



GeoCivics Civic Action Plan
Guam's Self Determination

Teacher(s) Valerie Tanayan	Unit Title: Guam's Quest for Self-Government Lesson Title: Guam's Self Determination	Grade Level: 8th
<p>Notes: This lesson is the third lesson of a two-lesson unit on Guam's Self-Determination. This lesson takes approximately one week to complete. j</p>		
<p>Pre-existing Knowledge: Students should have some knowledge that Guam's political status as an unincorporated territory of the United States has sparked an extended struggle for self-determination. Since World War II, the indigenous people, the Chamorros, have struggled with their limited representation and autonomy within the American political framework.</p>		
<p>Overview: <i>Short description of content</i> Guam's history is marked by a prolonged struggle for political status and self-determination. Originally claimed by Spain in 1565, Guam witnessed the influence of Jesuit missionaries over the local CHamoru population during the 17th century. The island's present political status is "unincorporated territory of the United States," granting its residents U.S. citizenship but limited political rights, including the inability to vote for the U.S. president or elect members of Congress with voting power. This status originated from Guam's transfer to the U.S. at the end of the Spanish American War in 1898 and subsequent legal categorization as an "unincorporated territory." Despite local activism and the passage of the Organic Act in 1950, which provided partial self-governance and U.S. citizenship, Guam's political future remains uncertain, marked by debates, commissions, and a quest for political certainty. https://www.guampedia.com/guams-political-status/</p>		
<p>Purpose: The purpose of this lesson is to explore Guam's political status as an unincorporated territory of the United States, investigate various alternatives for Guam's political status, assess the pros and cons of each option, and produce public service announcements (PSA) outlining the key aspects of each political status choice.</p>		

National & State Social Studies Standard(s): State based on topic & state/territory**National Social Studies Standards:**

- Theme 5: Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives.
- Theme 6: One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance.
- Theme 10: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship.

Guam Social Studies Standard(s):

- GH.4.2: Review information about Guam's government and civics for accuracy, separating fact from opinion.
- GH.4.3: Formulate an informed, carefully reasoned position on a community issue.
- GH.4.4: Make arguments for or against positions about Guam's government or civics using debates.

National & State Geography Standard(s):**National Geography Standard:**Standard #17 Changes in Geographic Contexts:

- Analyze the changing patterns of spatial organization in an area that has been occupied by different cultures (e.g., the settlement of the Mexico City area by Aztecs, Spanish, and the modern Mexican State).

Guam Geography Standard:

Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human environment interactions.

- 7.3.7: Apply geography to interpret the past, understand the present, and plan for the future using the following:
 - Geographic knowledge, skills, and perspectives to examine problems and offer possible solutions
 - Current events to the physical and human characteristics of places and regions
- GH.2.2: Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.

ELA Standards:**Guam ELA Standards:**

- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ISTE Student Standard: 1.3 Knowledge Constructor

- **1.3c** - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Function:

- **Inquiry/Seeking Information:** Students use language to acquire information.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Comparing and Contrasting:** Students use language to describe similarities and differences in ideas.

Culturally Responsive Lesson Strategies:

- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **SOCIAL JUSTICE:** Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.
- **EQUITY/DECOLONIZATION:** Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction/language/expectations so students from non-dominant background (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.

Objective(s):

Students will be able to:

- describe the concept of Guam's political status as an unincorporated territory of the United States.
- explore different options for Guam's political status.
- analyze the advantages and disadvantages of each political status option.
- create a public service announcement of each political status option.

SIOP

	SIOP Elements	SIOP Elements
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking	Application Hands on Meaningful Linked to objectives	Assessment Individual Group Written

Listening	Promotes engagement	Oral
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Evidence of Mastery (Measurable):

Formative:

Groups share out in jigsaw fashion what was learned during their research on the political status options for Guam and then as a whole class discuss and summarize. “What is the most suitable political status option for Guam?” The teacher will monitor student discussions and make note of students’ responses and engagement for use as a formative assessment of student learning.

Summative:

Students present to the class their CAP Public Service Announcement which presents a chosen political status option for Guam, and explains this political status option and its implications. The teacher will use the CAP Rubric below to assess students' learning with a score of 3 or higher indicating mastery.

CAP Rubric

Levels of Accomplishment	Criteria	Points
Exceeds Expectations	The PSA is exceptional in quality, demonstrating a deep understanding of the chosen political status option, outstanding presentation, and strong audience engagement.	Level 4
Meets Expectations	The PSA is of good quality, with a solid understanding of the chosen political status option, effective presentation, and audience engagement.	Level 3
Approaches Expectations	The PSA's quality is average, offering a basic understanding of the chosen political status option, an adequate presentation, and moderate audience engagement.	Level 2
Fails to Meet Expectations	The PSA's quality is subpar, showing limited understanding of the chosen political status option, weak presentation, and little audience engagement.	Level 1

Key vocabulary:

- **political status:** refers to an individual's or a territory's position within a political or governmental system
- **unincorporated territory:** A United States insular area in which the United States Congress has determined that only selected

Materials:

- Poster size ‘post-it’ papers - 4 sheets - each with one of the following headings: Knowledge, Skills, Attitude, and Action.
- Marker sets for four table groups - (Note: each table will have it’s own maker color)
- Timer

<p>parts of the United States Constitution apply.</p> <ul style="list-style-type: none"> ● independent: territory becomes its own country and would gain full sovereignty. ● statehood: territory to become a US state ● free association: a relationship between two sovereign nations ● insular cases: a series of opinions by the Supreme Court of the United States in 1901 about the status of U.S. territories acquired in the Spanish–American War ● decolonization: Decolonization involves breaking away from a colonial’s relationship, transitioning from an unincorporated Territory of the United States to one of three potential political status options: Statehood, Free Association, or Independence. ● self-determination: Self-determination is the process through which the inhabitants of a colonial territory express their desire for self-governance. 	<ul style="list-style-type: none"> ● Video: High School Project: Save the Beach: (1.34 min.) (Link in Sources below) ● Video: U.S. Territories: Last Week Tonight with John Oliver (1:40 min.) (Link in Sources below) ● Article: <i>Guam’s Political Status:</i> (Link in Sources Below) one copy per student group ● Brochures on Guam’s Political Status: <i>COD_Political Status Brochure_Statehood; Independence; Free Association</i> (Links in Sources below) one copy of each per student group ● Student access to paper & pencils for note taking ● Laptops/tablets for each student group with Internet access to conduct research ● Copies of Option for Political Status Worksheet-one per student (in Lesson Materials Document) ● CAP Rubric (above in Lesson Plan) ● Materials for students to create a Public Service Announcement (possible materials - depending on their mode of choice - Poster boards, computer access, YouTube Videos, etc.)
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<p>Source(s): TBD based on topic</p> <ul style="list-style-type: none"> ● Video: High School Project: Save the Beach. https://www.youtube.com/watch?v=cJ5Z53JAivE&list=TLPQMTgxMTlwMjlxpCGDVz-E1g ● Video: U.S. Territories: Last Week Tonight with John Oliver: U.S. Territories: Last Week Tonight with John Oliver (HBO) ● Article: Guam’s Political Status. Guam’s Political Status - Guampedia ● Brochures on Guam’s Political Status: <i>COD_Political Status Brochure_Statehood; Independence; Free Association:</i> (Statehood, Independence, Free Association) 	
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Engage:

<p>Teacher Will: (Hook).</p> <ol style="list-style-type: none"> 1. Ask students: “<i>What does ‘being a good citizen’ mean to you? Can you think of ways you may have acted as a good citizen in the past? At home? At school?</i>” <p>(Preparation: Linking to background)</p> <ol style="list-style-type: none"> 2. Prepare four poster size ‘post-it’ papers, each with one of the following headings: Knowledge, Skills, Attitude, and Action. 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Students will participate in the conversation, sharing how they have acted as a good citizen in the past. (Grouping: Whole class) (Integrating Processes: Listening/Speaking) 3 & 4. Get into their table groups and brainstorm together on the four topics as the poster papers are rotated
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<ol style="list-style-type: none"> 3. Put students in four table groups, grouping students in ways to provide language and/or learning support as needed for ELLs/SPED/Gifted students. Give each group one poster and a pack of markers (each table uses a different color marker), and set the timer for three minutes and have students brainstorm what they believe is needed to be a good citizen related to their poster heading. 4. After each 3-minute period is up, rotate posters so each table group has a chance to brainstorm on every heading; then put all posters on the wall for the class to see. 5. Lead a whole-group conversation about what students think it takes to be a good citizen. 6. Then, ask students: <i>What are civic actions?</i> Introduce civic action projects and show the video: High School Project Saves the Beach. Then discuss with the students components of student activities shown in video, asking: <i>What was the point of the CAP? What were they trying to do? How did they do it? Who was involved?</i> 	<p>through the class. Each group will use its assigned color to write their response on each poster.</p> <p>(Grouping: Small groups) (Integrating Processes: Listening/Speaking /Reading/ Writing) (Preparation: Linking to past learning/ background) (Application: Hands-on/Meaningful/ Promotes engagement)</p> <ol style="list-style-type: none"> 5. Students participate in the class discussion of what it takes to be a good citizen, sharing out their group's responses and reflecting on other groups' responses as well. <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking)</p> <ol style="list-style-type: none"> 6. Reflect on the meaning of civic actions and share their thoughts with the class. Students will then watch the video, make observations, and participate in a class discussion of what they observed/ learned from the video about a CAP. <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking)</p>
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Explore:

<p>Teacher Will: IQ #1 - "What are the different political status options available to Guam, and how might each option impact the future of the island and its residents?"</p> <p>(NOTE) Strategically group ELLs/SPED/Gifted students in groups to provide language and/or learning support as needed.</p> <ol style="list-style-type: none"> 1. Teacher will pose the question: <i>"The political status of Guam is a topic of ongoing debate. What do you think Guam's political future should be? Why?"</i> Define political status with students before discussion. Students will share their responses with a partner/group. Afterwards, the teacher will conduct a whole group discussion of the question. <p>(Preparation: Linking to background)</p>	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Read the prompt and define political status. Reflect on what they know about the political status of Guam and discuss what they think Guam's political future should be. Students will share their responses with a partner/group and then engage in a whole class discussion. <p>(Grouping: Partner or Small Group/Whole)</p>
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2. The teacher will then introduce the video “US Territories: Last Week Tonight with John Oliver (HBO)” as a way to learn about how media brings awareness of the voting rights in the US territories and also will go over and display the key vocabulary words “unincorporated territory”, “insular cases”, and “political status” and discuss their meanings. Show the video, [U.S. Territories: Last Week Tonight with John Oliver \(HBO\)](#). Have students share their responses to the video with a partner/group. Afterwards, the teacher will conduct a whole group discussion, asking the following questions: **Discussion Questions:**
 - Discuss the segment's mentioned about citizenship status in the U.S. Territories. How does this affect residents' rights, including voting?
 - Should residents of U.S. Territories have the same voting rights as those in the 50 states? Why or why not?
3. Teacher will go over the rest of the vocabulary words and display “decolonization”, “self determination”, “independence”, “statehood”, and “free association” and discuss their meanings.
4. Introduce Inquiry Question #1 to the class, and then pass out copies of the Article: [Guampedia: Guam’s Political Status](#) to each student group and read the article aloud. Then distribute copies of each [Brochures on Guam's Political Status \(Statehood, Independence, Free Association\)](#) and read and discuss each option with the students. Explain the advantages and disadvantages of each option. Have students take notes and ask questions during the discussion.

(Scaffolding: modeling/Guided Practice)

5. Divide the class into small groups of 3-4 students. This will be their home group. In their groups, the group members will assign themselves an option of a political status in order to jigsaw information. Then each group member will go to their expert group (their assigned option group). The teacher will then pass out copies of the [Option for Political Status Worksheet](#) to each student and guide students to discuss and analyze their assigned

class) (Integrating Processes: Listening/ Speaking)

2. Listen to the teacher’s introduction and observe and make note of the vocabulary words and their meanings as they are introduced by the teacher. Students will then view the video shown and share their thoughts about it with their partner/group and then engage in a class discussion of how this video highlights US territories and their struggle for representation in the US government.
 3. Take notes on the definitions of the key vocabulary words.
4. Listen and follow along as the teacher introduces the inquiry question and then reads the Political Status article and then the brochures on the different options of Guam’s political status. Take notes on key points and ask any questions about the information read and discussed.

(Grouping: Partner or Small Group/Whole class) (Integrating Processes: Listening/ Speaking/Reading)

4. Listen and follow along as the teacher introduces the inquiry question and then reads the Political Status article and then the brochures on the different options of Guam’s political status. Take notes on key points and ask any questions about the information read and discussed.
5. Get into their assigned home groups and collaborate together to assign each member an option of a political status. Students will then go to their expert group to work together to research their assigned political status option, and participate in small group discussion while answering the discussion questions. The students will fill out their [Option for Political Status Worksheet](#) during the small group discussions.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/ Reading/ Writing) (Application: Hands-on/Meaningful /Promotes engagement/Linked to Objectives)

option, considering its advantages and disadvantages by asking the following questions:

Group Discussion Questions:

- a. *What are the benefits of this option for Guam?*
- b. *What are the potential challenges or drawbacks?*
- c. *How would this option impact the political rights and future of Guam's residents?*

(NOTE:) The teacher will circulate among the groups to facilitate discussions and provide guidance as needed, and guide students to complete their worksheets during the discussion.

(Scaffolding: Guided Practice)

Explain - Formative Assessment:

Teacher Will:

1. Have group members go back to their home groups. Each group member will share the information learned during their research and discussion with their expert group. The students will use the information shared out by their fellow group members to fill out and complete the other options for political status on their worksheet.
2. Pose the following question to students, *“What is the most suitable political status option for Guam?”* and have students discuss in their home group the best option for Guam’s political status, and then have groups share out their response with the class and engage in a class discussion to summarize the most suitable political status option for Guam.

(Preparation: Linking to past learning)

3. The teacher will monitor student discussions by moving around the classroom and making note of students’ responses and engagement for use as a formative assessment of student learning. The teacher will also provide student encouragement, clarification, and support when needed.

Students Will:

1. Jigsaw - Each group member will share what was learned during research activities, and will fill out the rest of their worksheet using the shared information from their group members’ respective expert group discussions.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/ Reading/ Writing) (Application: Meaningful/Promotes engagement)

2. Home groups will discuss and choose the best option for Guam’s political status and share out their thoughts with the class and engage in a class discussion to summarize the most suitable political status option for Guam.

(Grouping: Small groups/Whole class) (Application: Meaningful/Promotes engagement) (Assessment: Group/Oral)

Elaborate:

Teacher Will:

IQ #2 – “How do Guam's political status options relate to issues of self-determination and decolonization?”

1. After the discussion, the teacher will tell the students that they will engage in a CAP using what they have learned to produce a PSA - a Public Service Announcement, that will outline the key aspects of the political status choice they choose and use it to inform agencies, organizations, and community members of this political status choice.
2. Have each home group work together using their completed Option for Political Status Worksheet to choose an option for Guam’s political status that they will use in creating their CAP.
3. **The teacher will lead a discussion on who, other than their classmates, the PSA should be shared with and how.**
4. Teacher will go over the CAP Rubric and discuss with students the expectations for creating their CAP, and let students know that they are to choose the mode they desire for creating their PSA (*multiple modes encouraged: a poster, a public service announcement, a video, a live presentation, a brochure, etc.*), and instruct students on how to create a PSA by emphasizing the use of multimedia tools (video, audio, images, text) to make their message engaging).
5. The teacher will give students time to put together their CAP in a form of their choosing, and provide guidance on structuring the PSA, including creating an introduction, explanation of the chosen option, benefits, drawbacks, and a call to action.
6. **When students finish creating their CAPs, the teacher will assist students in connecting with appropriate agencies, organizations, community, etc. to carry out/present their Civic Action Project.**

(Scaffolding: Guided Practice)

Students Will:

1. Listen to the teacher’s instruction and reflect on their understanding of creating a CAP and how they could do this.

(Preparation: Linking to past learning)

(Grouping: Independent)

2. Each home group will go over the worksheet and choose an option for Guam’s political status that will be the focus of their CAP.

(Grouping: Small Groups)

(Application: Hands-on/Meaningful/Promotes engagement/Linking to Objectives)

- 3 / 4. Review the CAP Rubric and go over objectives and expectations of CAP, and work with group members to choose a mode to present their PSA.

(Grouping: Small Group) (Integrating Processes: Listening/Speaking)

(Application: Promotes engagement)

3. Work with their group to create and complete their CAP.

(Grouping: Small Group) (Integrating Processes: Listening/Speaking/

Reading/Writing) Hands-on/Meaningful/Promotes engagement/Linked to Objectives) (Preparation: Linked to past learning)

5. Students will reach out to agencies, organizations, and community members to present their CAP.

(Grouping: Small Group) Hands-on/Meaningful/ Promotes engagement/ Linked to Objectives)

Evaluate - Summative Assessment:

Teacher Will:

Student Will:

1. Schedule a time for each group to present their CAP to the class, having them explain their chosen political status option and its implications.
2. After each presentation, engage the class in a discussion about the strengths and weaknesses of each option and how it might affect Guam and its people, and encourage the students to engage in a respectful debate and critical thinking.
3. As the groups give their presentation, the teacher will assess the students' CAP projects using the CAP Rubric with a score of 3 or higher indicating mastery.
4. **Students and teacher vote on one presentation to educate the public - via social media, etc. Students may also choose to present to the Commission on Decolonization Board.**

1. Work together as a group to present their CAP to the class.
2. After each presentation, engage in a class discussion of the implications of the chosen political status option and also engage in a respectful debate and critical thinking.

(Assessment: Group/Oral)

Extensions(s):

- Attend a Commission on Decolonization Board Virtual Meeting. Dates and times are posted on this website. https://go.opengovguam.com/meetings_list/cod
- Explore other territories or regions with similar political status questions, such as Puerto Rico or American Samoa, and compare their situations to Guam's.