

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



# MIDDLE SCHOOL ACTIVITIES

The middle school activity sheets are a collection of educational materials to be used by teachers and parents to enhance a teenager'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 teens or students excited to explore and learn about the exhibit. The activities cover the following subjects: CHamoru language, Art, Language Arts, Math, Science and Social Studies.

In completing the activities students will have learned a selection of CHamoru words. Art activities help students practice their basic drawing skills and use of art terms. Writing activities enable students to analyze and express their thoughts on how they understand the information presented in the exhibition. The two part math activity allows students to review statistical method of data analysis and probability. In the science activity students will focus on Guam's living environment. The social studies activity requires student to write analytically about Guam's history and its future.

Activities have been authored, designed and graphically prepared by Nathalie Pereda and Education.com and edited by Dr. Laura M. Torres Souder, Kerri Ann Borja and 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 sheet for all 7 Galleries or Sections.** Students are asked to carefully go through the exhibit to look for answers. Illustrations guide students to displays with the possible answer.
2. **Art 1: An activity for all 7 Galleries.** A drawing and writing activity for students to select three works of art and to describe them using art terms.
3. **Art 2: An activity for Galleries 2 and 3.** Students are asked to draw, write and analyze select works of art. The first part of the activity allows children to select a pottery pattern of interest and the second requires them to write and reflect on a specific piece.
4. **Crosswords: An activity for Gallery 2.** A CHamoru word puzzle for students to explore the selected gallery. Students are presented with clues in English and have to find the CHamoru equivalents.
5. **Language Arts 1: An activity for Galleries 3, 4 and 7.** A writing and critical thinking activity for students. They are asked to carefully read through the select Galleries and write what they have learned and think about the information presented.
6. **Language Arts 2: An activity for Galleries 2, 5, 6 and 7.** This activity focuses on writing composition. Students are asked to outline and write about information obtained and their interests.
7. **Math: An activity for Galleries 3 through 7, Islands excluded.** A statistical data and analysis math activity focusing on mean, median and mode. This activity consists of a number chart for students to explore select Galleries for information. Illustrations aid students to the appropriate display.

8. **Science: An activity for Gallery 2.** A science activity focusing on Guam's ecosystems. In this activity students are asked to identify and study one of Guam's ecosystems.
9. **Social Studies: An activity for Galleries 3, 5 and 7.** A writing and critical thinking activity focusing on the CHamoru people and Guam's history. Students are asked to carefully read through select Galleries and then analyze exhibition. Questions focus on identifying with the CHamoru people and their history and possible evolution.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS.

**Gallery 1. I Tinituhon**

According to the mural artist, what two characteristics of Fo'na were important to be able to portray?

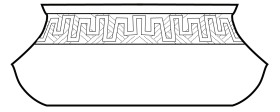
1. \_\_\_\_\_
2. \_\_\_\_\_



**Gallery 2. I Tāsi yan i Tāno'**

Name one of the three earliest known settlements in the Pacific Islands?

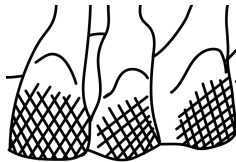
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**Gallery 3. Ginen i Mañaina'-ta**

Who in ancient CHamoru society participated in tooth art?

\_\_\_\_\_



**Gallery 4. Fanatahguiyan i Ha'āne**

In what year did control of the island transfer from priests to the Spanish Governor?

\_\_\_\_\_



**Islands**

What is the name of the CHamoru ancestral language?  
 How old is it

\_\_\_\_\_  
 \_\_\_\_\_



**Gallery 5. Ti Geran Māmi**

What was the island renamed under the Japanese Imperial Army occupation?

\_\_\_\_\_



**Gallery 6. Humuyong-ña i Gera**

Who was the first civilian governor of Guam appointed in 1949?

\_\_\_\_\_



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

What is the month and year of the 9th Guam Congress walkout?

\_\_\_\_\_



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

The Journey of the CHamoru People

## A VISUAL ARTS ACTIVITY SHEET FOR MIDDLE SCHOOL GRADE LEVELS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** SELECT THREE DIFFERENT ART PIECES AND ANSWER THE FOLLOWING QUESTIONS. THE ART PIECES CAN BE DRAWINGS, PAINTINGS OR ARTIFACTS.

Name or title of the art piece:

\_\_\_\_\_

Draw the art piece here.

Identify and describe elements of art. For example color, shape, and value.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name or title of the art piece:

\_\_\_\_\_

Draw the art piece here.

Identify and describe elements of art. For example color, shape, and value.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name or title of the art piece:

\_\_\_\_\_

Draw the art piece here.

Identify and describe elements of art. For example color, shape, and value.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

The Journey of the CHamoru People

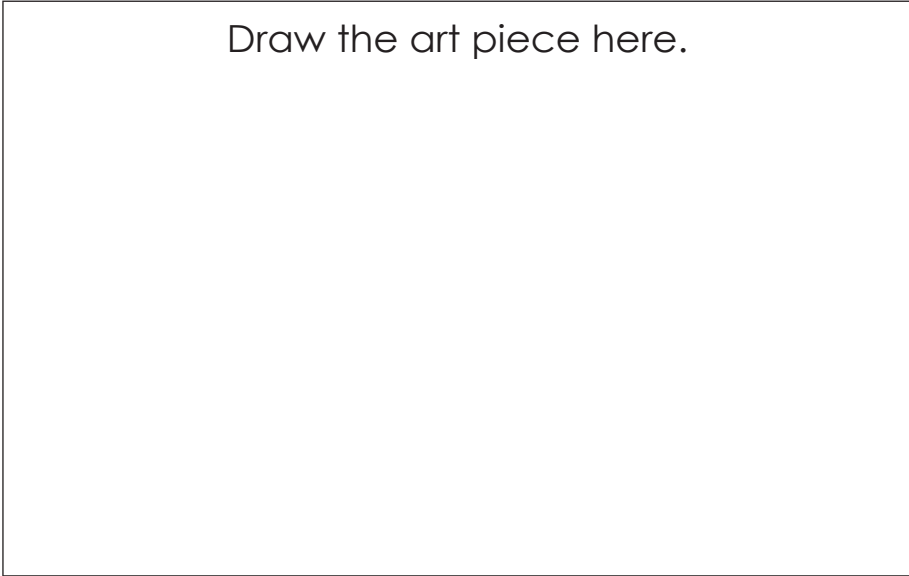
## A VISUAL ARTS ACTIVITY SHEET FOR MIDDLE SCHOOL GRADE LEVELS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

### Gallery 2. I Tāsi yan i Tāno'

Pre-Latte Pottery. Select a potsherd, a broken piece of ceramic found at an archaeological site. Draw and describe the potsherd using art terms. For example color, shape, and line.

Draw the art piece here.



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### Gallery 3. Ginen i Mañaina'-ta

Story Circle. Study Anita Bendo's CHamoru village mural and describe in art terms like composition and balance.

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Describe how the CHamoru people and culture of the time period are reflected.

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

The Journey of the CHamoru People

## A CHAMORU ACTIVITY SHEET FOR MIDDLE SCHOOL GRADE LEVELS

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** FILL IN THE CROSSWORD PUZZLE USING THE CLUES AND SEARCHING GALLERY 2. I TĀSI YAN I TĀNO'. WORDS IN PUZZLE USE CHAMORU SPECIAL CHARACTERS FROM THE ALPHABET (', Å, Ñ). SPACES ARE NOT INCLUDED.

**ACROSS**

1. New moon

1.		2.			
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3. Jungle

4.
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5. Gift-giving

7. Ancestral spirit

3.	h	å	l	o	m	t	å	n	o	'
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9. Land

5.									
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6.

7.			8.	
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9.				
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**DOWN**

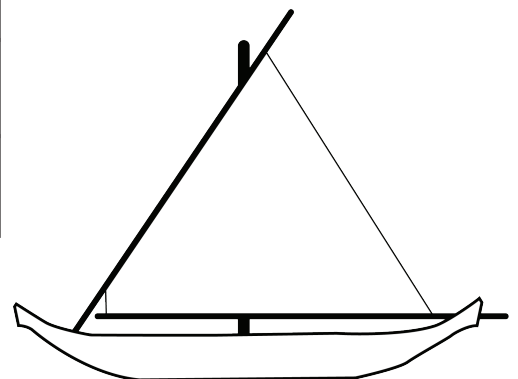
2. Coconut

3. Cooked rice

4. Rice growing in field

6. Full moon

8. Sea



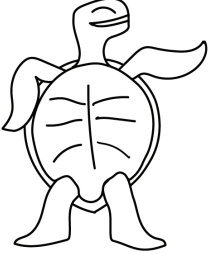






NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND FILLING IN THE NUMBER CHART. THEN USE THE NUMBER CHART TO FIND THE MEAN, MEDIAN, AND MODE.








**Mean:** The mean of a group of numbers is the average of the numbers.

**Median:** The median of a group of numbers is the number that is in the middle when numbers are arranged from smallest to largest.

**Mode:** The mode of a group of numbers is the number that appears the most.

## NUMBER CHART

<p><b>Gallery 3. Ginen i Mañaina' -ta</b></p> <p>_____ Number of days for teeth art by matao women.</p> 	<p><b>Gallery 5. Ti Geran Māmi</b></p>  <p>_____ Day the Japanese Imperial Army invaded the Island.</p> <p>_____ Number of men helped in Atāte.</p>
<p><b>Gallery 4. Fanatahguiyan i Ha'āne</b></p> <p>_____ Day Captain Henry Glass entered Apra Harbor.</p> 	<p><b>Gallery 7. I Finaloffan yan i Ma'mai'la</b></p> <p>_____ Day in April 1950 of FBLG's Congressional Testimony.</p> <p>_____ Number of months FBLG called a nightmare.</p> 
<p><b>Gallery 6. Humuyong-ña i Gera</b></p> <p>_____ Day in July Liberation is celebrated.</p> 	


### NUMBERS IN THE EXHIBIT

\_\_\_\_\_

Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** GO THROUGH **GALLERY 2. I TĀSI YAN I TĀNO'** TO ANSWER THE QUESTIONS AND COMPLETE THE ACTIVITY SHEET.



LIST THE 8 ECOSYSTEMS OF GUAM IN CHAMORU AND ENGLISH.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



SELECT ONE ECOSYSTEM TO COMPLETE THE ACTIVITY SHEET.

1. Identify key features.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Where is this ecosystem located?

\_\_\_\_\_

3. What animals live there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

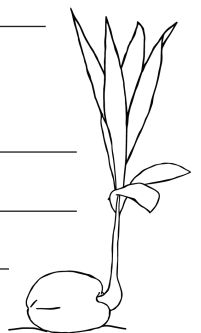
4. What plants grow there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



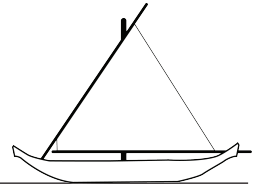
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

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



**Gallery 3. Ginen i Mañaina'-ta**

Identify how the CHamoru communities evolved with the use of the *sakman*.




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**Gallery 5. Ti Geran Måmi**

Identify and describe key turning points of the War for the CHamoru people.




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

Predict how the CHamoru culture will evolve and change in the future.




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