

Curriculum Companion Book Series

LESSON PLAN: THE MASSACRE AT ATÅTE

Grade Levels: 9, 10, 11, & 12

Content Area: English, Language Arts, Social Studies, & Guam History

Timeline/Length: 3 Weeks

GDOE Content Standards & CCSS Literacy Standards

9th-12th High School Guam Department of Education Content Standards: Guam History: GH.2.1; GH.2.2; GH.2.3; GH.2.4; GH.3.1; GH.3.2

9th-12th High School Guam Department of Education Content Standards: US History from Ancient Times to Present: US.1.1; US.2.2; US.2.13; US.2.14; US.3.1

9th-12th High School Guam Department of Education Content Standards: World History from Ancient Times to Present: WH.2.26; WH.3.1; WH.5.1

9th & 10th grade Common Core Standards

CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.9

11th & 12th grade Common Core Standards

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.9,

Essential Questions

1. How does conflict lead to change?
2. What defines a hero?
3. What are factors that move individuals and communities to take action and what are the consequences?

Vocabulary Words

wiseacre
conscripted
pejorative

edict
fealty
asinine

battalion
bombastic
eradicated

forage
stevedores
alcove
munitions
diabolical
haymaker
sadistic
frisked

latrines
strafe
amphibious
valet
blacklist
retaliation
oppressors
bailiwick

lighters
staccato
expropriated
haphazard
accomplice
impunity
inhuman

Lesson Objectives

1. Students will read a nonfiction book.
2. Students will outline what life on Guam was like prior to World War II.
3. Students will write a persuasive essay that analyzes the significance of the events that happened at Atâte.
4. Students will create a diamante poem that honors the people of Merizo.
5. Students will design a monument or memorial that commemorates the events at Atâte and present it in class.

Lesson Overview

This educational resource is brought to you by Pacific Historic Parks. Pacific Historic Parks is the leading organization supporting significant historical sites in the Pacific for future generations. Through education, interpretive programs, research, preservation, and restoration, Pacific Historic Parks perpetuates the memory of events and honor the people involved in Pacific historic locations.

This lesson plan accompanies the book, "The Massacre at Atâte," by Jose M. Torres.

Jose is a teenager living in Malesso,' a peaceful village in southern Guam. While he and his family are about to play volleyball, they hear loud explosions coming from Japanese bomber planes launching an attack on the island and its people. Students will read the novel and learn how Jose's world turns upside down when the new Japanese leaders take over Guam and he is forced to work for them. He had many jobs: first he tilled and cultivated soil for planting rice, then was transferred to help construct an airfield, and eventually had to help fortify the island. With the looming return of American troops in the summer of 1944, the Japanese military committed unspeakable horrors to the residents of Malesso.' Jose recounts heroic acts of resistance when he and a group of men rise up and fight back against the Japanese soldiers in a place called Atâte. His inspiring story of the courageous men who defended their lives, saved their families, and ultimately liberated themselves, reflects the strength, bravery, and resolve of the CHamoru people.

Students will explore themes and main ideas of this nonfiction book through the completion of a map, reading comprehension questions, graphic organizers, persuasive essay, poetry, and a presentation.

Assessment / Evaluation

1. Written reading comprehension questions
2. Discussion questions and responses
3. English Key Vocabulary Terms Graphic Organizer
4. CHamoru and Japanese Key Vocabulary Terms Graphic Organizer
5. Pre-War Guam Graphic Organizer
6. Persuasive Essay
7. Diamante Poem
8. Presentation

Instructional Strategies & Activities

Introduction to "The Massacre at Atåe" By Jose M. Torres & Mapping

1. Have students record a "quick write," a written response that is generally completed individually where students have around 1-2 minutes to respond to a series of questions. Provide the following prompt: "Have you ever been to the village of Merizo? What did it look like? What did you do when you went there? Can you recall or remember any historical facts about Merizo?"
2. After students have written their responses, have them share with a partner.
3. Announce to students that we will be reading a book about the residents of Merizo (also referred to as Malesso' in the CHamoru language) and what happened to them during World War II. It is told through the eyes of a teenager, Jose M. Torres. His story is a powerful one because it showcases the heroism and courage of the villagers. They took a stance against inhumane treatment by their oppressors and saved themselves and their families.
4. In preparation for reading the book, students will complete a map of southern Guam. Understanding the geography of the island is important in visualizing the events that occur in the book. Students will research and label parts of the Guam map. Students may also use the book's inner covers as a reference because it contains a copy of a map taken out of the Collections of the Micronesian Area Research Center. Refer to Appendix A.

Part I: Key Vocabulary (in English, CHamoru, and Japanese)

5. As students read, students will complete a graphic organizer that will allow them to record this lesson's Key Vocabulary terms, definitions, and illustrations/examples for each term. Can be completed individually or with a partner so long as the teacher is checking student work in progress and each student has their own work to keep in folder/binder for reference. Refer to Appendix B.
6. Students will also complete a graphic organizer that translates CHamoru and Japanese words used in the book to the English language. The page number in which each of the words appear in the novel is listed. It is recommended for students to also refer to the Chamorro-English Dictionary by Donald M. Topping, Pedro M. Ogo, and Bernadita C. Dungca. Refer to Appendix C.

Part II: Pre-War Graphic Organizer

7. Students will read “The Last Feast,” “Pre-War Malesso,” & “A Sign of the Changing Times” (pp. 7-21). In these first three chapters, the author gives vivid details about life on Guam in the beautiful and peaceful village of Malesso’ prior to World War II. Students will complete a Pre-War Guam Graphic Organizer. Refer to Appendix D.

Part III: Reading Comprehension

8. Provide the following prompt: “How might it feel to live through a conflict that disrupts your way of life?” After students have written their response to the prompt, ask for volunteers to share.
9. Students will read “The Japanese Occupation of Malesso’ December 10, 1941 – July 21, 1944,” (pp. 22-40) and respond to the following questions:
 - The island’s villages were renamed. What were the new names of the following villages: Åsan, Humåtak, Piti, and Yo’ña?
 - What was Labor Battalion Number Six and what was its assigned job and duties?
 - Explain three of the edicts issued by the Minseibu.
 - What was one way CHamorus resisted some of the edicts?
 - How was school different for the people of Guam during the occupation?
 - How did CHamoru families feed themselves during this time?
 - Describe what it was like for Jose to work at Jalaguak, the present day site of the Guam International Airport, working in the construction of the airfield.
 - After fleeing from Jalaguak, Labor Battalion Six was reassembled in Malesso’. What was their new job?
 - What vital war materials were the Japanese storing in Otdot?
 - Describe Japanese Army Lieutenant “Sato.” Why do you think Lieutenant Sato allowed Jose to depart Otdot and return home?

Part IV: Reading Comprehension

10. Students will read “My Search for Atåte,” “I found My People,” & “The Tinta Massacre” (pp. 41-49) and respond to the following questions:
 - When Jose was directed toward Atåte, one of the men gave him a machete. Why do you think he did this?
 - What was Jose’s strategy in finding his people in Atåte?
 - When he found his family in Atåte, what did the women ask him and why?
 - Who was Maria Lukban Mesa and what happened to her during the war?
 - How did the Japanese decide who was on the blacklist and who was sent to Tinta?
 - What happened to Tomas Espinosa Cruz, or Tun Tomas Domma, during the Tinta Massacre?

Part V: Reading Comprehension & Persuasive Essay

11. Provide the following prompt: “What are factors that move individuals and/or communities to take action and what are the consequences?” After students have written their response to the prompt, ask for volunteers to share.

12. Students will read "The Massacre of the Japanese at Atate," "The Japanese Are Choked to Death," "Six Volunteers to Contact the Americans Stepped Up," "An Additional Dead Japanese" (pp. 50-57) and respond to the following questions:
- How did the CHamorus take back Atâte Camp? What was their plan? Who led the Massacre of the Japanese in Atâte?
 - Why do you think the Japanese soldier asked, "Why are you people doing this?"
 - What happened to Ohashi after the Massacre at Atâte?
 - Why did Jesus Barcinas want to contact the Americans and who were the six volunteers?
13. Point out to students that Jose M. Torres refers to the events at Atâte as a massacre. In the Afterword of the book, "The Massacre at Atâte," University of Guam Chamorro Studies Professor Michael Lujan Bevacqua instead refers to the events as the "Uprising at Atâte." What do you think? Should the events be referred to as a massacre or an uprising and why? Refer to Appendix E.

Part VI: Reading Comprehension

14. Provide the following prompt: "What defines a hero?" After students have written their response to the prompt, ask for volunteers to share.
15. Students will read "In Search of Help From the Americans," "On the Open Seas in Search of Help," "Put Ashore, My People Arrive at the Hagat Camp," "The Malesso' People Return Home," "We Reach Our Lancho," "The Faha Victims Found" (pp. 58-73) and respond to the following questions:
- How did the group of volunteers get in contact with the Americans? Where did they go? What was their route? What happened when they met the USS Wadsworth crew?
 - What was the reaction of the Americans on the USS Wadsworth when they met Jose and his group?
 - What important intel or information did Jose provide to the Americans on the USS George Clymer in the effort to win the Battle for Guam?
 - When Jose returned to Malesso after leaving Agat, what was the same and what was different about his home?

Part VII: People Poems

16. Students will read Jose Soriano Reyes, Pop Tonko: A Tribute and the Appendices 1-6 (pp. 74-96).
17. Here the author gives a tribute to Jose Soriano Reyes, also known as "Pop Tonko." He also includes in the Appendices additional information about the people involved in the Tinta and Fâha Massacres. Students will reflect on what they read and create a diamante poem. Refer to Appendix F.

Part VIII: Remembering Atâte

18. Inform students that there are memorials that commemorate the horrific massacres of Tinta and Fâha. Point out that there is no physical monument or memorial commemorating the CHamoru men and their resistance against Japanese soldiers at Atâte. Students will be tasked to create a monument or memorial that will allow people to remember what

happened at Atâte. What would it look like and where would they place it? Refer to Appendix G.

Recommended Historic Site Visits on Guam

1. The victims of the Tinta and Faha cave massacres were memorialized with a monument that was erected in 1948 in front of Our Lady of the Holy Rosary Catholic Church in the village of Merizo. It lists their names on a bronze plaque.
2. The Kalaguak Memorial Monument in Barrigada was erected in 2019 to honor the men, women, and children who suffered and were enslaved when they were forced by the Japanese to build a runway in Tiyan.
3. Asan Bay Overlook in Nimitz Hill features a Memorial Wall that honors four groups of people: (1) US servicemen who died between December 8, 1941 and October 22, 1942 against the attacking Japanese armed forces on Guam, (2) US servicemen who died during the Battle for Guam from July 21, 1944 to August 10, 1944, (3) Names of the people of Guam who lost their lives from December 8, 1941 to August 10, 1944, and (4) Names of the people of Guam who suffered personal injury, forced labor, forced march or internment from December 8, 1941 to August 10, 1944. There are several commemorative bronze sculptures that depict events on Guam during the World War II Japanese occupation and battle in 1944.

Additional Resources & Links to Technology

Real Faces: Guam's World War II Survivors. The Guam War Survivors Memorial Foundation, 2014.

Blaz, Ben. Bisita Guam: Let Us Remember Nihi Ta Hasso. Richard F. Taitano Micronesian Area Research Center, University of Guam, 2009.

Cunningham, Lawrence J., and Janice J. Beaty. A History of Guam. Bess Press, 2001.

Families in the Face of Survival: World War II Japanese Occupation of Guam, 1941-1944. Guam War Survivors Memorial Foundation, 2015.

Farrell, Don A. The Pictorial History of Guam: Liberation, 1944. Micronesian Productions, 1984.

Gailey, Harry. The Liberation of Guam: 21 July – 10 August 1944. Presidio Press, 1997.

Hale-ta – I Manfåyi: Generations of Public Servants. Vol. 4, Hagåtña: Department of Chamorro Affairs, 2003.

Hale-ta – I Manfåyi: Who's Who in Chamorro History. Vol. 1. Hagåtña: Political Status Education Coordinating Commission, 1995.

Hale-ta – I Manfåyi: Who's Who in Chamorro History. Vol. 2. Hagåtña: Political Status Education Coordinating Commission & The Chamorro Heritage Institute Planning Group, 2008.

Hale-ta – I Manfåyi: Who's Who in Chamorro History. Vol. 3, Hagåtña: Department of Chamorro Affairs, 2002.

Hale-ta – I Manfåyi: Kinalamten Pulitikåt: Siñenten I Chamorro: Issues In Guam's Political Development: The Chamorro Perspective. Hagåtña: Political Status Education Coordinating Commission, 1996.

Legacy Beyond Faces: A Sentimental Journey Generation to Generation. Guam War Survivors Memorial Foundation, 2017.

Lodge, USMC, Major O. R. The Recapture of Guam. Battery Press, 1991.

Pacific Historic Parks. War in the Pacific National Historical Park: Guide to the Historic Treasures of Guam. Hong Kong: Pacific Historic Parks, 2012.

Pacific Historic Parks. War in the Pacific National Historical Park Education Curriculum." Pacific Historic Parks, 2020, <https://www.pacifichistoricparks.org/war-in-the-pacific-national-histori-1>

Palomo, Tony. An Island in Agony. T. Palomo, 1984.

Rogers, Robert F. Destiny's Landfall: a History of Guam Revised Edition. University of Hawaii Press, 2011.

Toppings, Donald M. et al., Chamorro-English Dictionary. University of Hawaii Press, 1975.

"War in the Pacific NHP: Historic Resource Study (Table of Contents)." National Parks Service, U.S. Department of the Interior, 7 Mar. 2005, https://www.nps.gov/parkhistory/online_books/wapa/hrs/hrst.htm

War in the Pacific: The First Year – A Guide to the War in the Pacific." National Park Service, U.S. Department of the Interior, www.nps.gov/parkhistory/online_books/npswapa/extContent/wapa/guides/outbreak/sec1.htm

Appendix A

“The Massacre at Atåte” by Jose M. Torres

Map of Guam

Directions: Conduct research and refer to the inner covers of the book to label the following sites on the map below:

Geus River	Apra Harbor	Ugum River
Geus River Valley	Piti Village	Humåtak (Umatac) Village
Sumay Village	Orote Peninsula	Hågat (Agat) Village
Malesso' (Merizo) Village	Pågo Bay	Jalaguak (present site of Guam)
Dåno' (Cocos Island)	Inalåhan (Inarajan) Village	International Airport
Dåno' lagoon (Cocos lagoon)	Otdot (Ordot) Village	
Mamaon Channel	Atåte	



Appendix B

"The Massacre at Atâte" by Jose M. Torres

Key Vocabulary Organizer

Directions: Complete a graphic organizer that will allow you to record the vocabulary terms and their definitions. Provide illustrations or examples for each.

Key Vocabulary Term	Key Vocabulary Definition & Illustration / Example
nonfiction	1.
foliage	2.
marauding	3.
barracks	4.
wrathful	5.
brazen	6.
embolden	7.
compatriots	8.
massacre	9.
prewar	10.
score	11.
garrisoned	12.
barracks	13.
sojourn	14.
droll	15.
harbinger	16.
wiseacre	17.
edict	18.
battalion	19.
conscripted	20.
fealty	21.
bombastic	22.
pejorative	23.
asinine	24.
eradicated	25.
forage	26.
latrines	27.
lighters	28.
stevedores	29.
strafe	30.
staccato	31.
alcove	32.
amphibious	33.
expropriated	34.
munitions	35.
valet	36.
haphazard	37.
diabolical	38.
blacklist	39.
accomplice	40.
haymaker	41.
retaliation	42.
impunity	43.
sadistic	44.
oppressors	45.
inhuman	46.
frisked	47.
bailiwick	48.

Appendix C

"The Massacre at Atâte" by Jose M. Torres

Chamorro-English & Japanese-English Key Terms Graphic

Directions: Complete a graphic organizer that illustrates the translations for the following Chamoru and Japanese words to English. You may refer to the book and the Chamorro-English Dictionary by Donald M. Topping, Pedro M. Ogo, and Bernadita C. Dungca.

Chamorro Word	English Translation
1. lãncho (p. 7 & 33)	1.
2. kadun mǎnnok (p. 9 & 27)	2.
3. padres de familia (p. 9)	3.
4. karabao (p. 11)	4.
5. mañâhak (p. 13)	5.
6. inasnin mañâhak (p. 13)	6.
7. tuba (p. 16)	7.
8. ayuyu (p. 18)	8.
9. atkaparas (p. 18)	9.
10. copra (p. 20)	10.
11. titiyas arina (p. 20)	11.
12. buñelos (p. 20)	12.
13. fritâdan babui (p. 27)	13.
14. kumaire (p.31)	14.
15. nâsan uhang (p. 41)	15.
16. nâsan asuli (p. 41)	16.
17. lemon de china (p. 43)	17.
18. piga (p. 50)	18.
19. mǎnha (p. 60)	19.
20. mendioka (p. 72)	20.

Japanese Word / Noun	English Translation
1. taicho (p. 23)	1.
2. Omiya Jima (p. 24)	2.
3. Minseibu (p. 24)	3.
4. sensei (p. 26)	4.
5. kanji (p. 39)	5.

Appendix D

"The Massacre at Atåte" by Jose M. Torres Pre-War Guam Graphic Organizer

The author gives vivid details about life on Guam in the beautiful and peaceful village of Malesso' prior to World War II. Complete this graphic organizer using the chapters titled, The Last Feast, Pre-War Malesso', & A Sign of the Changing Times (pp. 7-21)

FOOD & DIET: What did people eat?

SHELTER: How did their houses look like? How was it constructed?

ECONOMY: How did people make their money?

POPULATION: Who lived in Malesso'?

RELIGION: How did people worship?

rites of passage: How were wedding celebrated?

YOUTH: What were the roles of children?

Appendix E

“The Massacre at Atâte” by Jose M. Torres Massacre or Uprising? Persuasive Essay

Directions: Jose M. Torres refers to the events at Atâte as a “massacre.” In the Afterword, University of Guam Chamorro Studies Professor Michael Lujan Bevacqua instead refers to the events as the “Uprising at Atâte.”

What do you think? Should the events be referred to as a massacre or an uprising and why?

Skills	4	3	2	1
Support for Position	Includes evidence and examples that support the position statement	Includes some evidence that support the position statement	Lacks specific evidence that supports the position statement	Evidence is overgeneralized, illogical, or lacks concrete details
Sequencing	Arguments and support are provided in a clear and logical order that makes it easy to follow	Arguments and support are provided in a fairly logical order that it can be followed	A few of the support details are not in an expected or logical order, making it confusing to follow	Many of the support details or arguments are not in an expected or logical order, distracting the reader
Sentence Structure	All sentences are well constructed with varied structure	Most sentences are well constructed and there is some varied sentence structure	Most sentences are well constructed but there is no variation in structure	Most sentences are not well constructed or varied
Grammar & Spelling	Makes few errors in grammar, punctuation, or spelling	Makes some errors in grammar, punctuation, or spelling	Makes several errors in grammar, punctuation, or spelling	Errors in grammar, punctuation, or spelling are overwhelming, distracting the reader

Appendix F

“The Massacre at Atâte” by Jose M. Torres Diamante Poem

Directions: At the end of the book, the author gives a tribute to Jose Soriano Reyes, also known as “Pop Tonko.” The Appendices include additional information about the people involved in the Tinta and Fåha Massacres. Create a diamante poem of one of the following:

- Jose Soriano Reyes, “Pop Tonko”
- Jose “Peling” M. Torres
- The people of Tinta Massacre
- The people of Fåha Massacre

**A diamante poem takes its name from the diamond-shaped form it makes.
In order to make a diamante poem, follow this line-by-line formula:**

Noun (person’s first name or name of group of people)
Adjective, Adjective (two adjectives that describe person/s)
Verb, Verb, Verb (three “ing” words related to the subject)
Noun, Noun, Noun, Noun (four nouns that describe the person/s)
Verb, Verb, Verb (three verbs that tell how the person/s might have acted or felt)
Adjective, Adjective (two adjectives that describe the person/s)
Noun (person’s last name or nickname or group of people)

Example of Diamante Poem:

Abraham
lanky, bearded
thinking, caring, feeling
emancipator, leader, president, martyr
commanded, led, assassinated
honest, presidential
Lincoln

Skills	4	3	2	1
Content	Demonstrates excellent understanding of the subject	Demonstrates a good understanding of the subject	Demonstrates a fair understanding of the subject	Demonstrates a limited understanding of the subject
Word Choice	Uses words that are appropriate for subject	Uses words that mostly are appropriate for subject	Uses words that are inaccurate or seem overdone	Uses a limited vocabular that does not communicate subject
Poetic Format	Uses accurate diamante form throughout poem	Uses accurate diamante form in most of the poem	Uses accurate diamante form in less than half of the poem	Poem is not in accurate diamante form.
Spelling & Grammar	Is error-free	Contains a few errors	Contains several errors	Contains many errors

Appendix G

"The Massacre at Atåte" by Jose M. Torres Memorial to Atåte

Directions: In the book's introduction, Robert A. Underwood, former University of Guam President, wrote:

"Jose 'Peling' Torres has granted his people and all of the rest of us an inspiring and sobering story about human strength and frailty in the midst of struggle and hardship.

But it is more than the usual World War II story of Chamorro suffering and endurance usually placed into the larger story of Japanese cruelty and American military strength and battlefield heroics. It is about Chamorro strength. It is about overt resistance and the leadership of Tonko Reyes."

Today, there are memorials that commemorate the horrific massacres of Tinta and Fåha. Yet, there is no physical monument or memorial commemorating the CHAMORU men and their resistance against Japanese soldiers at Atåte. Design a monument or memorial that will allow us to remember what happened at Atåte. Students can either draw, make a collage, or digitally design it and give a presentation to the class about their monument or memorial for Atåte.

Presentation Includes the following components:	Percentage of Presentation
Has an image of the monument or memorial that you designed	20%
Explains the meaning behind your design and any symbolism	20%
Explains where the monument or memorial will be located and who has access to it	20%
Explains the landscape surrounding the monument or memorial and how it contributes to the specific atmosphere for visitors	20%
Explains any information aids (inscriptions or signs) for visitors to understand the monument or memorial. Explains what languages are exhibited	20%