

Lesson Plan: Re-imagining History 1

Connecting world history and Guam history (Part 1 of 3)

Subjects: English, Social Studies, History, Art

Time required: 45-50 minutes

Related links: [Guampedia](#)

Grade-level: Elementary [4-5], Middle [6-8], High [9-12]

Related background reading: Articles on world historical events that can be related to Guam history.

Description

In this lesson, students will begin discussing the many ways World History has shaped history on Guam; the lesson will close in a brief exercise where students imagine a significant change to history, and the resulting impact on Guam.

Note: This lesson can serve as an activity on its own, without having to continue onto parts 2 and 3.

Objectives/Skills

- Students will learn recognize that historical events around the world have had a significant impact on the history of Guam and its people.
- Students will discuss ways their current lives are shaped by world events.
- Students will further explore the impact of these world events by re-imagining the impact of changed history.

Questions or Assessment

- How have world events shaped the history of Guam?
- How is your current life impacted by this shared history?
- How would your life be different were these world historical events to have turned out differently?

Procedure

Teacher prep

Research and identify a historical world event that has impacted Guam history significantly. Imagine how Guam history would change if this world event had turned out differently. Be prepared to present this example to the class, and to help guide them through a similar exercise of their own.

Introduction of Historical World Event (20 minutes)

1. Using available resources, provide students with one or two examples of historical world events that have impacted Guam history. Do not immediately discuss the impact upon Guam; first, simply describe the historical event (ideally, this will be a recap of an earlier lesson covering this topic) and gauge how much students recall
 - **Note:** Guampedia is a good source for the impacts of world historical events on Guam. Some examples include:
 - [Guampedia's Micronesia and World Milestones](#)
 - World explorers (e.g. [Magellan](#))
 - [Pirating in the Pacific](#)
 - [Missionary initiatives](#)
 - [Empire building](#)
 - [World War II](#)
2. Ask students to describe the impact of the events on world history.
 - Encourage them to draw connections between the events being discussed and other historical moments.
 - Empire building leading to global conflicts
 - WWII leading to the Cold War
3. Ask students to describe how these events have shaped daily life around the world.
 - Guide the class toward drawing connections between these world events and contemporary life.
 - Encourage them to brainstorm and guide each other's responses. If time allows, permit them to discuss this at length.
 - Note these examples on the board.
 - **Note:** For younger students (elementary and middle), this may be a difficult task.

Feel free to provide answers for them in a conversational manner (e.g. "Did you know that today many areas of Africa speak French because their countries used to be controlled by France?" or "Did you know pirates came to Guam to loot the Spanish galleons carrying good from Mexico?")

Connecting World Historical Events to Guam History (15 minutes)

1. Using the same example(s) previously discussed, ask students to draw connections to Guam History.
 - Proper responses to this section will differ according to the historical event cited.
 - If students have already brought up Guam history examples in the previous exercise, encourage them to further explore the connections they have identified or to discover overlooked examples.
 - Write these examples on the board.
2. Share the significance of these examples with students; explain to the class that world events not only impact the history of Guam, but they also shape the way we live on island today.
3. Explain to students that we will further explore the impact these world events have on our lives by re-imagining how things would be different had these events turned out differently.

Short Re-imagining Exercise (10-15 minutes)

1. Ask students to re-imagine the outcome of the previously cited historical world events.
 - For example, if you cited Missionary initiatives, have them imagine what would happen if the Catholic Church did not emphasize missionary work around the world.
2. Have students discuss and share examples of how world events, and Guam history, would be different. Write these examples on the board.
 - For example, if you cited the Spanish American War, students may discuss if the CHamoru people are more or less equally valued today as they were in the past?
3. Have students briefly discuss how their own lives would be different (if they believe any difference would result) had this historical event been different.
 - For example, if you cited “missionary initiatives,” students may note that Guam would not have as many churches, and that Rosaries and other common cultural touchstones would be vastly different or completely non-existent.

Recap (5 minutes)

Recap what we’ve done and learned in the lesson:

“Today we explored the impact of world events on historical and contemporary lives around the world. We built upon this understanding by citing specific examples that these world events have upon Guam history and the way we live today; drawing upon your knowledge of world history and Guam history, we were able to draw these connections and recognize the manner by which our island is connected to these historical milestones. We finished by demonstrating the significance of these historical events by re-imagining how Guam and the world would be different if things had turned out differently.”

Ask students for their favorite parts of the lesson.

Lesson Plan: Re-imagining History 2

Creating our own visual culture (part 2 of 3)

Time required: 35-50 minutes

Materials required: Paper (optional), colored pencils, scissors, glue, other materials for making a presentation piece

Description

In this lesson, students will practice re-imagining a historical world event by changing the events in some manner, and then begin exploring how Guam history and their contemporary lives would be different. (I.e. What if the Spanish official [Miguel Legazpi](#) didn’t claim the Marianas for Spain? What if Japan had won [World War II](#)?)

Objectives/Skills

- Students will build upon the previous lesson by individually (or in small groups) re-imagine a world event with different scenarios.
- Students will demonstrate knowledge of this world event by extrapolating the effects of these re-imagined changes onto the history of Guam.
- Students will begin work on their presentations to be shared in the following part of the lesson series.

Questions or Assessment

- What changes can you imagine for your chosen world event? How do these changes impact world history?
- How do these changes impact the history of Guam?
- How would contemporary life be different (or would it be different) given these changes?
- How will you present this information to your peers?

Procedure

Teacher prep. None

Recalling the Previous Lesson (8 minutes)

Ask students to recall the previous lesson in which they cited a historical world event, identified ways in which this event impacted Guam history and their lives, and then re-imagined how things would be different had this historical event turned out differently.

- Have them describe the process they personally went through to come when re-imagining the historical event. There are no wrong answers to this section. Simply have the students critically consider how they re-imagined history, and encourage them to explore methods by which they did so. This is an important step to return to, should students feel stuck (in re-imagining history) later on in the lesson.

Choosing a Historical Event and Re-imagining it (12 minutes)

1. In small groups or individually, have students select a historical world event that they will re-imagine.
 - Have students select events they have already studied. This lesson series is useful in encouraging students to recall previous lessons, and further ingrain earlier taught knowledge.
 - Students do not need to pick events different from one another; their re-imagining will ultimately be diverse, so presentations (done in the third part of this lesson series) will not likely be repetitive.
 - If you wish, have students all re-imagine the same historical world event; however, it's recommended that you have at least 2-3 options, so that students feel comfortable with the exercise by selecting their own topic; additionally, students will be interested in seeing different world events covered during the presentation section in the next part of the lesson series.
2. Have students write down bullet-points for how their re-imagined world historical event would unfold. Remind students to be realistic in their predictions. (They should be prepared to back up their re-imagined outcomes with solid arguments or examples).
 - Be sure to have them include:
 - The name of the event.
 - A brief description of how they re-imagine it turning out differently.
 - A list of things that would be different about the event given this different outcome.
 - A list of things that would be different in Guam history given this different outcome.
 - A list of things that would be different in contemporary life on Guam given this different outcome.
 - If students are more advanced (high school, or advanced middle school), have them include brief reasons or support for their list of predictions given the proposed change in the historical world event.
 - For example, if they chose to say that rosaries would not exist on Guam had missionary initiatives not been pursued by the Catholic Church, have the student explain that Catholicism was unlikely to be introduced to Guam without missionaries, and that other religions (including previous Chamorro faiths) would have taken the current place of Catholicism as the predominant religion on Guam.
3. It is likely that a few students will be stuck on this section. Encourage them to recall the classroom exercise from the previous day, and the manner by which the class as a whole discussed the re-imagined historical world event.

Preparing Presentations (10 – 25 minutes)

1. Explain to students that they are to present their re-imagined histories to their peers.
 - Depending on the type of class, and your personal preferences as a teacher, these histories may be presented in a variety of formats. Some examples include:
 - For a theater class, have the act out a short scene of the re-imagined history and of contemporary life that is now changed due to it.
 - For an art class, have students create an historical or contemporary artifact that would exist given the re-imagined history.
 - For an English class, have students write a brief story from the point of view of an individual living in the re-imagined history (either contemporary or historical).
 - For a social studies class, have students write a report about how life would be different.

2. Given the amount of time available, have students begin their projects in class. Walk around and aid students who may be having trouble. (Again, if they are stuck, remind them to recall the re-imagining example done as a class during the previous lesson).
3. Have students complete their presentations as homework, and let them know to be prepared to share their work during the next class period.
 - Encourage students to conduct their own research. (The level of research required will depend on the skill-level of the class and your goals, as a teacher, for this lesson plan series).
 - Remind them to use numerous reliable sources, including Guampedia, when researching their topic.

Recap (5 minutes)

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

“Today we've built upon our knowledge of a historical world event (and what we learned from our previous lesson) to undertaken new re-imagining of our own. In doing so, we demonstrate our knowledge of the past, and better understand the significant past events have on our contemporary lives.”

Ask students for their favorite parts of the lesson.

Lesson Plan: Re-imagining History 3

Presenting our re-imagined histories (Part 3 of 3)

Subjects: English, Social Studies, History, Religion, Art

Time required: 35-50 minutes

Materials required: Healthy drinks and snacks (optional)

Objectives/Skills

- Students will, in groups or individually, share the re-imagined histories begun during the previous lesson.
- Students will discuss the many ways with history and contemporary life on Guam could have been different given the different proposed outcomes to certain historical world events.

Questions or Assessment

- What were some of the more creative ways that your peers re-imagined history?
- How different were the many outcomes in relation to the history of Guam and how contemporary life would be lived on Guam today?
- How do these historical world events seem more or less significant to you now that you have re-imagined them and their effects on Guam history and contemporary life?

Procedure

Teacher prep

Bring healthy drinks and snacks for the students to share (optional).

Sharing Presentation (25 – 35 minutes)

1. If the class is small enough, have students present their work to the group as a whole; otherwise, have students (or small groups) get into groups of 3-4 presentations, and have them present to each other.
2. The length of time allotted for each presentation will depend on the number of students and amount of time available, but ideally each group should be somewhere between 4-8 minutes, with an additional 1-3 minutes of questions and answers. In groups of 2-5, have students derive a symbolic tattoo that they would all agree to wear.
 - Remind students to be polite during the presentations.
 - Encourage students to critically discuss the presentations of predicted outcomes, but refrain them from becoming overly disparaging.
 - If students appear to be stuck during the question and answer period, prompt them to ask the presenter to discuss how she or he came up with their idea, how they researched it, and how they arrived at their predictions.

Classroom Discussion (10 minutes)

After all presentations have been completed, call the class together and hold a group discussion.

- Ask students to share some of their most interesting historical re-imaginings.
- Ask students to share some of the most significant changes that resulted from their re-imaginings.

- Discuss with students the importance of historical world events and how they relate to Guam and Micronesia. By seeing how much their lives would be different due to different outcomes from the discussed historical events, do students believe there is significant interconnectedness between Guam and the rest of the world? Why or why not?

Recap (5 minutes)

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

“Today we've wrapped up our re-imagining history projects. We presented to our peers an example of re-imagined history, and explained the significance of such changes as it relates to the history of Guam and to the way we live our lives today. We wrapped things up by discussing the ways our island is connected to world history, and came to better understand that world history, for better and worse, is our history as well.”

Ask students for their favorite parts of the lesson.