

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



ELEMENTARY ACTIVITIES

The elementary grade level activity sheets are a collection of educational materials to be used by teachers and parents to enhance a child's visit to the Guam Museum's permanent exhibit, *I Hinanao-ta Nu I Manaotao Tåno' - I CHamoru Siha: The Journey of the CHamoru People*. These activity sheets are intended to get students excited to explore and learn about the exhibit. The activities cover the following subjects: CHamoru language and culture, Guam History, Art, Language Arts, Math, Science and Social Studies.

In completing these activity sheets, children will have learned select CHamoru words and cultural practices. The Guam history activities invites students to look at the people and events that have made an impact on the Island. Art activities teach new methods and allows students to practice basic drawing skills. Writing activities requires children to conceptualize the information provided in the exhibit. In the two part math activity students exercise their problem solving abilities. In the science activity students learn more about Guam's living environment. Social studies will teach students about the CHamorus as a people by focusing on the their history, cultural practices and value system.

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

A list of the Guam Museum's permanent exhibition Galleries or Sections and their English translations:

Gallery 1. I Tinituhon: *The Beginning*

Gallery 2. I Tåsi yan i Tåno': *The Sea and the Land*

Gallery 3. Ginen i Mañaina'-ta: *Our Ancient Heritage*

Gallery 4. Fanatahguiyan i Ha'åne: *Time of Change*

Islands (Part of Gallery 4)

Gallery 5. Ti Geran Måmi: *A War Not of Our Making*

Gallery 6. Humuyong-ña i Gera: *The Cost of War*

Gallery 7. I Finaloffan yan i Ma'mai'la: *Our Past and Our Future*

Activity Sheets

1. **Overview: An activity for all 7 Galleries or Sections.** Students are asked to carefully go through the exhibit to look for answers. They are assisted with a word bank and illustrations. The illustrations indicate the source panel or a possible answer to the question.
2. **Art: An activity for Galleries 2 and 3.** A introduction to drawing CHamoru cultural icons in a step-by-step process using basic shapes and forms. Students learn how these images are made of basic shapes and will have confidence in drawing CHamoru cultural icons and other works of art.
3. **Fill In the Blanks: An activity for Galleries 2, 3 and Islands.** Students are presented with an image and asked to write in missing letters to complete the CHamoru word. They can build their word power in CHamoru through pictures and words while practicing to write the alphabet.
4. **History 1: An activity for Galleries 4, 5 and 6.** A drawing activity for students to select individuals to learn and write about. This activity allows children to evaluate history as actions or events made by people. Portraits are an opportunity to practice or learn a new skill in rendering.
5. **History 2: An activity for 7 Galleries, Islands excluded.** Students are asked to carefully go through the exhibit to locate answers. This activity is an illustrated walk through time and once completed the children will gain the strength and knowledge of Guam history.
6. **Language Arts 1: An activity for all 7 Galleries.** A writing activity for students to describe their learning experience in the exhibit. They are asked to go through the exhibit looking for answers and then describe or explain what they have seen, read and learned.

7. **Language Arts 2: An activity for Gallery 2.** Students write about artifacts or objects in the exhibit. They are asked to select objects in the exhibit that they know, one they do not know and share these with a classmate.
8. **Math: A two part activity for 6 Galleries, Gallery 1 excluded.** Part 1 involves creating a number chart by exploring the select Galleries. Illustrations help students in finding the correct numbers in the exhibit. Part 2 uses a number chart to solve addition and subtraction equations.
9. **Science: An activity for all 7 Galleries.** This activity focuses on human interactions with each other and Guam's environment. The students are asked to explore the exhibit carefully to locate and reflect on answers.
10. **Social Studies: An activity for all 7 Galleries.** A writing and drawing activity for students to carefully read through the exhibit to find the answers. They will learn about the CHamoru people and culture in Guam history.

I HINANAO-TA NU I MANAOTAO TĀNO' - I CHAMORU SIHA

The Journey of the CHamoru People

AN OVERVIEW ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY USING THE WORD BANK BELOW.

TECHA

LANGUAGE

EXPLORERS

WHALERS

PUGAS

SELF-DETERMINATION

TINITU

JOSE "TONKO" REYES

PEOPLEHOOD

PIRATES

PALE' JESUS BAZA DUEÑAS

3,500

INDIGENOUS IDENTITY

1,000

300

SAKMAN

TIMULO

ANCESTRAL LAND RIGHTS

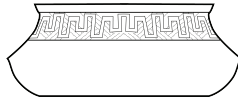
FA'I

HINEKSA'

Gallery 1. I Tinituhon

When did the first settlers arrive?

_____ years ago.



Gallery 2. I Tāsi yan i Tāno'

Name two stages of rice?

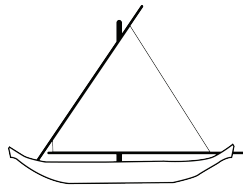
1. _____

2. _____



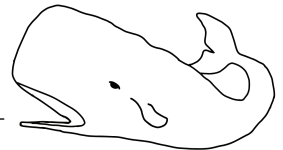
Gallery 3. Ginen i Mañaina'-ta

Name a canoe CHamorus used to travel long distances?



Gallery 4. Fanatahguiyan i Ha'āne

Name one kind of Western visitor to the island?



Islands

What is the CHamoru word for a prayer leader?



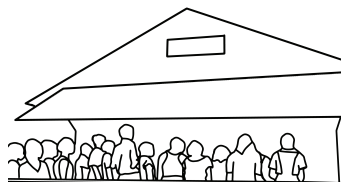
Gallery 5. Ti Geran Māmi

Name one CHamoru who stood against the Japanese Imperial Army?



Gallery 6. Humuyong-ña i Gera

How many local businesses were licensed in 1946?



Gallery 7. I Finaloffan yan i Ma'mai'la

Name one subject CHamoru Renaissance leaders spoke on?



AN ART ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: LEARN TO DRAW CHAMORU CULTURAL ICONS.

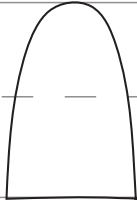


Gåchai

1.



2.



3.



Guma latte'

1.



2.



3.

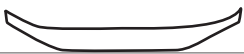


4.

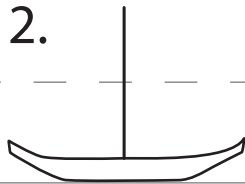


Sakman

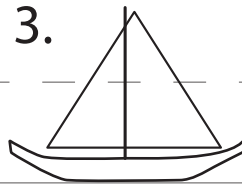
1.



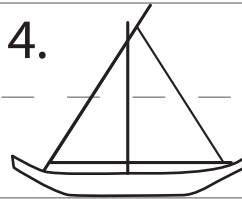
2.



3.



4.



NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: MATCH THE CHAMORU WORDS FROM THE WORD BANK TO THEIR IMAGES AND FILL IN THE MISSING LETTERS.

Fā'i

Lusong

Tano'

Sakman

Lailai

Haggan

Pulan

Gigao

Matāo

Halu'u

Guma'

Chichirika

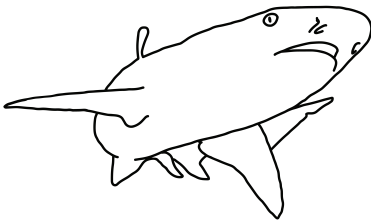
Techa

Poi'o

Latte'

Pugua'

Gallery 2. I Tāsi yan i Tāno'



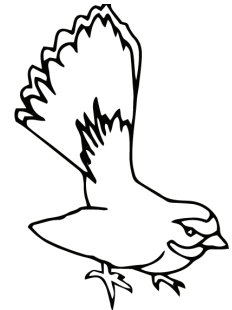
H _ _ U ' _

English: Shark



_ _ ' i

English: Rice growing

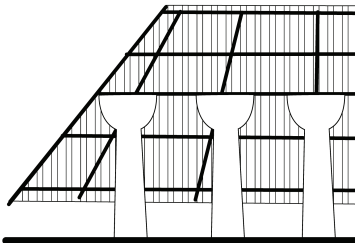


_ _ i _ h _ _ _ k _

English: Rufous Fantail

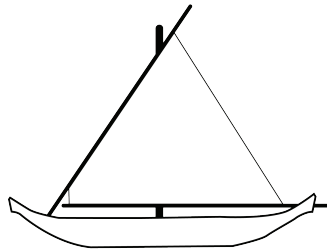
Gallery 3. Ginen i Mañaina' -ta

Islands



_ _ † _ _ '

English: Stone foundation



S _ _ _ a _

English: Seafaring canoe



_ e _ _ _

English: Prayer leader

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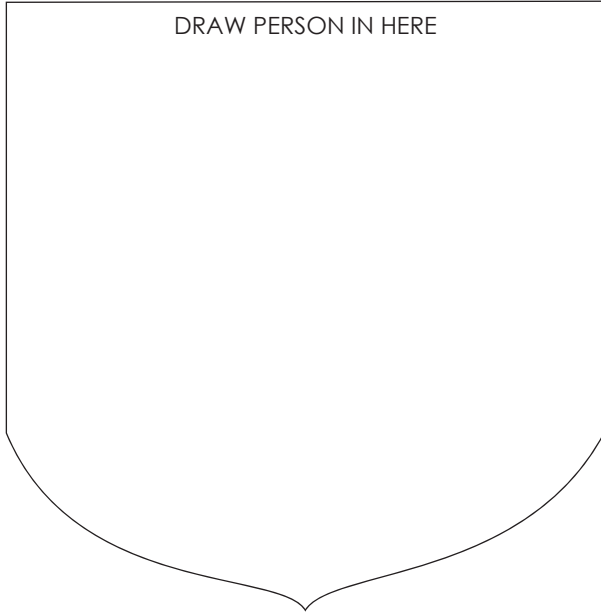
A HISTORY ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: SELECT ONE INTERESTING PERSON FROM EACH GALLERY TO DRAW AND WRITE ABOUT.

GALLERY 4 Fanatahguiyan i Ha'āne

DRAW PERSON IN HERE

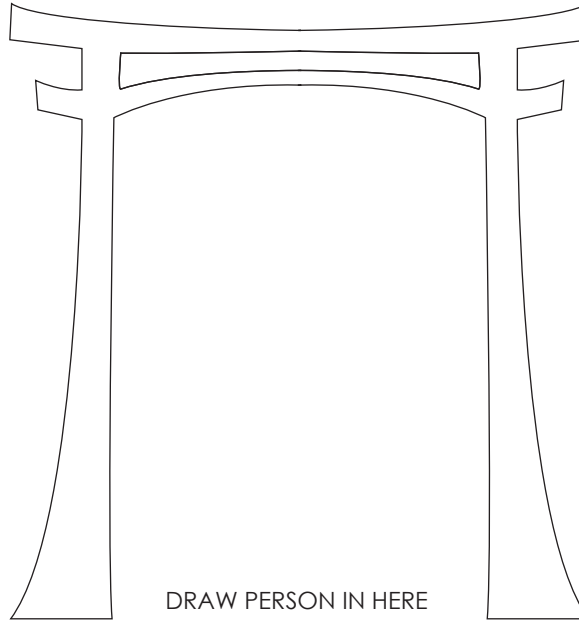


NAME: _____

WHY IS THIS PERSON INTERESTING?

GALLERY 5 Ti Geran Māmi

DRAW PERSON IN HERE

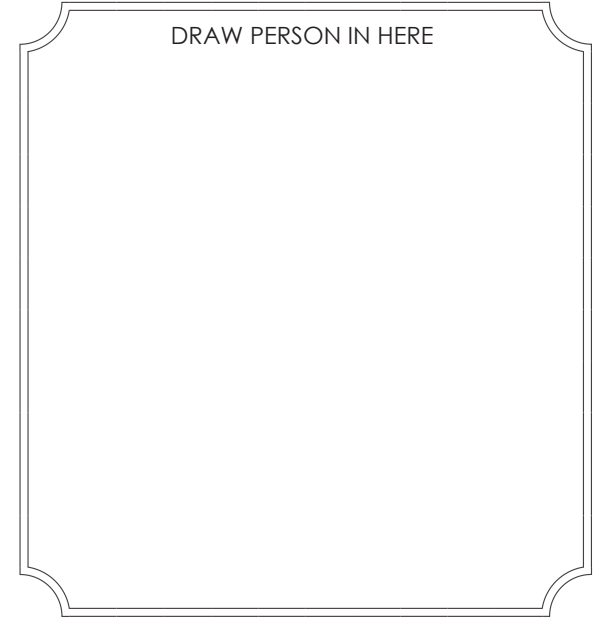


NAME: _____

WHY IS THIS PERSON INTERESTING?

GALLERY 6. Humuyong-ña i Gera

DRAW PERSON IN HERE



NAME: _____

WHY IS THIS PERSON INTERESTING?

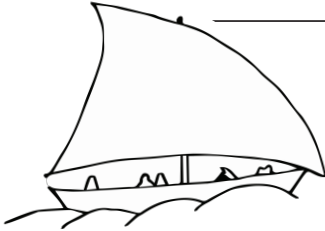
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A HISTORY ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

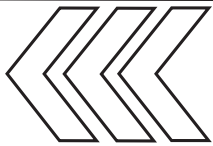
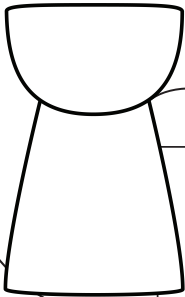
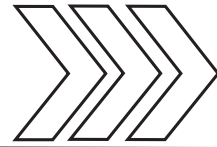
INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY.



Gallery 1. I Tinituhon

Q: How long ago was the island first settled?

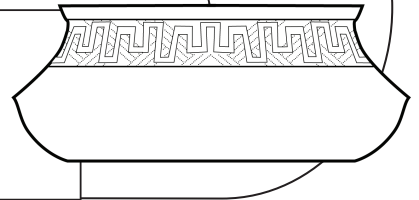
A: About _____ years ago



Gallery 2. I Tāsi yan i Tāno'

Q: What is the time period of the Marianas Redware?

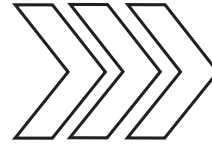
A: From _____ BC - _____ AD



Gallery 3. Ginen i Mañaina'-ta

Q: In what year did the first latte' appear?

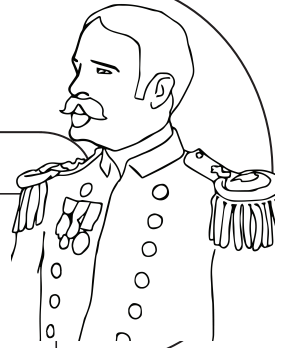
A: Around _____ AD



Gallery 4. Fanatahguiyan i Ha'āne

Q: In what year did Governor Roy Smith appoint the first Guam Congress?

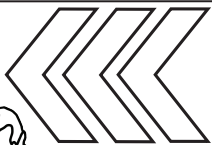
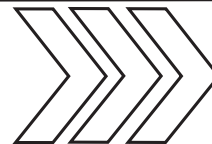
A: In the year _____



Gallery 5. Ti Geran Māmi

Q: How many CHamoru men reclaimed Atāte?

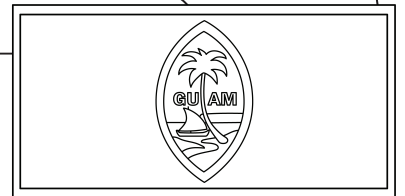
A: There were _____ men



Gallery 6. Humuyong-ña i Gera

Q: In what year was the Guam flag changed to include a red border?

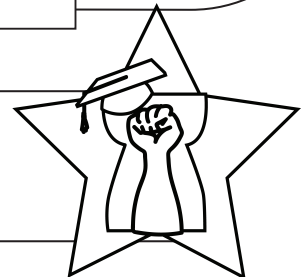
A: In the year _____



Gallery 7. I Finaloffan yan i Ma'mai'la

Q: In what year was the Organic Act of Guam signed?

A: In the year _____



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A LANGUAGE ARTS ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY.

Gallery 1. I Tinituhon

Summarize the migration film using key words.

Gallery 2. I Tāsi yan i Tāno'

What is the hālom tāno' and what are some things you can find in it?

Gallery 3. Ginen i Mañaina'-ta

Describe chenchule'.

Gallery 4. Fanatahguiyan i Ha'āne

Briefly explain Hybrid Colonial Identity.

Islands

Choose one Island and describe what you learned from the text and photos.

Gallery 5. Ti Geran Māmi

Summarize the events leading to the invasion of the Japanese Imperial Army.

Gallery 6. Humuyong-ña i Gera

What year did the Guam flag change? Why was it changed?

Gallery 7. I Finaloffan yan i Ma'mai'la

What is the CHamoru Renaissance?

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A LANGUAGE ARTS ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: SELECT DIFFERENT OBJECTS FROM THE EXHIBIT TO ANSWER THE QUESTIONS BELOW.

I knew that!

Select an object from the exhibit you already know. Name the object in CHamoru and in English.

CHamoru Name: _____

English Name: _____

Write one thing you know about the object.

Read about the object and write one thing you did not know.

That's new!

Select an object in the exhibit you do not know. Name the object in CHamoru and in English.

CHamoru Name: _____

English Name: _____

Read about the object and write two things you did not know.

Share!

Partner with a classmate to share what you knew and what you have learned. Ask them to share their knowledge of their objects with you.

Classmate's Name: _____

I knew that!

CHamoru Name: _____

English Name: _____

That's new!

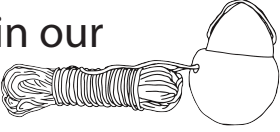
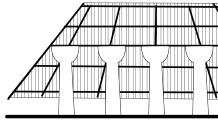


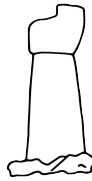







CHamoru Name: _____

English Name: _____

MATH ACTIVITY SHEET PART 1: NUMBER CHART
 FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND FILLING IN THE NUMBER CHART BELOW. THEN USE THE NUMBER CHART TO SOLVE THE MATH PROBLEMS ON THE MATH ACTIVITY SHEET PART 2.

Gallery 2. I Tāsi yan i Tāno'		Gallery 3. Ginen i Mañaina'-ta		Gallery 4. Fanatahguiyan i Ha'āne	
	Number of fish species in our reefs 		Year the latte' first appeared 		Years the Galleon Trade ran 
	Number of conus shells found at Ñaton beach 		Height of the latte' at Taga 		Number of gun salute by Captain Henry Glass 
Gallery 5. Ti Geran Māmi		Gallery 6. Humuyong-ña i Gera		Gallery 7. I Finaloffan yan i Ma'mai'la	
	Year the Japanese Imperial Army invaded the Island 		Years Sgt. Yokoi hid in the jungle 		Year Guam elects a governor 
	Number of men helped in Atāte 		Liberation Day 		Century of Cultural Sovereignty 

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MATH ACTIVITY SHEET PART 2: PROBLEM SOLVING FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: USE MATH ACTIVITY SHEET PART 1: NUMBER CHART TO SOLVE THE MATH PROBLEMS BELOW.

Gallery 2. I Tāsi yan i Tāno'	Gallery 3. Ginen i Mañaina'-ta	Gallery 4. Fanatahguiyan i Ha'āne
<p>Add the number of fish species _____</p> <p>and the number + of conus shells _____</p> <p style="text-align: right;">= _____</p>	<p>Subtract the year of the first latte' _____</p> <p>and the height of - Taga latte' _____</p> <p style="text-align: right;">= _____</p>	<p>Add the years of the Galleon Trade _____</p> <p>and the number + of gun salute _____</p> <p style="text-align: right;">= _____</p>
Gallery 5. Ti Geran Māmi	Gallery 6. Humuyong-ña i Gera	Gallery 7. I Finaloffan yan i Ma'mai'la
<p>Subtract the year the island was invaded _____</p> <p>and the number of - men in Atāte _____</p> <p style="text-align: right;">= _____</p>	<p>Add the years Sgt. Yokoi hid in the jungle _____</p> <p>and Liberation Day + _____</p> <p style="text-align: right;">= _____</p>	<p>Subtract the year Guam elects a governor _____</p> <p>and the century of - Cultural Sovereignty _____</p> <p style="text-align: right;">= _____</p>

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A SCIENCE ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY.

Gallery 1. I Tinituhon

How were the islands formed?

Gallery 2. I Tāsi yan i Tāno'

Name one ecosystem in CHamoru and in English.

Ecosystem

CHamoru: _____

English: _____

Gallery 3. Ginen i Mañaina'-ta

What are some skills a good navigator would need?

Gallery 4. Fanatahguiyan i Ha'āne

Name three types of food introduced by visiting ships.

1. _____
2. _____
3. _____

Islands

Name three activities CHamorus used to preserve the language and pass on knowledge.

1. _____
2. _____
3. _____

Gallery 5. Ti Geran Māmi

Describe what the island may have been like after 13 days of bombing.

Gallery 6. Humuyong-ña i Gera

What did the people do to survive without fertile land to farm?

Gallery 7. I Finaloffan yan i Ma'mai'la

After reading Gallery 7, predict what the future will be like.

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A SOCIAL STUDIES ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

NAME: _____ DATE: _____ CLASS: _____

INSTRUCTIONS: COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY.

<p>Gallery 1. I Tinituhon Why is it important to learn about the first people to settle the island?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Gallery 2. I Tāsi yan i Tāno' What is a guinahan famagu'on?</p> <p>_____</p> <p>_____</p> <p>Who would wear it?</p> <p>_____</p> <p>_____</p>	<p>Gallery 3. Ginen i Mañaina'-ta What is the latte'?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>When did they first appear?</p> <p>_____</p>	<p>Gallery 4. Fanatahguiyan i Ha'āne Name one item CHamorus traded with visitors from the West?</p> <p>_____</p> <p>What did the CHamorus want in return?</p> <p>_____</p>	<p>Islands Describe one cultural value from each island.</p> <p>1. I Lina'lā'-ta</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. I Fino'-ta</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Gallery 5. Ti Geran Māmi Describe what happen to the CHamoru people.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Gallery 6. Humuyong-ña i Gera Why did Agueda Johnston organize Liberation Day?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Gallery 7. I Finaloffan yan i Ma'mai'la Draw CHamoru patriotic symbols.</p>			<p>3. I Manhagā-ta</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. I Hinengge-ta</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. I Minesngon-ta</p> <p>_____</p> <p>_____</p> <p>_____</p>