for short segments.
2. Ask students to discuss the writing samples just shared by their peers. Ask questions that will prompt discussion of viewpoint and perspective. Examples include:
  - a. What facts could you identify in this students' excerpt?
  - b. What emotions can you identify?
  - c. Did emotions change the way certain events and actions are interpreted?
  - d. [Grades 10-12] Are emotions facts? Is it a fact that people are upset/happy/angry?
    - i. For this question, guide the discussion toward an understanding that facts can be interpreted differently due to emotion, but that the emotion itself is independently notable as a fact.
3. Ask open-ended questions that will encourage students to begin critically examining the practice of adopting another person's perspective. Examples of such questions include:
  - a. What was easy about this assignment?
  - b. What was difficult?
  - c. Did you gain insights into this person's motivations? Emotions? Stances?
  - d. Does the scenario seem different to you now? How have you learned more?

### *Recap (5 min.)*

## Journal 2

1. Recap what we've done and learned in the lesson:  
    "We've learned about the different perspectives individuals can have when interpreting an event. We were even presented with an event and practiced understanding it through the 'lens' of an historical individual. Lastly, we discussed the challenges in doing this, and the importance of critically analyzing historical accounts."
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback

## Journal 3

### Lesson Plan:

#### Journal 3

Historical Journals: Practicing differing perspectives (Part 3 of 6)

#### Description

In this lesson, students will practice interpreting the same event from a different point of view.

#### Objectives/Skills

- Students will practice interpreting the same event from a different point of view.
- Students will discuss the complex issues that arise from different perspectives.

#### Questions or Assessment

- Can people interpret the same event differently?
- Is there a single correct interpretation? Can there be more than one correct interpretation?
- Is it difficult re-interpreting an event from another person's perspective?

#### Procedure

*Teacher prep*

None.

#### *Listening Exercise (5 min.)*

1. Have students put away any distracting items, and close their eyes.
2. Describe to students the same historical scenario presented during the previous lesson. In the same manner as before, set a scene and restrict it to facts. Be descriptive and thorough.

#### *Analyzing from One Perspective (25 min.)*

1. Have students imagine they are now on the opposite side of the historical scenario presented in the listening exercise. Ask them to ignore the perspective they developed in the previous lesson.
  - a. [Grades 4-8] Be sure to emphasize that students will be writing from the opposite point of view. Students may be confused or may not be paying attention.
2. Have students write a journal entry.
  - a. The writing can again take any form: stream of consciousness, structured personal essay, letter to the editor, personal diary. The important issue is that students express themselves through the viewpoint of another individual.

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 4-5  
Middle, 6-8  
High, 9-12

#### **Time required**

45 min.

#### **Materials required**

None

#### **Related background reading**

None

#### **Related documents**

None

#### **Related links**

[Guampedia](#)

### Journal 3

- b. Remind students to focus on the facts presented in the scenario, but to interpret them however they would like.
- c. Encourage students to include emotions and feelings into their work.
- d. Check periodically that students are writing from the point of view opposite to the one focused upon in the previous lesson.

#### *Discussion (10 min.)*

1. Have students share portions of their writing. Ask for short segments.
2. Ask students to discuss the writing samples just shared by their peers. Ask questions that will prompt discussion of viewpoint and perspective. Examples include:
  - a. What facts could you identify in this students' excerpt?
  - b. What emotions can you identify?
  - c. Did emotions change the way certain events and actions are interpreted?
  - d. [Grades 10-12] Are emotions facts? Is it a fact that people are upset/happy/angry?
    - i. For this question, guide the discussion toward reminding students that facts can be interpreted differently due to emotion, but that the emotion itself is independently notable as a fact.
3. Ask open-ended questions that will guide students through a critical examination of the differences between today's point of view, and the point of view taken in the previous lesson:
  - a. What was easy about this assignment? What was difficult? Was it harder now that you have already written from an opposing perspective in the previous class period?
  - b. Did you gain insights into this person's motivations? Emotions? Stances?
    - i. How do they differ from the previous perspective?
  - c. Does the scenario seem different to you now? How have you learned more?

#### *Recap (5 min.)*

1. Recap what we've done and learned in the lesson:

“Today we've practiced approaching the same event from a different point of view. While we'd learned in an earlier class that the same set of facts can be interpreted in different ways, over the previous two lessons actually did this ourselves; we interpreted the same events from two different viewpoints. In the process we learned that motivations can strongly influence how events are understood, but that there's also significant value in understanding another person's viewpoint.”
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback

## Journal 4

### Lesson Plan:

#### Journal 4

Historical Journals: Overview of historical journal project (Part 4 of 6)

#### Description

In this lesson, students will be introduced to the historical journal project, and begin by writing their first entry.

#### Objectives/Skills

- Students will learn about their historical journal projects, be assigned a viewpoint, and learn how to create their entries.
- Students will begin writing their journals.

#### Questions or Assessment

- Does the class know the parameters of the project?
- Do students understand the perspective they need to take?

#### Procedure

*Teacher prep*

None.

*Overview to Historical Journal Project (30 min.)*

1. Have the class recall examples of historical accounts from the first lesson in this unit. Ask them to share what they remember.
  - a. Guide the discussion to include mention of differing perspectives on the same historical event.
2. Explain to students the historical journal project:
  - a. Each student will be assigned a specific individual in a given time period of Guam's history. (If the optional lesson was done, then students have already selected their individual).
  - b. In class, student will listen to a scenario.
    - i. Example: One a rainy, stormy evening, a group of new Spanish missionaries enter a Chamorro camp. They need a temporary place to stay, and a family moves out of their hut for the night to give the missionaries a place to sleep for the night.
  - c. Students will then write a journal entry from the perspective of their historical individual.
    - i. Example from missionary perspective: "We were traveling up the coast when suddenly a storm struck. In the pouring rain, we came upon a village. This village is under our spiritual oversight, and the church has historically done much to aid the local population; we felt it permissible to seek a place to shelter. After requesting a place to stay, a generous family yielded us their hut for the night."
    - ii. Example from Chamorro perspective: "On a stormy evening, a group of strangers walked into our village. They were new to us, but claimed their religious leaders had given them

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 4-5  
Middle, 6-8  
High, 9-12

#### **Time required**

45 min.

#### **Materials required**

None

#### **Related background reading**

None

#### **Related documents**

None

#### **Related links**

[Guampedia](#)

## Journal 4

rule over our land for many years. They demanded a place to stay, and pressured a family to give up their home for the night.”

- iii. Have students come up with their own examples, and critique the exercise with the class. Make certain that everyone understands the method by which the journals are to be written.
- d. Remind students that they will write from the perspective of their historical individual for the duration of the project. They are not to write from any other perspectives.
  - i. This may be confusing if students do not pay attention, so be sure to remind them multiple times.
- e. If students wish to write in the tone and manner of their historical individual, encourage it. However, assure them that it is not necessary. Some of these historical individuals never wrote down their accounts, so emulation is difficult, if not impossible; the important aspect to note is that the class is practicing viewing these events from different perspectives. If they use contemporary terminology, it will not detract from the purpose of this overall exercise.
- f. Encourage students to decorate their journals.

### *Assigning Historical Perspectives (10 min.)*

1. Assign historical perspectives to the students
  - a. [Grades 4-6] Assign half the class one viewpoint, and the remaining half a differing viewpoint.
    - i. Example: Chamorro villager and missionary
  - b. [Grades 7-12] Assign every student a different historical individual, or if time does not allow, assign groups of students with different viewpoints.
2. Review the project with students. Make certain they understand the task at hand, and if time allows, do one last example for the class.

### *Recap (5 min.)*

1. Recap what we've done and learned in the lesson:

“Today we've introduced the new historical journals project, and we assigned ourselves specific viewpoints to embrace. Each of us will write our journal entries from the perspective of our historical individual, and we will share our work with each other at the end of the unit.”
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback

## Journal 5

### Lesson Plan:

#### Journal 5

Historical Journals: In-class journal writing (Part 5 of 6)

#### Description

In this lesson, students will write their historical journal entries in class.

**Note:** This lesson may be incorporated as a side activity into a larger class-period. It should be repeated 4-7 times.

#### Objectives/Skills

- Students will listen to an event described by the instructor.
- Students will then apply their knowledge of the time period toward writing a journal entry from the perspective of an historical individual.

#### Questions or Assessment

- What was it like completing a multi-day journal written from the viewpoint of a historical individual?
- How different were your peers' journals (those who were coming from different viewpoints) from your own?

#### Procedure

##### *Teacher prep*

1. Research a time-period, and come up with a series of events that a single historical individual would have lived through. These 4-7 events will be used in successive class periods.
  - a. Events do not have to be extremely significant. They can be minor events that have larger symbolic meaning.
    - i. Example: A Spanish missionary attempting to convert a Chamorro.
  - b. Keep the description of the event short and engaging. Four to five minutes is ideal.

##### *Describing the Scenario (5 min.)*

1. Ask students to put away distracting items and to close their eyes.
2. Read the scenario to students.
3. Once completing the scenario, very briefly recap with the students the main points of the scenario. Do not allow students to begin making interpretative, qualitative statements; the purpose of recapping is to ensure that all students heard and understood the scenario.

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 4-5  
Middle, 6-8  
High, 9-12

#### **Time required**

25 min. each time  
(conducted 4-7 times)

#### **Materials required**

None

#### **Related background reading**

None

#### **Related documents**

None

#### **Related links**

[Guampedia](#)

## Journal 5

### *Journaling (20 min.)*

1. Have students write a journal entry about the scenario from the perspective of their historical individual.
  - a. Format is unimportant; free writing, personal essays, letters to the editor are all allowed. It is more important that students engage with the scenario at hand from the perspective of another person.
  - b. Remind students to write from only one perspective (and not both).

### *Recap (5 min.)*

1. Recap what we've done and learned in the lesson and unit:

“Today we've listened to another scenario and spent time journaling from the perspective of our historical individual. Keep up the good work!”
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback

## Journal 6

### Lesson Plan:

#### Journal 6

Historical Journals: Sharing our journals (part 6 of 6)

#### Description

In this lesson, students will complete the unit by sharing their historical journals with one another. They will conclude by discussing the value in understanding a time period through different historical viewpoints.

#### Objectives/Skills

- Students will share their completed historical journals among their peers.
- The class will discuss their experience with analyzing situations through different viewpoints.

#### Questions or Assessment

- What was it like completing a multi-day journal written from the viewpoint of a historical individual?
- How different were your peers' journals (those who were coming from different viewpoints) from your own?

#### Procedure

##### *Teacher prep*

1. [Optional] Bring in healthy drinks and snacks.

##### *Recap of the Unit (8 min.)*

1. Ask students to recount the lessons of the unit:
  - a. Reading of two different accounts.
  - b. Practice writing from one viewpoint.
  - c. Practice writing from a different viewpoint, and comparing the experiences.
  - d. Starting journals
  - e. Researching an individual.
  - f. Journaling about different events.
2. Ask students to share the themes they see common throughout these lessons. List these on the board. There are no wrong answers, but if the class appears to be stuck, guide them to include some of the following:
  - a. Events can be interpreted in many ways.
  - b. Historical accounts should be critically examined.
  - c. It is important to understand the viewpoints of differing people and groups, particularly when trying to understand historical conflicts.

#### **Subjects**

Social Studies, History,  
Religion, Art

#### **Grade-level**

Elementary, 4-5  
Middle, 6-8  
High, 9-12

#### **Time required**

45 min.

#### **Materials required**

- [optional] Healthy drinks and  
snacks

#### **Related background reading**

None

#### **Related documents**

None

#### **Related links**

[Guampedia](#)

## Journal 6

- d. [Grade 9-12] There is value in understanding the emotions and motivations driving differing parties. This can be quantitative information.

### *Sharing Historical Journals (17 min.)*

1. Seat students in pairs or small groups (depending on the size of the class, maturity level, and the number of students who brought in completed journals).
2. Have them exchange journals and read.
3. If students appear particularly shy in sharing their writing, then have students go through their journals and describe what they wrote. Have them discuss their specific interpretations of each event.

### *Discussion (15 min.)*

1. Bring the class together and begin a discussion about the experience of reading a journal written by a historical person with a different point of view. Some questions that may be asked are:
  - a. Was it difficult reading/accepting/understanding the differing viewpoint? How different did it feel to your own?
  - b. How did your understanding of the events change? Not change?
  - c. Do you think it's useful to read differing viewpoints on the same event?
  - d. Is it important to critically analyze how authors may have interpreted historical accounts?
2. [Grades 9-12] Before wrapping up the unit, ask some questions for students to consider on their own. If time allows, have students share their responses in class.
  - a. What would happen if only one viewpoint lasted? How would our understanding of history change?
  - b. Is a truly perspective-less historical account possible? Even if consisting of only facts, would the author's perspective be present in the decision to include some facts and not others?

### *Recap (5 min.)*

1. Recap what we've done and learned in the lesson and unit:

“Today we've concluded our unit by recapping our previous lessons, identifying common themes, and sharing our journals. Congratulations! We asked some great questions, learned from each others' different perspectives, and learned to be more critically engaged historians.”
2. Ask students for their favorite parts of the lesson.

Extension

Standards

Feedback