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GeoCivics Lesson: *History of U.S. Naval Administration in American Samoa*

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Teacher(s): Makatala Tanielu	**Unit Title:** U.S Military Presence in the Pacific	**Grade Level:** 5
	Lesson Title: History of the U.S. Naval Administration in American Samoa	

Notes: This lesson will take one week or more.

Pre-existing Knowledge: Students should have an idea of the Samoan culture and way of life in the past and present. Students should also know what a military is and have some knowledge on what they do.

Overview of Content: American Samoa became a U.S. territory by deed of cession, starting in 1900. The matai (local chiefs) of Tutuila, the largest island in American Samoa, ceded the island to the United States in 1900. Manu'a followed in 1904. Swain Island joined the territory in 1925 by an act of the Congress. Authority over American Samoa was initially placed with the U.S. Navy which oversaw the territory until 1951. *(U.S Department of the Interior)*

A Presidential Executive Order issued on February 19, 1900 placed American Samoa under the jurisdiction of the Navy Department. On the same day the Secretary of the Navy issued an order establishing the islands as a naval station under the control of a commandant. The first commandant of the Naval Station, who had arrived in August 1889, was Commander Benjamin F. Tilley. Tilley was for all practical purposes the first governor of American Samoa. With the Pearl Harbor attack, the governor/commandant assumed direct control of all construction work in progress on Tutuila and rechanneled the efforts into defense of Pago Pago Harbor and the immediate vicinity, particularly bomb proof shelters. Orders were given to begin the dismantling of the war effort in the Samoa Group in February 1944. By the summer of 1945 the Naval Station had reverted to its peacetime status as a permanent base. Its purpose as such included limited anchorage facilities, a fueling station, a minor repair depot, supply and communication facilities, and a weather station. *(National Park Service-American Samoa)*

Purpose: *What students will learn?*

Students will learn the history of a U.S. Naval Base that onced governed American Samoa (commonly known as Tutuila) from April 17, 1900 - February 22, 1951. They will research events that happened during this period of time and create an informative presentation to share what they discovered. Students will visit local agencies, historical sites, and organizations that can provide any information about the U.S Navy Era in American Samoa.

National Geography Standard(s):
National:
Standard 14: How human actions modify the physical environment
- 3: The consequences of human modifications of the physical environment
Standard 17: How to apply geography to interpret the past
- 2: Places, regions, and environments change over time

American Samoa Social Geography Standard(s):
- 5.2 Students investigate historical experiences of American Samoa, Oceania, the U.S., and the world to reveal patterns of continuity and change.
- 5.2.1 Describe past communities in the context of the time period they existed without imposing present norms and values on historical events.

National Social Studies Theme(s)
Theme 5: Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives.

American Samoa Social Studies Standard(s):
Standard 2: Students investigate historical experiences of American Samoa, Oceania, the U.S., and the world to reveal patterns of continuity and change.
- 5.2.3: Investigate reasons for emerging establishments in the colonies.

ELA Standards:
CCSS.ELA-LITERACY.RL.5.1   Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

American Samoa ELA Standards:
Standard 1: Students inquire about and comprehend key ideas and details in a variety of texts.
- 5.1.1: Use questions to access information stated explicitly and to draw inferences from the text
- Standard 4: Students apply their knowledge of text types and purposes.
- 5.4.2: Explain events, procedures, ideas, or concepts from a historical, scientific, or technical text, and write about the information based on the text and other research

ISTE Teacher and/_or_ Student Standard:
Teacher:
- 2.3.b - Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
Student:

- <u>1.3.b -</u> Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Language Functions:
- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire: Students will gather information about their chosen event(s) using articles, online research, videos, audio, and field trips. They will work on finding the answers to inquiry questions they decided on as a group.
- **Summarizing and Informing:** Students use language to identify, report or describe information: They will summarize and rewrite the events on the brochure in their own words for better understanding. Students will summarize the information they gathered and prepare a U.S Naval Administration Era presentation informing peers and others (public, schoolmates, etc.) about what they have found out.

Culturally Responsive Lesson Strategies:
- **Voice**- Lesson/Assignment allows places for students to work together cooperatively.   Students will work together cooperatively or share throughout the lesson in ways deeply interwoven with the topic of the lessons(s) - fully student-centered.
- **Differentiation**- Lesson/Assignment provides opportunities for individual students to express their learning in several ways.
- **Connection**- Lesson/Activity incorporates real-life connections and representations. The lesson gives more than one real-life connection or representation, but mostly from the experiences of the dominant culture.

Objective(s):
- SWBAT describe the events that occurred during the U.S Navy Administration Era.
- SWBAT create questions to ask the community/agency representatives in relation to U.S military events in American Samoa.
- SWBAT collect and organize information from articles, online webpages, and community/agency research.
- SWBAT analyze the information gathered from research about events that occurred during the U.S Navy Administration Era through group discussions/ community interviews.
- SWBAT design an informative presentation using any mode they selected to share about their chosen event(s) and/or locations during the Naval Administration Era.
- SWBAT present their U.S Naval Administration Presentation to the class.

SIOP

SIOP Elements		
Preparation **Adapting content** **Linking to background** **Linking to past learning**	**Scaffolding** **Modeling** **Guided practice** **Independent practice**	**Grouping Option** **Whole class** **Small groups** **Partners**

Strategies used	Comprehensible input	Independent
Integrating Processes	**Application**	**Assessment**
Reading	**Hands-On**	**Individual**
Writing	**Meaningful**	**Group**
Speaking	**Linked to objectives**	Written
Listening	**Promotes engagement**	**Oral**

Evidence of Mastery:

Formative - Teacher will conduct a formative assessment of students' learning when students engage in a class discussion to share out the information they found during their research about chosen events and/or locations. Students will also be assessed based on the information they wrote in their research Logs. This will be graded individually. The teacher can also conduct a formative assessment of student learning when students use their prior knowledge and research to identify which Installation still exists today compared to the Map on the Timeline Brochure they are reading in class. The first time they do it will only be from prior knowledge. The second time they will do it will be a form of review after they have been researching for some time.

Summative - Students will create their own presentation about an event of their choice tied to the US Navy Administration using the information they have researched about this topic and will present it to the class. They will be allowed to choose their own mode of presentation - *For Example, Documentary, Short Play, Essay, Poster, Brochure, Science Boards, Gallery, Slideshow, Model, Interview, News Report, Mini-Book, Newspaper article, etc.*, and the student's presentations will be assessed using the U.S. Navy Administration Presentation Rubric below. A score of 3 or higher will show mastery.

U.S Navy Administration Presentation

Exceeds Expectations	All information in the presentation relates to their chosen event(s). The project shows student creativity and effort. The student can answer questions from students and the teacher. It is evident that the student actively participated in both the research and presentation process of this project.	5
Meets Expectations	All information in the presentation relates to their chosen event(s) but is missing one or two key points of information. The project shows student creativity and effort. The student can answer questions from students and the teacher. It is evident that the student participated in both the research and presentation process of this project.	3
Approaches Expectations	Most information in the presentation relates to their chosen event(s) but is missing one to three key points of information. The project shows some creativity and a little effort. The student can answer most questions from students and the teacher. It is evident that the student somewhat participated in the research and/or presentation process of this project.	1

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Fails to Meet Expectations	A few of the points of information in the presentation relate to their chosen event(s) but are missing more than four key points of information. The project shows little to no creativity and effort. The student is unable to answer 3 or more questions from students and the teacher. It is evident that the student did not participate in the research and/or presentation process of this project.	0	

Key vocabulary:
- **Military**: Armed forces that protect a country's land, sea, and airspace from foreign invasion.
- **Naval Station**: a military base, where warships and naval ships are.
- **Military Base**: is where a country keeps its armed forces.
- **Influence**: is the power to have an important effect on someone or something.
- **Alliance:** agreement between people, groups, countries, etc.
- **Deed of Cession**: is the act of giving up something, usually land, by the agreement in a formal treaty.
- **Administration:** the management of any office, business, or organization; direction
- **Events**: something which happens or takes place (NOTE): The teacher will need to arrange for field trips to local agencies, historical sites, and/or organizations that can provide the class with information about the U.S Navy Era in American Samoa.
- Materials for Students to create their presentations: (OPTIONAL - depending on students' choices: Posters, science boards, foam board, speaker, projector, crayons, markers, scissors, etc.

Materials:
- Computer and Projection device to show videos:
- Video: *Baby Laughing Sound Funny Video on Copyright*: (0.41 sec.) (Link in Sources below)
- Visual: Happy Image (in Lesson Materials Document)
- Video: *The Avengers Theme Song* (2:00 min.) (Link in Sources below)
- Visual: Avengers Image: (in Lesson Materials Document)
- Video: *Navy Recruits Marching in Formation* (1:03 min.) (Link in Sources below)
- Visuals: Navy/Military Image #1 & Navy/Military Modified Image #2 (in Lesson Materials Document)
- Video: *Hon. Governor Moliga during his special remarks at ASDOE's General Assembly: (1:27 min.)* (Link in Sources below)
- Visuals: Administration/President/Leader Image #1 & Administration/President/Leader Modified Image #2   (in Lesson Materials Document)
- Video song: *American Samoa [American Samoa, My Dear Beloved Land…"{* (2:09 min.) (Link in Sources below).
- Video: *National Anthem of American Samoa:* (2:02 min.) (Link in Sources below)
- Visual: American Samoa/Territory Image (in Lesson Materials Document)
- Copies of Frayer Model Chart - one per student (In Lesson Materials Document)
- Student access to laptops/computers/tablets to look up vocabulary words and to conduct research

| | - Copies of the *Timeline of American Samoa U.S. Naval and World War II History Brochure:* (Link in Sources below) (one per student)
- Student access to notebooks to record notes from the class readings and discussions.
- Stick jar containing each student's name written on a separate stick used by the teacher to draw names of students to respond to questions asked.
- Websites for Students' Research of events and/or locations (See links in Sources below)
- Suggestions for resources to support students' research: articles, newspapers, online/digital articles, journals, books, etc.
- Sticky notes - in at least two colors for students to post their research questions and research findings to the class.
- Copies of Blank Map of American Samoa (Link in Sources below) one copy per student
- Copies of Colored Map of Military Sites on American Samoa (In Lesson Materials Document) one per student
- Copies of Blank Map of Military Sites on American Samoa-Worksheet - one per student (In Lesson Materials Document)
- American Samoa Map Instructions (in Lesson Materials Document)
- An American Samoa Map Poster (Created using the American Samoa Map Images found in the Lesson Materials Document)
- U.S Navy Administration Presentation Rubric (shown In Evidence of Mastery Section above)
- Copies of your school's Field Trip Permission Slips - one per each child **(NOTE)**: these should be given out before the lesson begins.
- Student access to Logs for taking notes during field trips |
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Sources:
- Video: *Baby Laughing Sound Funny video on Copyright*:   [Baby laughing sound funny video on copyright](#)
- Video: *The Avengers - Theme Song:*   [The Avengers - Theme S](#)
- Video: *Navy Recruits Marching in Formation:*   [Navy Recruits Marching in Formation](#)

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- Video: *Hon. Governor Moliga during his special remarks at ASDOE's General Assembly: (1:27min.)* [Hon. Governor Moliga during his special remarks at ASDOE's General Assembly](#)
- Video song: American Samoa [American Samoa, My Dear Beloved Land…"{ [American Samoa ["American Samoa, my dear beloved land…"]](#)
- Video Song: National Anthem of American Samoa: [National Anthem of American Samoa](#)
- *Timeline of American Samoa U.S. Naval and World War II History Brochure:* (http://npshistory.com/brochures/npsa/naval-ww2-history.pdf

Visual Images:
- Happy image : https://emojiisland.com/products/smiling-face-emoji-icon
- Avengers Image: https://www.theguardian.com/film/2017/apr/25/avengers-marvel-cinematic-universe-reboot-future-spider-man
- Navy or Military - Modified Image #1: https://pixabay.com/photos/uss-america-aircraft-carrier-ship-1986420/
- Navy or Military - Image #2: https://unsplash.com/photos/white-and-blue-american-flag-on-top-of-a-building-pag3ohE2Ujc
- Administration, President, or Leader: Image #1: https://www.gettyimages.com/detail/news-photo/president-joe-biden-participates-in-a-signing-ceremony-in-news-photo/1240903062?adppopup=true
- Administration, President, or Leader - Modified Image #2: https://www.huschblackwell.com/newsandinsights/the-biden-administration-expected-changes-in-workplace-protections
- American Samoa/Territory Image: https://www.nationsonline.org/oneworld/map/tutuila-map.htm

Teacher Resources:
- [American Samoa's Role In World War II - Teachers (U.S. National Park Service)](#)
- [Samoans, World War II, and Military Work](#)
- [american samoa: decline of a culture](#)
- [American Samoa — History and Culture](#)
- [Natural History Guide to the Park - National Park of American Samoa (U.S. National Park Service)](#)
- [Decolonizing America: American Samoa - Brown Political Review](#)
- [Whose Pacific? U.S. Security Interests in American Samoa from the Age of Empire to the Pacific Pivot](#)
- Blank Map of American Samoa: [File:Location map American Samoa (central).png - Wikipedia](#)

Websites for students' research of events and/or locations:
- [Our History | tour-american-samoa](#)
- [American Samoa](#)
- [Military and Place in American Samoa](#)
- https://www.youtube.com/watch?v=EoN2fV5YvlE
- [U.S. NAVAL STATION (USNS) TUTUILA](#)
- https://www.loc.gov/item/2021642092/
- [National Park of American Samoa: World War II](#)

Engage:

Teacher Will:	Students Will:
(NOTE) Strategically group students to provide language and/or learning support as needed. The teacher will also allow students to also answer in Samoan if they are more comfortable with it. 1. Explain to students that they will be guessing words related to what they are going to learn about by using hints given: Hint 1: will be an audio and Hint 2: will be a visual. *Begin by modeling for students how to guess a word using the clues given.* Begin the hook activity by playing the audio (and show) the hint videos and visuals below and have students observe, think about, guess, and share the word represented by each. The teacher will lead the class in a discussion afterward to clarify each word represented and to discuss its meaning. a. Modeling Practice: Word 1: "Happy" Hint 1: Play audio from <u>video:</u> [Baby laughing sound funny video on copyright](#) b. Hint 2: Show the <u>Visual: Happy image</u>: (in Lesson Materials Document) c. Modeling Practice: Word 2: "Avengers" Hint 1: Play audio from <u>video:</u> [The Avengers - Theme Song](#) d. Hint 2: Show the <u>Visual: Avengers Image</u> (in Lesson Materials Document). Have students share their thoughts about the words represented by each of these. **(Scaffolding- Modeling)** **Word 1: Navy or Military** 2. Hint 1: First play audio from <u>the video:</u> [Navy Recruits Marching in Formation](#) and then show the video as a modified hint. a. Hint 2: Show the <u>Visual: Navy/Military Image #1:</u> (in Lesson Materials Document) & show <u>Navy/Military image #2 a</u>s a	1. Participate in the modeled practice round of the activity by guessing what word # 1 is using the hints provided by the teacher, and guessing what word #2 is using the hints given by the teacher. **(Grouping: Whole class) (Integrating Processes; Listening/Speaking) (Application: Promotes engagement)** 2. Students will guess what they are learning using the hints given by the teacher. Students… ○ Listen carefully ○ Analyze the sound/image given ○ Connect both hints to figure out the word and share it with the class.

modified hint. (in Lesson Materials Document)
 	
Word 2: Administration/President/Leader
   3. Hint 1: Play audio from <u>video</u>: <u>Hon. Governor Moliga during his special remarks at ASDOE's General Assembly</u> and then show the video as a modified hint:
      Hint 2: Show the <u>Visual: Administration/ President/Leader image #1:</u> (in Lesson Materials Document), and show <u>Administration/President/Leader Image #2</u> as a Modified Hint. (in Lesson Materials Document)
(NOTE:) To support ELL/SPED/Gifted Students as needed, the teacher can have students first think/pair share with their partners and then share their guesses with the whole class.
 	
Word 3: American Samoa/Territory
   4. Hint 1: Play audio from <u>video song:</u> <u>American Samoa ["American Samoa, my dear beloved land…"]</u> and then show the video: *National Anthem of American Samoa* as a modified hint: <u>National Anthem of American Samoa</u>
      Hint 2: Show the <u>Visual: American Samoa/Territory Image:</u> (in Lesson Materials Document)
   5. Introduce the lesson objective for the day and ask students if they know anything about the Navy Administration in American Samoa. Allow students time to think before answering.
   6. Explain that there was once a time where the U.S Navy governed American Samoa instead of an elected governor like what we have now.
	After sharing their guesses of the words represented by the audio and visual images, the students will engage in a class discussion with the teacher clarifying the correct word for each and discussing the meaning of each word.
	(Grouping: Whole class/ Independent or partners) (Integrating Processes: Listening/ Speaking) (Application: Hands-on/Meaningful/ Promotes engagement)
	   3. Listen to and reflect on the lesson objective and think about what they know about the Navy Administration in American Samoa and share their knowledge with the class.
	(Preparation: Linking to Background) (Grouping: Whole class)
	
	   4. Listen and reflect on the teacher's explanation of where the U.S. Navy governed American Samoa in the past and ask any questions they may have about this.
	(Grouping: Whole class) (Integrating Processes: Listening/Speaking)

Explore:	
Teacher Will: **IQ:** *What is the Naval Administration Era and what did they do?* **(NOTE)** Partner students strategically to provide language and/or learning support for ELLs/SPED and gifted students as needed.	**Students Will:**

Part 1:
1. Pass out copies of the Frayer Model Chart and introduce the vocabulary words for this unit one by one by writing them on the board, and explain how to fill in the Frayer Model Chart and have students work with their partners to ***complete their Frayer Model chart for each vocabulary word.***
2. Pass out copies of the [Timeline of American Samoa U.S. Naval and World War II History Brochure](#) and read it aloud with the class and discuss it to understand the U.S Naval Administration Era. The teacher will reword the description on the Timeline brochure (if needed) to make it easier for students to understand and summarize. While reading, the teacher will pause after each event to discuss as a class what they had just read. Also, while reading through the Timeline, the teacher will Instruct students to summarize the events in their notebooks.

(Preparation- Strategies Used)
(NOTE): The teacher can also provide support for students to translate it into their Native Language, especially for ELLs).

Part 2:
3. The teacher will put students into groups and will write the questions below on the board and ask students to think about and discuss the question(s) with their group members, and prepare their responses for a class discussion afterward. (Remind students that their names will be randomly pulled from the stick jar, so everyone needs to have an answer)
    Questions:
    - *What is the Naval Administration Era?*
    - *Who was the Naval Administration?*
    - *What happened during their administration? What did they do?*
4. Additional questions (for groups who will finish Part 3 early. Have them discuss in the group the answers to the questions below)

Part 1:
1. Work with their partner to write down each vocabulary word introduced by the teacher and use their computers to look up each word and complete their Frayer Model Chart by defining each vocabulary word and writing down its characteristics, giving examples, and writing a sentence for each word.

(Grouping: Whole class/Partners) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)

2. Read and follow along the timeline brochure, discussing what they read as a class and with their partners and asking any questions they may have. Students can translate the Timeline into their native language if needed.
    As they read and discuss each event, students will also write down a summary of each event in their notebooks, summarizing and describing each event in their own words for better understanding.

(Grouping option- Whole Class/Partners or Independent) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Linked to Objectives/Meaningful/ Promotes engagement) (Language Function: Summarizing)

Part 2:
3. Read the questions and use what they just read, discussed, and summarized to discuss the questions with their group members and formulate their answers.

(Preparation- Linking to Background) (Grouping: Whole class/Groups) (Integrating Processes: Listening/Reading/Speaking) (Application: Meaningful/Promotes engagement) (Language Function- Inquiry/Seeking Information)

4. When finished answering the first 3 questions, the students will continue discussing with their group members their responses to the next 4 questions asked by the teacher.

● *Was there anything that they did during their time that you can still see now in American Samoa?* ● *When did their administration begin and end?* ● *Did you know about any of this before? Why or why not?* ● *What event(s) or location(s) would you like to learn more about and why?* 5. Begin a class discussion of the questions asked. Only facilitate and ask the questions and randomly choose a student's name from the stick jar to answer the question. Have at least 5 student responses for each question and ask students who agree with the answer given by putting their thumbs up or if they don't agree, by putting their thumbs down.	**(Grouping: Small groups) (Preparation: Linking to past learning)** 5. Listen to who the teacher will randomly choose using the stick jar to answer a question. When asked by the teacher who agrees with the answer, put a thumbs up for yes and a thumbs down for no. **(Grouping: Whole class) (Application: Promotes engagement)**
Part 3: 6. Divide students into groups and instruct them to choose events and/or locations based on what they have learned so far that they will do further research about. Give them examples of places or websites they can get information from. (See links in Sources for Websites for Students' Research of events and/or locations: ● National Parks, archives, museum, eLibrary, etc. Instruct students to come up with questions they can ask or research online that will help them get the information they need about their chosen events and/or locations. (The Teacher will assist students in formulating the questions so that it is clear and correct for better research results) **(Preparation- Adapting Content) (Scaffolding- Guided Practice)** 7. Explain to students how to research online and the type of information or sources that are good while avoiding bad ones like Wikipedia. Do the same for any books and article sources that may be provided. 8. Pass out copies of the Information Log to students and explain how to fill in the Information Log so that they have it all	**Part 3:** 6. Discuss in their groups what events and/or locations they will research more about and plan what kind of information they need and where to get it from. Come up with questions they can ask or research online that will help them get the information they need about their chosen events and/or locations. **Grouping Option- Small Groups) Integrating Processes: Listening/Speaking/Reading/Writing) (Application- Meaningful/ Linked to Objectives)** 8. Review their copies of the Information Log and listen to the teacher's instructions on how to complete it. Pay close attention to the teachers'

organized in one place for easy finding.
Information Log Sections to Fill In:
- ❖ <u>Source Name:</u> Write the URL or name of the article/book you got your information from.
- ❖ <u>Identifier:</u> Write the page #, line #, Paragraph #, or anything that will help you identify where exactly you got the information from.
- ❖ <u>Information:</u> Write down the exact information as written in the source.
- ❖ <u>Paraphrase/Summarize:</u> Rewrite the information in your words so you can easily understand it.

(Preparation- Adapting Content & Linking to Background) (Scaffolding: Modeling & Guided Practice)

The teacher can provide students with any available resources to support their research and set up individual stations around the room, each focused on researching different information. Some suggested resources:
- ❖ Laptops/tablets
- ❖ Specific websites
- ❖ Articles
- ❖ Newspapers
- ❖ Online/digital articles
- ❖ Journals
- ❖ Books

9. Introduce what information each station is focused on and provide time for the students to begin to conduct their research at a station that focuses on the information related to their chosen event and/or location. Each group will then spend 10 minutes or more (if time allows it) at each station of information and then rotate clockwise as a group when instructed by the teacher.

10. At each station, the students will be told to choose which information they feel answers what they wanted to know about their chosen event(s) and/or locations and will work to fill in their Research Logs. They will each work on filling in their own Log, and time will be given for them to compare their logs to group members and discuss

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discussion of resources available to conduct their research and select those that relate best to the research topic they have chosen to do.
(Grouping: Whole class)

9. Work at each selected station to conduct their research and fill in their Research Log as instructed by the teacher using the resources provided by the teacher in each station.

10. Conduct research at each station choosing the information that will help answer questions questions about the events and or locations they have chosen to research. They will rotate every 10 minutes until they can all get a chance to gather information from all sources provided. They will fill in their research log

them after gathering information from all stations. The teacher will walk around and help the students to conduct their research when needed. **(Scaffolding: Guided Practice)**	with the appropriate information found and will compare their logs to their group members and discuss what they have learned from their research, sharing it with their group members. **(Grouping: Independent/Small groups)** **(A**p**plication: Hands-on/Meaningful/Promotes engagement/Linked to objectives) (Integrating Processes: Listening/Speaking/Reading/ Writing)** *(***Language Function-Inquiry/Seeking Information & Summarizing)**

Explain - Formative Assessment:

Teacher Will:	Students Will:
Part 4: Class Discussion: 1. Facilitate a class discussion after research to analyze and share what the students have found. 2. Pass out sticky notes for students to write the event(s), locations, and questions they decided to research and post it on the board for the class to see. 3. Instruct students that each group has at least 5-7 minutes to share their research. After sharing, have other groups agree on whether the information they found actually answers the questions they posted. If all agree, have the group write the answer on a different colored sticky note and post it beside the question. However, if two groups or more groups do not agree, they need to provide reasons why it should not be included. Have the group who owns the question decide on whether they will defend their research or agree with the rest of the class. (Provide only 3 minutes for this process, or if time allows, maybe more). Instruct students that they can also write answers to other group's questions *(that they were unable to answer during research)* and stick them right beside or below it for all to see. Also, encourage students to log down new questions they have about their topic after their research.	**Part 4: Class Discussion:** 1. Participate in class discussion. 2. Write down on sticky notes the events, locations, and questions they researched and post these on the board. 3. Discuss their findings as a group and share with the class the answers they were able to find about their chosen event and/or location. If any answers were not found, the students can allow other groups to share if they have answers to the ones that specific group was unable to find. Other groups will vote on whether they agree that the information presented answers the questions and events/locations on the board. If All groups agree, they write the answer in a different colored sticky note and post it beside the question. But if two or more groups do not agree, they will share the reasons why it should not be included. The group who owns the question will then decide whether they will defend their research or agree with the rest of the class. The students will then log down any new questions they would like to have answered about their event and/or location.

(Scaffolding - Guided & Independent Practice) As students present their research findings, the teacher will make note of their responses and of their new questions for use as a formative assessment of student learning.	(Grouping: Whole class/Small Groups) (Integrating Process- Listening & Speaking, (Application- Meaningful, Linked to Objectives, & Promotes Engagement) (ASSESSMENT: Oral/ Individual & Group)

Elaborate:

Teacher Will:	**Students Will:**
IQ #2: *What are some event(s) or locations during the U.S Naval Administration Era that are still seen today?* **(NOTE)** Group ELL/SPED and Gifted students strategically to provide language and/or learning support as needed. **Part 1- WWII Installations Map Activity** 1. Introduce Inquiry Question #2 to the class. Pass out copies of and have students look at the <u>Colored Map of Military Sites on American Samoa</u> (in Lesson Materials Document) and instruct them to name the Installation and location of each number you call out (numbers 1 to 25). Then pass out copies of the <u>Blank Map of Military Sites on American Samoa Worksheet</u> and tell students to mark it following the <u>American Samoa Map Instructions shown</u> below (also in Lesson Materials Document). 2. The teacher will also post the <u>American Samoa Map Poster</u> (created from the American Samoa map images found in Lesson Materials Document) on the wall and have students refer to it for help as they complete their map worksheets. Afterwards, have students compare the colored map of Military Sites on American Samoa with their military sites on the American Samoa worksheet that they have finished marking. Ask students to write the differences between the two on the back of the map and explain why they are different. **(Preparation-Linking to Background)** **Part 2: Presentation Preparations** 3. Explain that they will be presenting the information they gathered using any mode of	**Part 1- WWII Installations Map Activity** 1. Reflect on Inquiry Question #2. Look at the map passed out by the teacher and find the names of the WWII installations and the location of the numbers being called by the teacher. Look at their copy of the <u>Blank Map of Military Sites on American Samoa Worksheet</u>, and mark the map following the <u>American Samoa Map Instructions</u> provided by the teacher showing WWII Installations they know still exist today. **(Grouping: Independent or small groups) (Application: Hands-on/Promotes engagement) (Integrating Processes: LIstening/Reading/** 2. Refer to the <u>American Samoa Map Poster</u> on the wall for help, and compare the map on the Timeline Brochure and their current map of American Samoa. Write on the back of their American Samoa map what the differences are between the two maps and tell why that happened. **(Grouping: Independent or Small Groups) (Integrating Processes: Writing) (Application: Hands-on/Meaningful/Promotes engagement)** **Part 2: Presentation Preparations** 3. Reflect on and decide the mode they will use and briefly discuss with group members

presentation they choose. List the mode options on the board and let them know that if they have a different idea for a mode of presentation, they need to let you know.

Mode of Presentation Options:
- o Documentary
- o Short Play
- o Essay
- o Poster
- o Brochure
- o Science Boards
- o Gallery
- o Slideshow
- o Model
- o Interview
- o News Report
- o Mini-Book
- o Newspaper article
- o etc.

Show the students the U.S Navy Administration Presentation Rubric and explain the criteria shown that will be used to assess their presentation.

(Scaffolding: Guided Practice)

Part 3: Field Trip Research
(NOTE) Teachers on the US Mainland or another US Territory may either eliminate this section or select agencies, organizations, etc. that will work in your location.
   4. Explain to the students that they will be taking some field trips to local agencies, historical sites, and/or organizations that can provide them with information about the U.S Navy Era in American Samoa and they should prepare for these by reflecting on what information they need or want to obtain from the presenters they visit on the field trips in order to help them prepare the presentation they will be giving.
   5. Explain to the students that they must look out for answers to the questions they listed earlier in this lesson and prepare to ask the presenters that they visit about these questions as their presentation is given.

which mode of presentation they will be using. Then check in with the teacher after they decide on the mode of presentation they want to use. Look over the U.S Navy Administration Presentation Rubric and reflect on the criteria presented by the teacher that will be used to assess their presentation and consider how they can incorporate these elements into their presentation.

(Grouping: Small groups) (Preparation: Linking to Background)

Part 3: Field Trip Research

   4. Listen and follow the teacher's instructions about reflecting on the information they want to obtain from field trip presenters.
(Grouping: Whole class) (Application: Meaningful/ Linked to Objectives) (Preparation: Linking to past learning)

   5. Prepare to ask questions of field trip presenters that will help them prepare their own presentation. During the field trips, ask the presenters questions about their research and notify the teacher that they want to write it down so they can stop for a brief break time.

During the field trips, the students should let the teacher know when they need time to write their answers in their logs, and the teacher should allow time for a 5-minute break for information logging. 7. During the field trips, the teacher will also take pictures of the artifacts and images viewed during the field trips and record audio of the presenters for students to re-listen to when they return to the classroom. **(NOTE:)** The teacher can get help from a colleague or parent joining the field trip to assist in taking pictures and recording audio/video. 8. When you return to the classroom, have students gather in their groups and discuss which information they feel needs to be included in their presentation and how they will present it.	Listen to the presenters and gather as much information about their topic as they possibly can and write these down in their logs. **(Grouping Option- Small Groups & Independent, Integrating Process- Speaking & Listening, Application- Meaningful, Linked to objectives, & Promotes Engagement)** 8. In their groups, discuss which information they feel needs to be included in their presentation and how they should present it. Plan out what it is going to look like. **(Grouping: Small Groups & Independent)** **(Integrating Processes: Listening and Speaking)** **(Application - Meaningful/ Promotes engagement /Linked to Objectives)**

Evaluate - Summative Assessment:

Teacher Will:	**Students Will:**
Part 1- Research Compilation 1. Check students' progress in their presentations, make suggestions, and provide help in clarifying information or instructions to students if needed. Also, provide necessary materials or devices and time for students to prepare their presentations together with their group members or independently. The teacher will also remind students of the criteria listed on the U.S Navy Administration Presentation Rubric. **(Scaffolding- Guided Practice/ Independent Practice)** Quick Review- 2. To help students in their preparation, the teacher will show the questions that were used at the beginning of this lesson *(Refer to Engage Section for Questions)* and have	**Part 1- Research Compilation** 1. Work with their group members or independently to create their presentation following the U.S Navy Administration Presentation Rubric criteria. They will practice presenting their presentation and check if it can be viewed, played, and is loud and clear enough, etc. They will also make sure that all group members know the information they are presenting and divide their parts equally amongst each other. **(Grouping: Small Groups or Independent)** **(Application Linked to objectives) (Assessment-individual & Group/Oral)** Quick Review- 2. Answer the questions from the teacher using what they now know about the U.S. Naval Administration Era in American Samoa.

students answer them in their notebooks as a review.

(Preparation: Linking to Past Learning) (Scaffolding: Guided Practice)

(Grouping: Independent/Small Groups)
(Application: Meaningful/Promotes engagement)

Part 2- Presentation
1. The teacher will prepare multiple copies of the U.S Navy Administration Presentation Rubric to use to grade each student and each group during and after their presentation.

(NOTE:) The teacher can also record a video of each presentation to use in checking again for accurate grading.)

As the students give their presentations, the teacher will ask questions to test each student's knowledge about their research.
Sample Questions to ask:
- What is your event? Describe it.
- Why did you decide the most important information about that event?
- What do you want us to know about your event and/or location?

At the end of each presentation, congratulate the student or group and point out one good thing and one thing that they need to work on for an even better presentation next time. The teacher will use the U.S Navy Administration Presentation Rubric to assess each student's presentation with a score of 3 or higher indicating mastery.

Part 2- Presentation
1. Present their work to the class, and follow the rubric for maximum points. Use what they have learned to respond to the questions asked by the teacher, and after their presentation, reflect on the feedback given by the teacher to support them in conducting future presentations.

(Assessment- Individual/Group & Oral)

Extensions:
1. Possible CAP: Decide on who and where they could share their presentation for more awareness.
   Possibilities: Facebook - Local Museum - School - Newspaper - National Park - etc.