



# 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



# KINDERGARTEN ACTIVITIES

The kindergarten activity sheets are a collection of educational materials to be used by teachers and parents to enhance a young 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 children excited to explore and learn about the exhibit. The activities cover the following subjects: CHamoru language, art, Guam history and environment and feature materials based on the student's visitor experience. In completing the activity sheets, the children will have learned the CHamoru alphabet and select CHamoru words. Art activities will assist in the development of basic drawing skills through repetition, image recognition, and creation.

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, Shannon Murphy.

These activities are aligned with material displayed in Gallery 2. I Tåsi yan i Tåno' (The Sea and the Land) and Gallery 3. Ginen i Mañaina'-ta (Our Ancient Heritage).

Activity Sheets (arranged alphabetically)

1. **Alphabet: An activity for Gallery 3.** Connecting the dots of the CHamoru alphabet in order to complete a drawing of a *guma latte'* (latte' house).
2. **Art: An activity for Gallery 2.** Illustrations of pottery sherds from the exhibit are used as examples in this activity to allow children to learn about ancient CHamoru pottery patterns. It is a great exercise for drawing lines and circles while connecting to artists of the past.
3. **Cave Art: An activity for Gallery 2.** Featured in the cave are images representing pictographs from all over the Mariana Islands. Children will have to study the images carefully to determine which ones were produced by ancient CHamorus and which ones were not.
4. **Crosswords: An activity for Gallery 2.** Children will have to explore the Gallery to find the images depicted in the activity sheet. The CHamoru names of the images will then be used to complete the crossword puzzle. There is a word bank to assist children. This activity will assist children to build their CHamoru vocabulary through word-image association.
5. **Fill In the Blanks: An activity for Galleries 2 and 3.** Children are presented with an image and asked to write in missing letters to complete the CHamoru word. Children can build their word power in CHamoru through pictures and words while practicing to write the alphabet.
6. **Guam Birds: An activity for Gallery 2.** The Guam Birds display features the native flying animals of Guam. In this activity children are asked to study the display to distinguish which of the birds are native to Guam. Children become more familiar with Guam's natural environment.
7. **Match the Image to the Word: An activity for Galleries 2 and 3.** In this activity children are asked to explore Galleries 2 and 3 to find images and identify their CHamoru words. Children complete the activity by drawing a line connecting the image to the appropriate word.



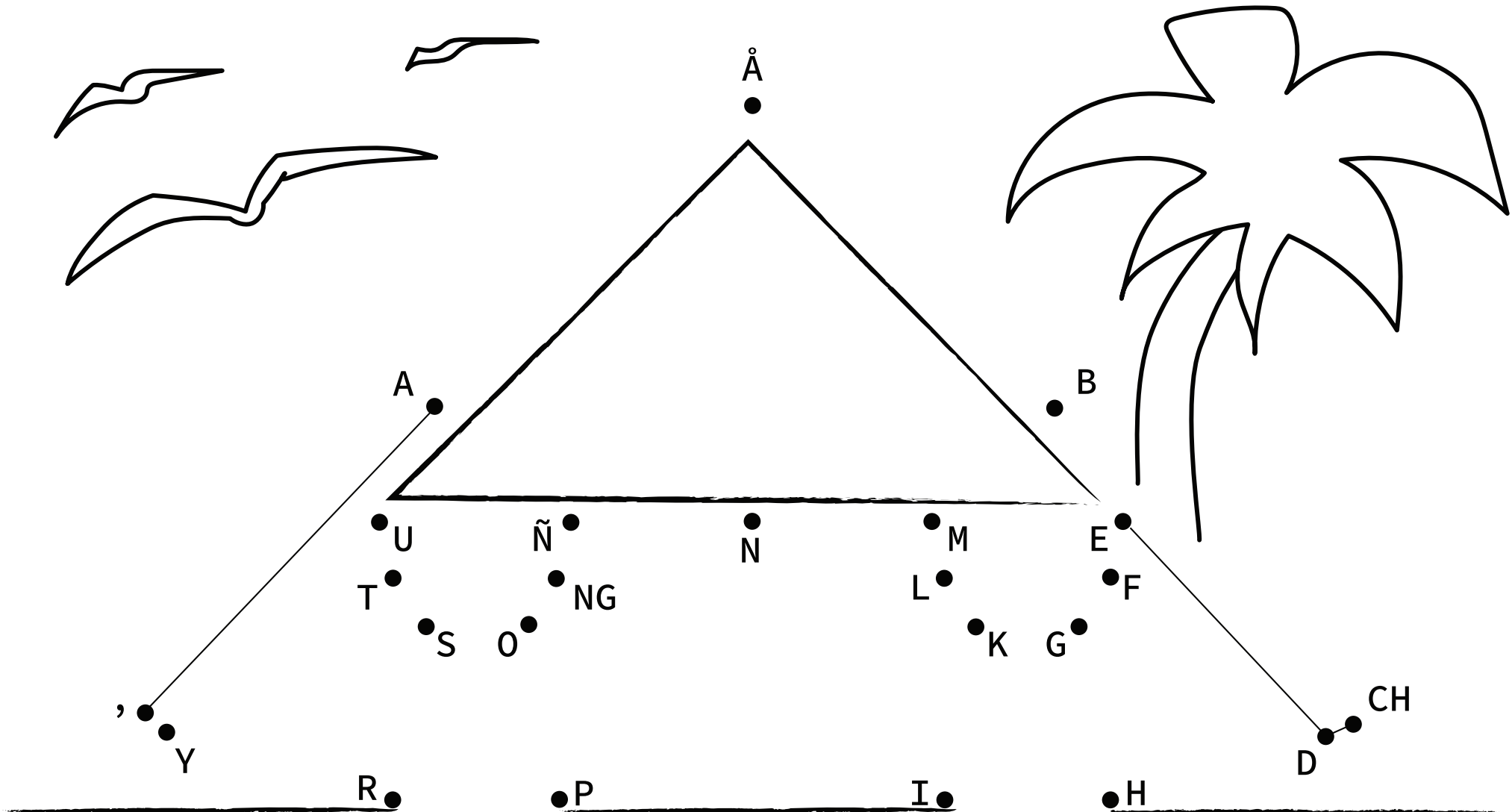
I HINANAO-TA NU I  
MANAOTAO TĀNO' - I CHAMORU SIHA  
The Journey of the CHamoru People

# A CHAMORU ALPHABET ACTIVITY SHEET

## FOR KINDERGARTEN AND ELEMENTARY GRADE LEVELS

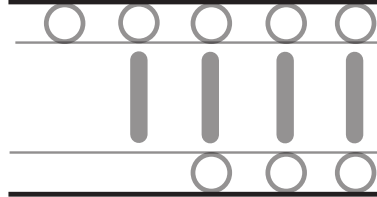
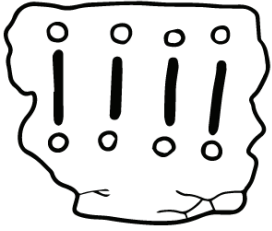
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** CONNECT THE DOTS OF THE CHAMORU ALPHABET IN ORDER.



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

**INSTRUCTIONS:** PRACTICE AND DRAW THE POTTERY PATTERNS.




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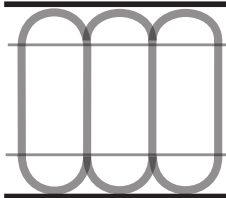
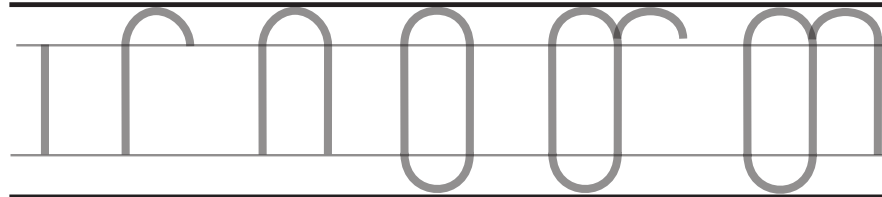
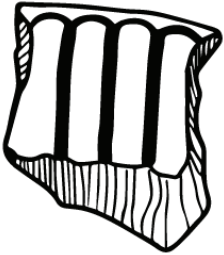
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CREATE YOUR OWN PATTERN USING LINES, CIRCLES OR TRIANGLES.




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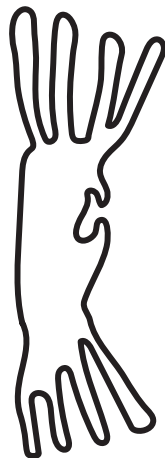
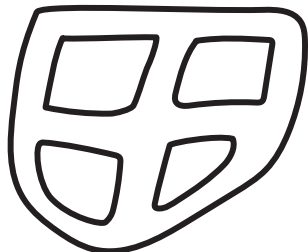
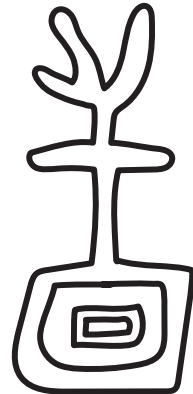
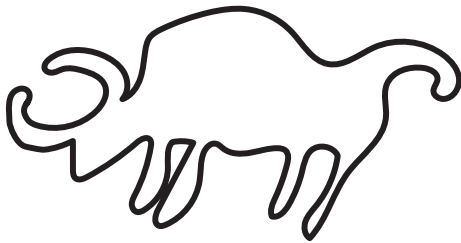
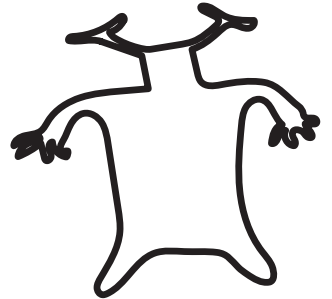
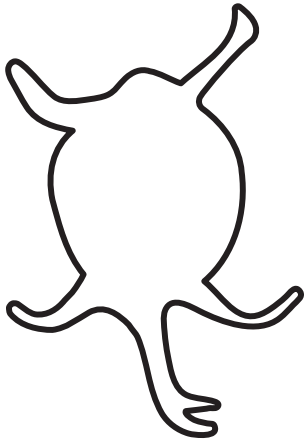
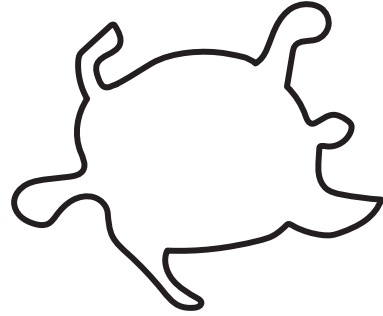
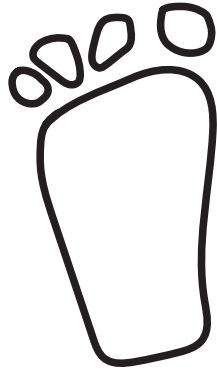
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**CAVE ART ACTIVITY SHEET**  
FOR KINDERGARTEN AND ELEMENTARY GRADE LEVELS

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

**INSTRUCTIONS:** CIRCLE THE THREE CAVE DRAWINGS THAT DO NOT BELONG.



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

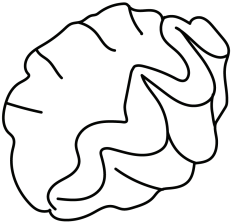
**INSTRUCTIONS:** USE IMAGES AND WORD BANK TO HELP SOLVE THE PUZZLE.

### WORD BANK

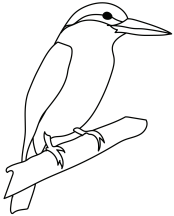
sihek	chotda
hima	sunì
chichirika	tinitu
sinahi	haggan

### Across

1.



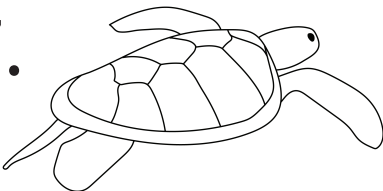
3.



5.

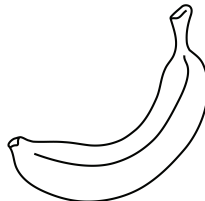


7.

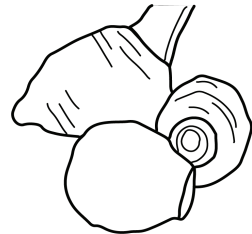


### Down

2.



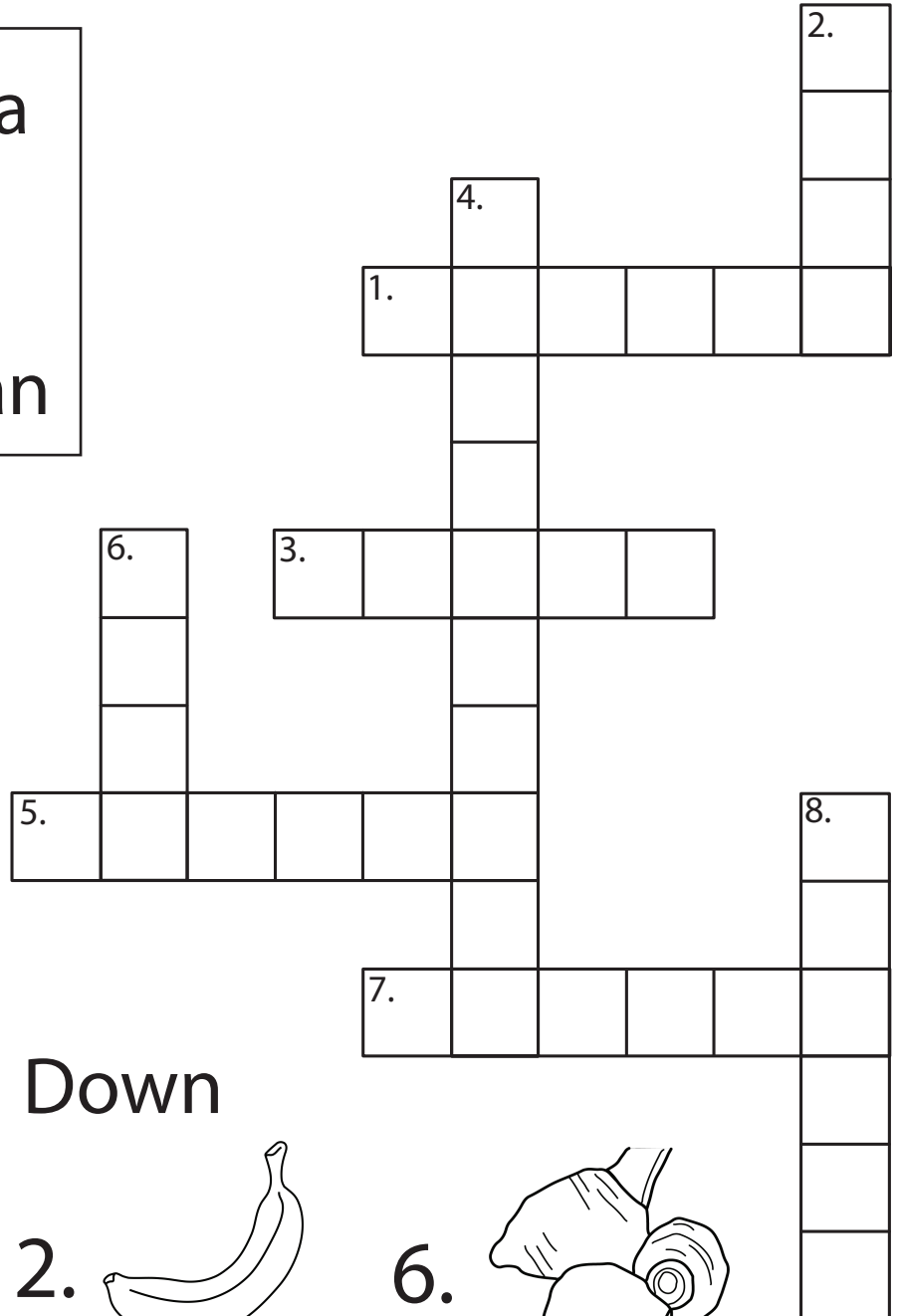
6.



4.



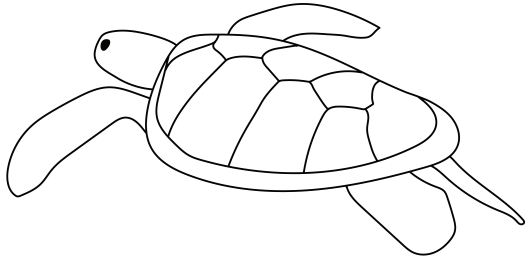
8.



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

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

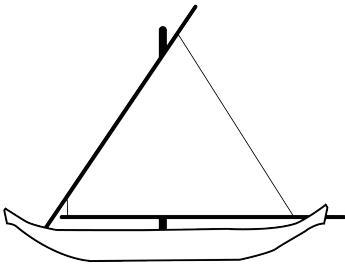
ko'ko'      fā'i      sakman      suni      haggan      latte'



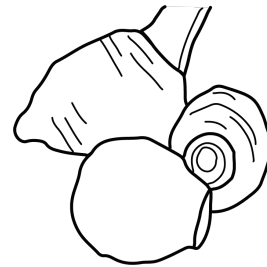
ha      an



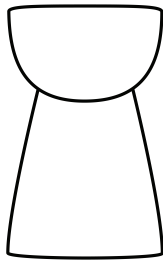
f      i



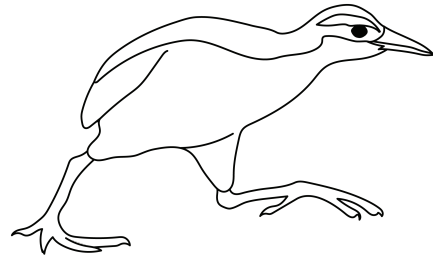
ak      n



s      i



tt      '

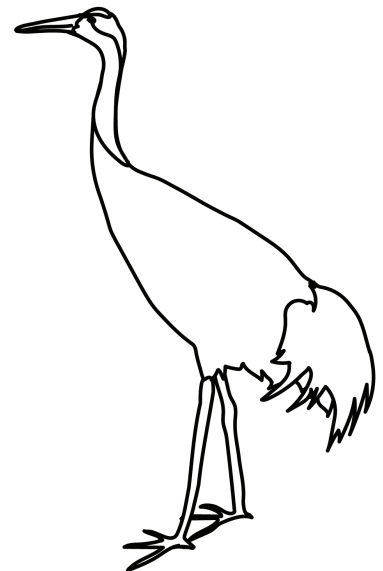
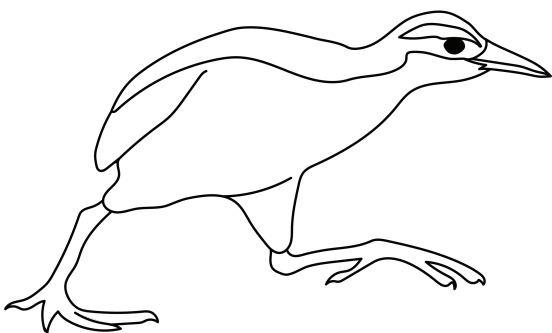
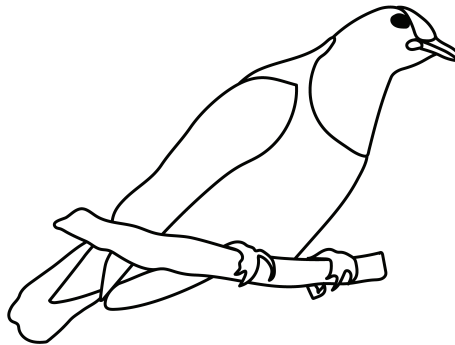
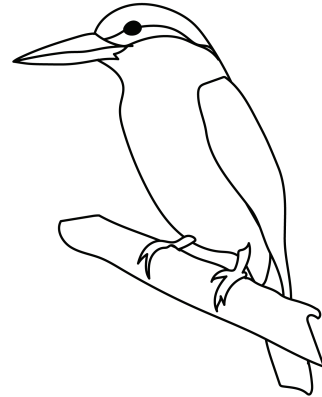
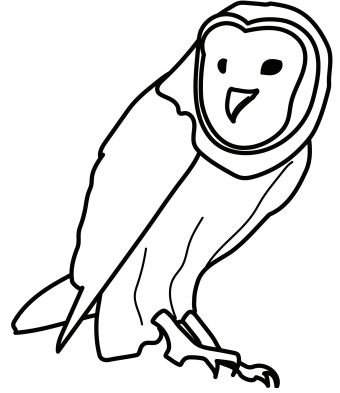
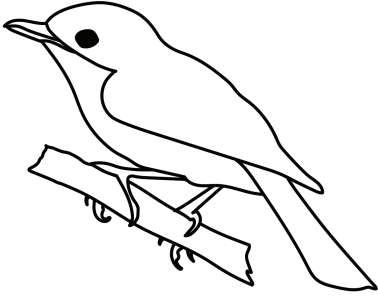


k      '      '

**GUAM BIRDS ACTIVITY SHEET**  
FOR KINDERGARTEN AND ELEMENTARY GRADE LEVELS

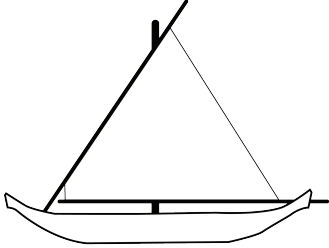
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** CIRCLE THE THREE BIRDS THAT DO NOT BELONG.

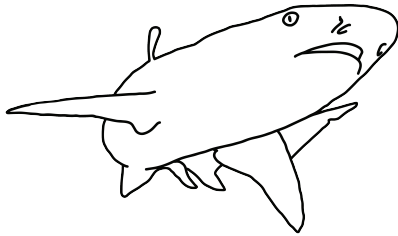


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**INSTRUCTIONS:** DRAW A LINE FROM THE IMAGES TO THE MATCHING WORD ON THE RIGHT.



Få'i



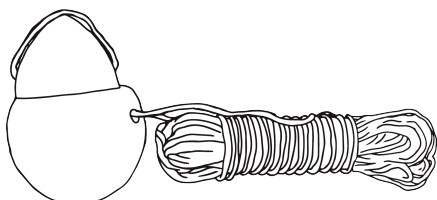
Sakman



Poi'o



Chichirika



Halu'u

# 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

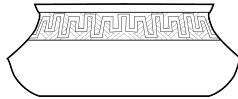
FA'I

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. \_\_\_\_\_

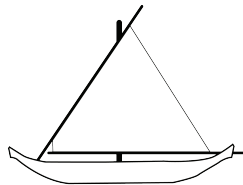
2. \_\_\_\_\_



### Gallery 3. Ginen i Mañaina'-ta

Name a canoe CHamorus used to travel long distances?

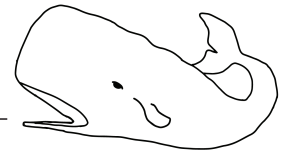
\_\_\_\_\_



### 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?

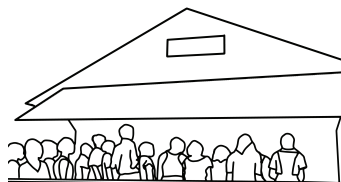
\_\_\_\_\_



### 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.

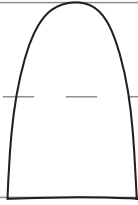


### Gåchai

1.



2.



3.



### Guma latte'

1.



2.



3.

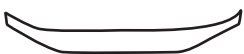


4.

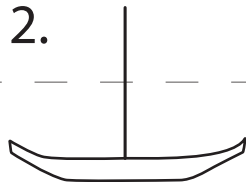


### Sakman

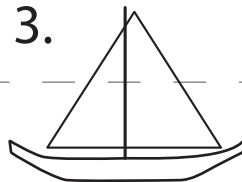
1.



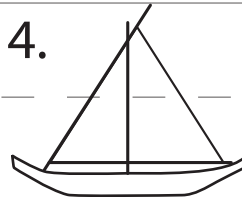
2.



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

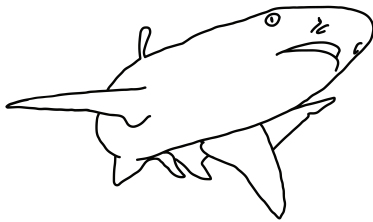
Techa

Poi'o

Latte'

Pugua'

### Gallery 2. I Tāsi yan i Tāno'



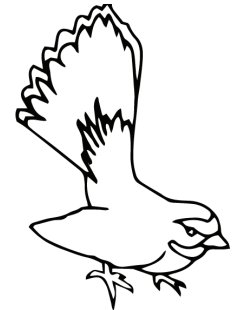
H \_ \_ U ' \_

English: Shark



\_ \_ ' i

English: Rice growing

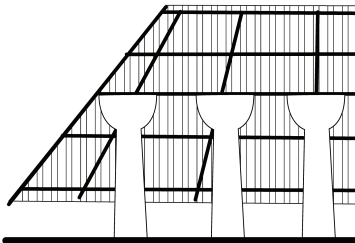


\_ \_ i \_ h \_ \_ \_ k \_

English: Rufous Fantail

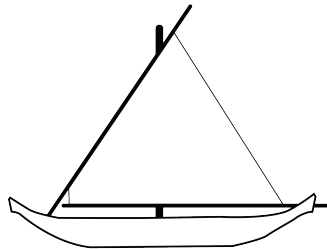
### Gallery 3. Ginen i Mañaina' -ta

### Islands



\_ \_ † \_ \_ '

English: Stone  
 foundation



S \_ \_ \_ a \_

English: Seafaring canoe



\_ e \_ \_ \_

English: Prayer leader

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

The Journey of the CHamoru People

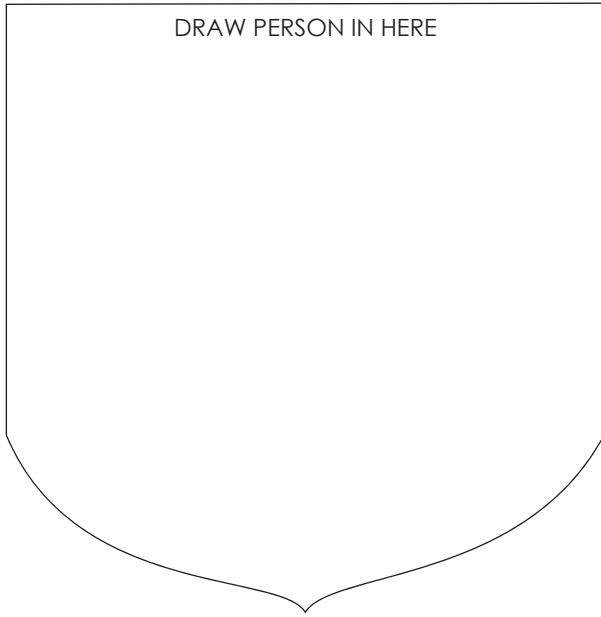
## A HISTORY ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

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?

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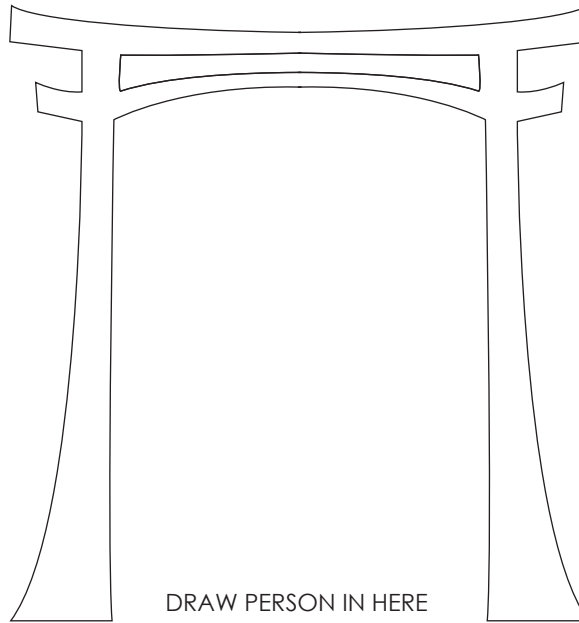
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### GALLERY 5 Ti Geran Māmi

DRAW PERSON IN HERE



NAME: \_\_\_\_\_

WHY IS THIS PERSON INTERESTING?

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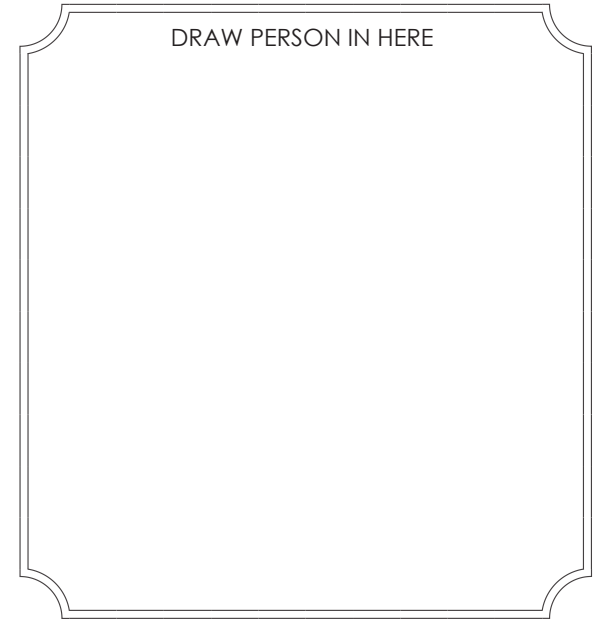
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### GALLERY 6. Humuyong-ña i Gera

DRAW PERSON IN HERE



NAME: \_\_\_\_\_

WHY IS THIS PERSON INTERESTING?

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

The Journey of the CHamoru People

## A HISTORY ACTIVITY SHEET FOR ELEMENTARY GRADE LEVELS

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

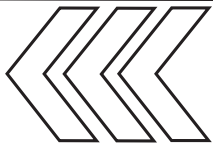
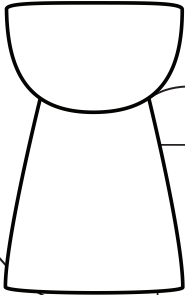
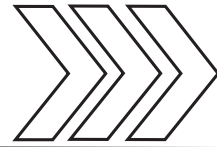
**INSTRUCTIONS:** COMPLETE THE ACTIVITY SHEET BY GOING THROUGH THE EXHIBIT AND LOOKING FOR THE ANSWERS IN EACH GALLERY.



### Gallery 1. I Tinituhon

**Q:** How long ago was the island first settled?

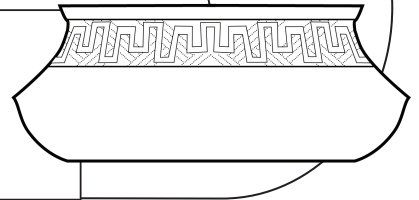
**A:** About \_\_\_\_\_ years ago



### Gallery 2. I Tāsi yan i Tāno'

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

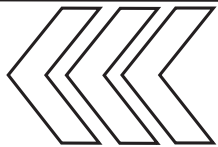
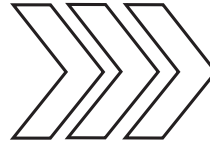
**A:** From \_\_\_\_\_ BC - \_\_\_\_\_ AD



### Gallery 3. Ginen i Mañaina'-ta

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

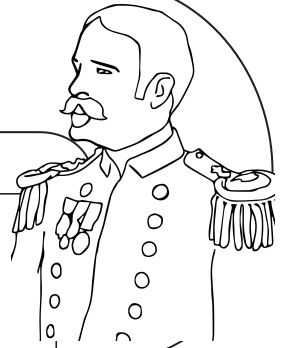
**A:** Around \_\_\_\_\_ AD



### Gallery 4. Fanatahguiyan i Ha'āne

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

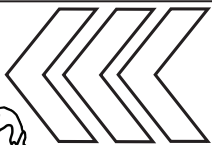
**A:** In the year \_\_\_\_\_



### Gallery 5. Ti Geran Māmi

**Q:** How many CHamoru men reclaimed Atāte?

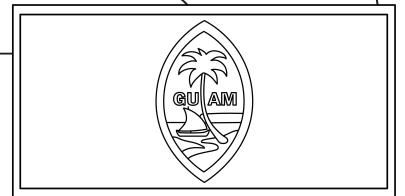
**A:** There were \_\_\_\_\_ men



### Gallery 6. Humuyong-ña i Gera

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

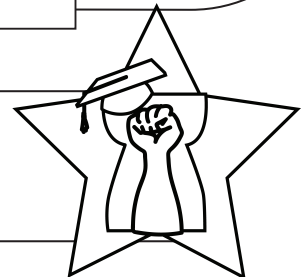
**A:** In the year \_\_\_\_\_



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

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

**A:** In the year \_\_\_\_\_



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

The Journey of the CHamoru People

## 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?

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

The Journey of the CHamoru People

## 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.

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

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### 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.

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### 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: \_\_\_\_\_

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### That's new!

CHamoru Name: \_\_\_\_\_

English Name: \_\_\_\_\_

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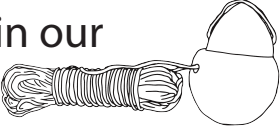
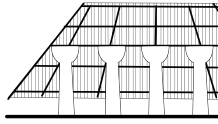


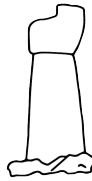









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**MATH ACTIVITY SHEET PART 1: NUMBER CHART**  
 FOR ELEMENTARY GRADE LEVELS

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.

<b>Gallery 2.</b> <b>I Tāsi yan i Tāno'</b>		<b>Gallery 3.</b> <b>Ginen i Mañaina'-ta</b>		<b>Gallery 4.</b> <b>Fanatahguiyan i Ha'āne</b>	
	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 
<b>Gallery 5.</b> <b>Ti Geran Māmi</b>		<b>Gallery 6.</b> <b>Humuyong-ña i Gera</b>		<b>Gallery 7.</b> <b>I Finaloffan yan i Ma'mai'la</b>	
	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 

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

The Journey of the CHamoru People

## 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.

<b>Gallery 2.</b> <b>I Tāsi yan i Tāno'</b>	<b>Gallery 3.</b> <b>Ginen i Mañaina'-ta</b>	<b>Gallery 4.</b> <b>Fanatahguiyan i Ha'āne</b>
<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>
<b>Gallery 5.</b> <b>Ti Geran Māmi</b>	<b>Gallery 6.</b> <b>Humuyong-ña i Gera</b>	<b>Gallery 7.</b> <b>I Finaloffan yan i Ma'mai'la</b>
<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>

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

The Journey of the CHamoru People

## 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?

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### 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?

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### 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.

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### Gallery 6. Humuyong-ña i Gera

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

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

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

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

The Journey of the CHamoru People

## 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><b>Gallery 1. I Tinituhon</b>            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><b>Gallery 2. I Tāsi yan i Tāno'</b>            What is a guinahan famagu'on?</p> <p>_____</p> <p>_____</p> <p>Who would wear it?</p> <p>_____</p> <p>_____</p>	<p><b>Gallery 3. Ginen i Mañaina'-ta</b>            What is the latte'?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>When did they first appear?</p> <p>_____</p>	<p><b>Gallery 4. Fanatahguiyan i Ha'āne</b>            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><b>Islands</b>            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><b>Gallery 5. Ti Geran Māmi</b>            Describe what happen to the CHamoru people.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Gallery 6. Humuyong-ña i Gera</b>            Why did Agueda Johnston organize Liberation Day?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Gallery 7. I Finaloffan yan i Ma'mai'la</b>            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>

# 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?

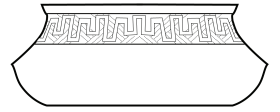
1. \_\_\_\_\_
2. \_\_\_\_\_



### Gallery 2. I Tāsi yan i Tāno'

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

\_\_\_\_\_



### 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

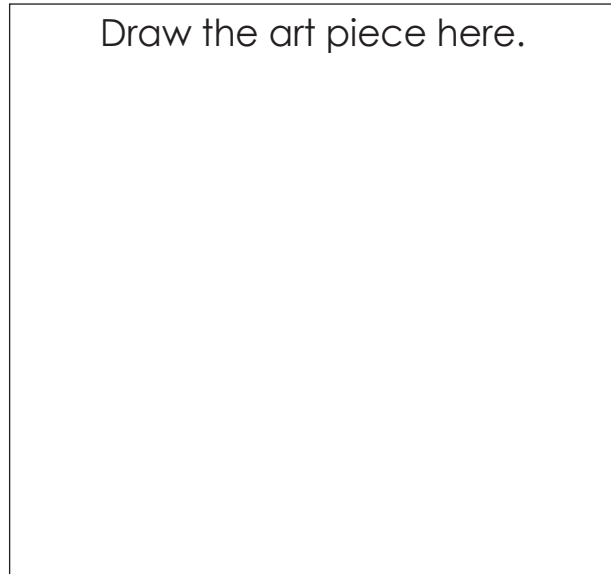
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**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.



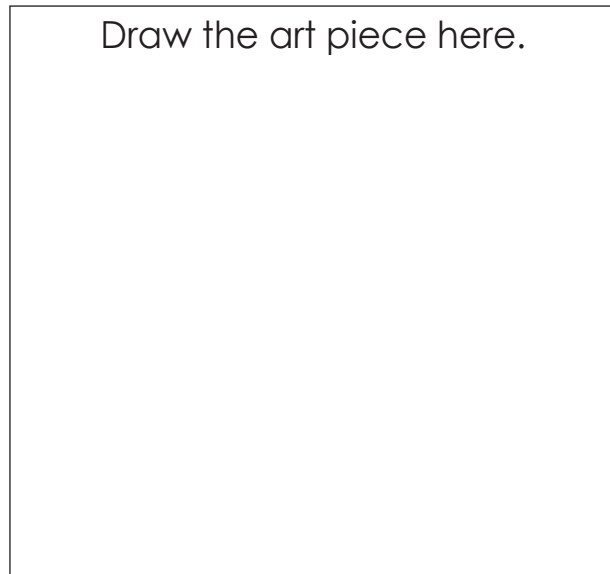
Identify and describe elements of art. For example color, shape, and value.

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

Name or title of the art piece:

\_\_\_\_\_

Draw the art piece here.



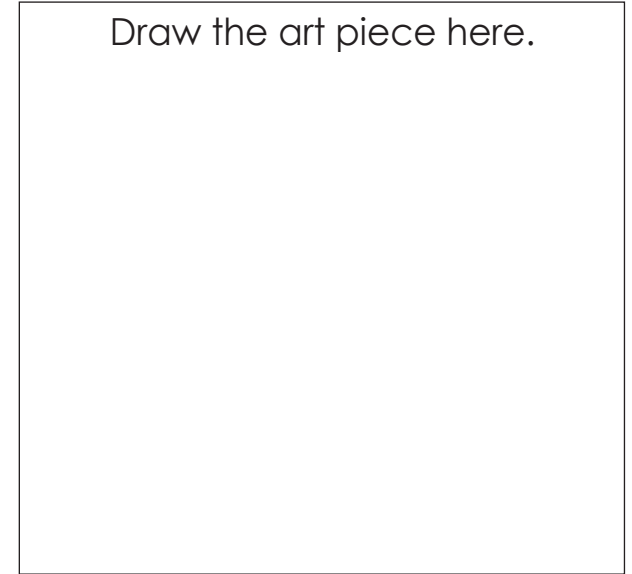
Identify and describe elements of art. For example color, shape, and value.

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

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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## 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 TÅSI YAN I TÅNO'. WORDS IN PUZZLE USE CHAMORU SPECIAL CHARACTERS FROM THE ALPHABET (' , Å , Ñ). SPACES ARE NOT INCLUDED.

### ACROSS

1. New moon

1.		2.			
----	--	----	--	--	--

3. Jungle

4.
----

5. Gift-giving

7. Ancestral spirit

3.	h	å	l	o	m	t	å	n	o	'
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9. Land

5.									
----	--	--	--	--	--	--	--	--	--

6.

7.			8.	
----	--	--	----	--

9.				
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### DOWN

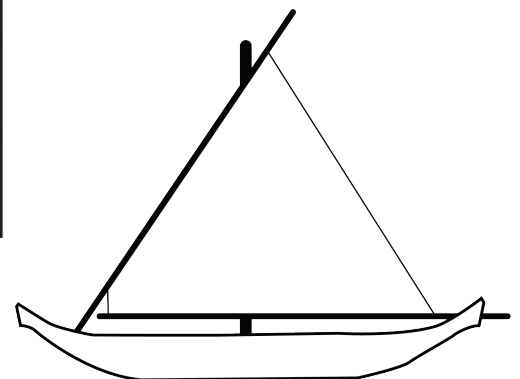
2. Coconut

3. Cooked rice

4. Rice growing in field

6. Full moon

8. Sea





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

# A LANGUAGE ARTS ACTIVITY SHEET

## FOR MIDDLE SCHOOL GRADE LEVELS

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



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

# A LANGUAGE ARTS ACTIVITY SHEET

## FOR MIDDLE SCHOOL GRADE LEVELS

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

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

Make an outline of two skills and provide descriptions.

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\_\_\_\_\_

• \_\_\_\_\_

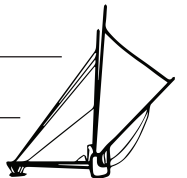
\_\_\_\_\_

\_\_\_\_\_

From **Galleries 5 and 6** identify and describe two events that changed the island and the lives of the people.



Traditional arts. Name one you know or are interested in learning. Briefly describe the art form and why protecting cultural traditions is important.



## A MATH ACTIVITY SHEET FOR MIDDLE SCHOOL GRADE LEVELS

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

#### Gallery 3. Ginen i Mañaina'-ta

\_\_\_\_\_ Number of days for teeth art by matao women.



#### Gallery 4. Fanatahguiyan i Ha'āne

\_\_\_\_\_ Day Captain Henry Glass entered Apra Harbor.



#### Gallery 6. Humuyong-ña i Gera

\_\_\_\_\_ Day in July Liberation is celebrated.



#### Gallery 5. Ti Geran Māmi



\_\_\_\_\_ Day the Japanese Imperial Army invaded the Island.

\_\_\_\_\_ Number of men helped in Atāte.

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

\_\_\_\_\_ Day in April 1950 of FBLG's Congressional Testimony.

\_\_\_\_\_ Number of months FBLG called a nightmare.



### NUMBERS IN THE EXHIBIT

\_\_\_\_\_

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

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

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



## A SCIENCE ACTIVITY SHEET FOR MIDDLE SCHOOL GRADE LEVELS

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.

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2. Where is this ecosystem located?

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3. What animals live there?

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4. What plants grow there?

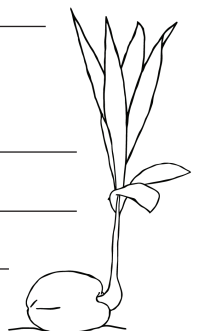
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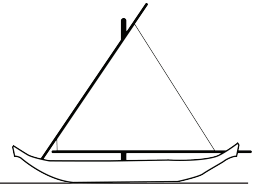


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

**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 Māmi

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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## HIGH SCHOOL ACTIVITIES

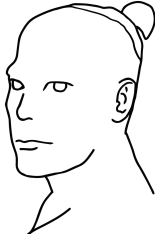
The high school writing prompts are questions designed to inspire interest in the Guam Museum's permanent exhibit, *I Hinanao-ta Nu I Manaotao Tåno' - I CHamoru Siha: The Journey of the CHamoru People*. Parents and teachers are encouraged to prepare students for their museum visit by providing them with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

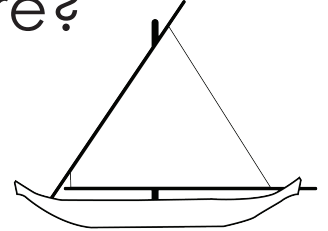
Activities have been authored, designed and graphically prepared by Nathalie Pereda and edited by Dr. Laura M. Torres Souder, Kerri Ann Borja, Shannon Murphy

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.

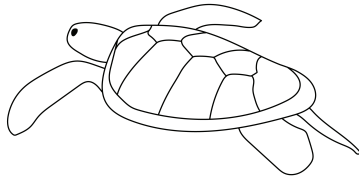
Who are the  
 CHamoru people?



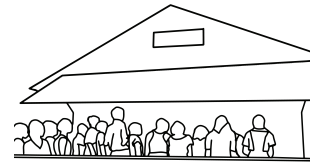
Where did they come  
 from and how did  
 they get here?



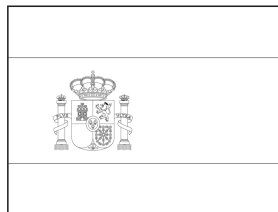
What ecosystems  
 make up the Guam  
 environment?



How did the economy  
 evolve from ancient  
 to modern times?



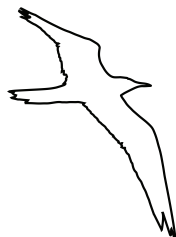
What empires have  
 controlled the Island?



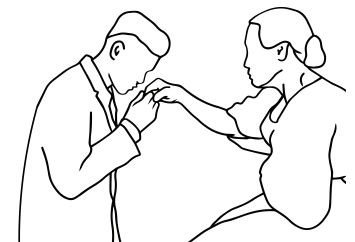
What are the  
 significant milestones  
 in the journey of the  
 CHamoru  
 people?



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



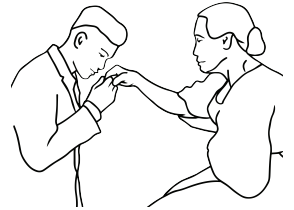
What are the  
 CHamoru cultural  
 values?



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?

