

Study Guide: Research and Reflect on Guam's Quest for Self-Determination 2

2 of 6 Study guides for individuals and/or small groups

Subjects: Political Science, Civics, Government, World History, Guam History, CHamoru Studies

Grade-level: High [9-12], College

Time required: Research/inquiry 20 - 40 minutes, reflection 60 - 120 minutes

Materials required: Access to guampedia.com, computer

Note: Reflection papers can be emailed to instructor to remain paperless

Objective

Research and Reflect on Guam's Quest for Self-Determination.

Inquiry statement

The United States began its [colonial administration](#) of Guam in 1898. Today, more than 120 years later, Guam remains a colony of the US as an [unincorporated territory](#). Because of this colonial status, the island and its people lack full self-government and guaranteed civil rights afforded to other US citizens.

Post War Reconstruction and Guam Congress Walkout (1944-1949)

As the island entered into a postwar reconstruction period, the two leading causes of conflict between CHamorus and the Navy were [land](#) and employment. Many CHamorus found themselves losing land as the US military seized roughly two-thirds of the island's landmass for military use. Additionally, CHamoru laborers were subject to discrimination in the workplace as they earned only one-fourth the pay rate of American laborers performing identical jobs. US citizenship and self-government were seen as a way CHamorus could prevent further land alienation, job discrimination, and other inequities.

I. Documentary

Independent or group viewing of Lazaro Quinata's documentary on [Guam's Quest for Self-determination](#) on Guampedia.com (run time: 8:00 minutes).

- [Self-Determination on Guam](#)

II. Entries

Read aloud designated entries on Guampedia.com

- [Land Ownership on Guam](#)
- [National Attention on Guam's Postwar Campaign for Citizenship](#)
- [Guam Congress Walkout](#)

III. Reflection Questions

Students assigned to write a 2-3 page paper based on the reflection questions posed. Encourage students to think critically, to *hasso*, and use their imaginations and share their voices. Questions can be specific to the particular exercise or general to the project.

Suggested reflection

- Do you think the people of Guam's rights were taken into consideration by the US government during this historic time in Guam's history?
- How did what happened after the war impact the CHamoru people?

Guampedia study guides in this series

1. [Early Civil Rights and Non-US Citizenship \(1898-1944\)](#)
2. Post War Reconstruction and Guam Congress Walkout
3. [Organic Act of Guam \(1950\)](#)
4. [Guamanian Era \(1960s – 1970s\)](#)
5. [Contemporary Era \(1980s – Present\)](#)
6. [CHamoru Efforts](#)