



**GeoCivics Lesson: Guam’s Quest for Self-Government -
Guam Congress Walkout**

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Teacher(s): Valerie Tanayan	Unit Title: Guam’s Quest for Self-Government	Grade Level: 8th Grade
	Lesson Title: Guam Congress Walkout	

Notes: This lesson is the first lesson of a two-lesson unit lesson on Guam’s Self Determination. *This lesson will take approximately one week.*

Pre-existing Knowledge:

Students should have some knowledge that the Spanish colonized Guam till the end of the Spanish-American War. The result of the Treaty of Paris 1898 ceded Guam to the United States. The people of Guam were under military rule and had no participation in its government and no rights of the people.

Overview of Content:

On March 5, 1949, **the Chamorro people of Guam staged a walkout from Congress**, marking an important moment in their fight for self-governance and US citizenship. After years of colonial rule under Spanish and American naval administrations, Chamorro leaders had sought autonomy and recognition through various means, including petitions and resolutions. The walkout occurred when the Guam Congress's power to subpoena Americans was challenged, leading to widespread public support and media attention. As a result, President Truman and the US government took action, transferring Guam's administration to the Department of the Interior, appointing a civilian governor, and ultimately passing the Organic Act of Guam in 1950, which granted citizenship and self-governance. This was a significant step in Guam's journey towards self-governance.

[\(https://www.guampedia.com/guam-congress-walkout/\)](https://www.guampedia.com/guam-congress-walkout/)

The Boston Tea Party was a political protest that occurred on December 16, 1773, at Griffin’s Wharf in Boston, Massachusetts. American colonists, frustrated and angry at Britain for imposing “taxation without representation,” dumped 342 chests of tea, imported by the British East India Company into the

harbor. The event was the first major act of defiance to British rule over the colonists. It showed Great Britain that Americans would not tolerate taxation and tyranny sitting down, and rallied American patriots across the 13 colonies to fight for independence. -- *History.com*

Purpose: *What will students learn?*

The purpose of this lesson is to explore the Guam Congress Walkout of 1949 by evaluating its historical context, key events, and impact on Guam's path to self-government. Students will compare this protest with the Boston Tea Party, understanding its unique strategies and outcomes. Through this examination, students will recognize the significant influence the walkout had on shaping Guam's relationship with the United States and its path to self-government.

National & State Social Studies Standard(s):

National Social Studies Standard(s): (C3 Framework for Social Studies)

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Guam Standards:

- GH.2.3 Identify and describe historical periods and patterns of change during the eras of Guam history, including the following: U.S. Naval Government

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).

Arizona State Geography Standard:

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

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

ELA Standards:

Guam ELA Standards:

- 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. (L.8.6)
- 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. (SL.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. (RI 8.1)

ISTE Teacher and/or Student Standard:

ISTE Standard 1: Creative Communicator (CC)

- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Language Functions:

- 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.
- Sequencing/Ordering: Students use language to sequence events.

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 historical context and factors that led to the Guam Congress Walkout.
- Identify key events leading up to the Guam Congress Walkout.
- Evaluate the impact of the walkout on Guam's relationship with the United States and its path to self-government.
- Compare and contrast the strategies and outcomes of the Guam Congress Walkout with the Boston Tea Party
- Create a one-pager on the importance of the Guam Congress Walkout in shaping Guam's path to self-government

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 Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative - The students will engage in small group and whole group discussions and teacher will assess their responses to the Guam Congress Walkout. The students will answer the “Exit Ticket” question: *Do you agree that the Guam Congress Walkout played a pivotal role in shaping Guam's journey towards self-government? Why or why not? Provide two reasons why you agree or disagree.*

Summative - Complete the Vocabulary Assessment (Mastery is a score of 80% or better) One Pager. The students will create a one-pager to assess the student’s learning of the Guam Congress Walkout. Students will use a one-pager template where students will draw and write representations of key information about the Guam Congress Walkout.

One Pager Project Rubric

Level of Accomplishment	Criteria	Points
Exceeds Expectations	In addition to demonstrating understanding and mastery of the content knowledge, student went beyond what is explicitly taught or are able to apply the standard.	Level 4
Meets Expectations	Student’s One-Pager has all required information: included a title, described 4-5 key events accurately, included 1 important quote, 4-5 drawings, symbols, and/or images of key representations, and provided a brief explanation on the importance of the Guam Congress Walkout in shaping Guam’s path to self-government.	Level 3

Approaches Expectations	Student's One-Pager has 2-3 required information: included a title, described 2-3 key events accurately, included 1 important quote, 2-3 drawings, symbols, and/or images of key representations, and provided little to no explanation on the importance of the Guam Congress Walkout in shaping Guam's path to self-government.	Level 2
Fails to Meet Expectations	Student's One-Pager has 1-2 required information: included a title, described 1-2 key events accurately, included 1 important quote, 1-2 drawings, symbols, and/or images of key representations, and provided little to no explanation on the importance of the Guam Congress Walkout in shaping Guam's path to self-government.	Level 1

<p>Key vocabulary:</p> <ul style="list-style-type: none"> ● unincorporated territory: A United States insular area in which the United States Congress has determined that only selected parts of the United States Constitution apply. ● citizenship: the position or status of being a citizen of a particular country. ● self-government: government or control of a country or an organization by its own people or members, not by others ● Guam Congress Walkout (1949): On 5 March 1949, the Guam Congress walked out as a protest against the US Naval Government and to underscore its quest for a measure of self-government and US citizenship. ● Organic Act of Guam: a federal legislation passed by the United States Congress and signed into law by US President Harry S. Truman on 1 August 1950. In general, the act established a non-military, civil government on Guam; granted congressional US citizenship to residents of the island at the time and their 	<p>Materials:</p> <ul style="list-style-type: none"> ● laptop ● Frayer Model graphic organizer (in Lesson Documents) ● Video: "Cornerstone - The Story of the 1949 Guam Congress Walkout" (online access) https://www.youtube.com/watch?v=q3PKNMzgQ_M ● Article: "Guam Congress Walkout" (online access) https://www.guampedia.com/guam-congress-walkout/ ● Timeline Flowchart graphic organizer (in Lesson Documents) ● Venn Diagram graphic organizer (in Lesson Documents) ● One-Pager Rubric (in Lesson Documents) ● One-Pager Report on Guam Congress Walkout (in Lesson Documents) ● Vocabulary Assessment (in Lesson Documents)
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descendants; and solidified the island's political status as an unincorporated territory of the United States.

Sources:

- "Cornerstone - The Story of the 1949 Guam Congress Walkout" Video: https://www.youtube.com/watch?v=q3PKNMzgQ_M
- Article: "Guam Congress Walkout" <https://www.guampedia.com/guam-congress-walkout/>

Engage

Teacher Will:

1. Teacher will pose the question: "*Imagine living in a place that doesn't allow you to make all of your own decisions - what would that be like?*" Students will share their responses with a partner/group. After, the teacher will conduct a whole group discussion.

(Preparation: Linking to background) (Integrating Processes: Listening/Speaking)

2. Students will take notes as the teacher reviews and discusses with the students how [Guam was acquired by the U.S. from Spain](#), and explain the relationship between the U.S. and Guam since the acquisition.

(Integrating Process: Writing)

3. The teacher will define the vocabulary word, "unincorporated territory." Highlighting the part "only selected parts of the United States Constitution apply". Ask the students, what does unincorporated territory of the U.S. mean to you? Which constitutional rights do not apply to Guam? Students will turn to a partner and share their responses. Bring the class together and discuss in a whole group of their responses.

(Integrating Processes: Writing, Speaking)

Student Will:

1. Listen to the prompt and think about how they would feel about wanting the right to make their own decisions while living in a place that isn't a state but isn't independent either. Students will share their responses with a partner/group and then engage in a whole class discussion.
2. Students will take notes on how Guam was acquired by the U.S. from Spain and on the explanation of the relationship between the U.S. and Guam since its acquisition.
3. Write down the definition of "unincorporated territory". Students turn to their partner and define the "unincorporated territory" in their own words. Then, students will give an example of which constitutional rights do not apply to Guam.

Explore

Teacher Will:

IQ 1# What events led to the Guam Congress walking out on the naval governor?

1. Share the inquiry question with the class.
2. Pair students or break into small groups to strategically provide support as needed.
3. Hand out the Frayer Model graphic organizer to the students. Then, the teacher will go over vocabulary words and students will use the graphic organizer to define the vocabulary, write a few facts or characteristics of the vocabulary, draw a sketch that represents the vocabulary, and think of a single word to 'connect' to the vocabulary to help the student to remember it.
 - a. vocabulary words: **unincorporated territory, Constitution, citizenship, self-government, Guam Congress Walkout (1949), Organic Act**

(Scaffolding: independent practice)

4. The teacher will introduce the video "Cornerstone - The Story of the 1949 Guam Congress Walkout" (watch till 6:15) https://www.youtube.com/watch?v=q3PKNMzgQ_M as a way for the teacher to review and discuss with the students how Guam was acquired by the U.S. from Spain and explain the relationship between the US and Guam since the acquisition. While watching the video, students will answer these questions during the discussion.

(Scaffolding: guided practice)

Discussion Questions:

- During the period of US colonial rule, who was entrusted to oversee the indigenous Chamorro population? Were there any local representatives within this governing structure?
- After enduring years of U.S. colonial rule, the people of Guam sought U.S. citizenship under the Naval government. What do you think

Student Will:

3. Complete the Frayer Model graphic organizer by defining each vocabulary, drawing a sketch that represents each vocabulary, and thinking of a single word to 'connect' to the vocabulary that will help remember it.

4. Watch the video "Cornerstone - The Story of the 1949 Guam Congress Walkout" and engage with their elbow partner and discuss their answers using the Discussion Sentence Frames provided by the teacher: Discussion Sentence Frames:

- _____ was entrusted to oversee the indigenous Chamorro population. ___ there were/weren't any local representatives within this governing structure.
- I think the US refused to grant citizenship to the people of Guam because _____.

could have been the reason for the United States' refusal to grant citizenship to the people of Guam?

Discussion Sentence Frames:

- _____ was entrusted to oversee the indigenous Chamorro population. ___ there were/weren't any local representatives within this governing structure.
- I think the US refused to grant citizenship to the people of Guam because _____.

(Grouping Option: partners)(Integrating Processes: speaking)

5. The teacher will go over the timeline flowchart with the students. Students will fill out this graphic organizer after reading the online article "Guam Congress Walkout".

<https://www.guampedia.com/guam-congress-walkout/> Students will choose six key events leading up to the Guam Congress Walkout and answer the follow-up questions.

(Scaffolding: guided practice) (integrating processes: reading, writing) (grouping option: partners)

6. The teacher will model how to title the key event with a date or year and briefly summarize a key event. After completing the timeline flowchart, follow-up questions are:
 - a. What changed as a result of the Guam Congress Walkout?
 - b. What continued or remained after the Guam Congress Walkout?

(Scaffolding: modeling)(integrating processes: writing)

2. Will work with a partner to read the documents and complete the timeline flowchart.

3. Will copy notes from the teacher modeling how to fill out the timeline flowchart. Students will answer the follow-up questions on the graphic organizer.

Explain

Teacher Will:

1. The teacher will strategically put the students with partners or in small groups and provide time for partner or group discussions of what they have learned during the Engage and Explore activities. Using their timeline flowchart and a set of Discussion Questions will help guide the discussions.

(Scaffolding: guided practice)

2. To support the discussion, the teacher will go over the Engage and Explore activities such as:
 - a. Engage prompt, "Imagine living in a place that isn't quite a state but isn't fully independent either. How would you feel about wanting the right to make your own decisions?"
 - b. Review why Guam is an unincorporated territory.
 - c. Review the "Cornerstone - The Story of the 1949 Guam Congress Walkout" (watch till 6:15) https://www.youtube.com/watch?v=q3PKNMzgQ_M and discussion questions.
 - d. Review the timeline flowchart.
 - e. Teacher will also highlight any connections they made to the previous lessons/background knowledge.

(Preparation: Linking to Background & Linking to Past Learning)

3. The teacher will display the discussion questions as a guide for their discussion. Students will copy the questions and answer them as their notes. Each person in the group should answer every question.
 - a. How was the relationship between Guam and the United States before the Guam Congress Walkout?
 - b. How did the Guam Congress Walkout unfold? Describe the sequence of events.

Student Will:

1. Discuss with their partners or small groups what caused the Guam Congress Walkout and its impact on Guam's path to self-government by using their timeline flowchart for reference when sharing their learning and understanding of it.
2. Students will use the information from the Engage and Explore activities to review and prepare their responses to the set of discussion questions provided by the teacher.
3. Prior to the discussion, students will be given time to copy down the questions and answer the questions to guide them in their discussions. Discuss with their partners or groups what they have learned through Engage and Explore activities, students will use the discussion questions provided by the teacher, and will ensure that every member has a chance to share their responses to all five discussion questions. Students can add to their notes with new information from their discussion.

- c. What were the primary demands or objectives of those participating in the walkout?
- d. How did the Guam Congress Walkout impact the relationship between Guam and the United States?
- e. Guam is an unincorporated territory of the United States. How did the walkout influence Guam's path towards self-government

(Assessment: Oral)

- 4. Monitor student discussions by moving around the classroom and making note of students' responses and engagement. The teacher will also provide student encouragement, clarification, and support when needed.
- 5. Post the Exit Ticket question on the board for students to answer before leaving the classroom.

Exit Ticket:

- Do you agree that the Guam Congress Walkout played a pivotal role in shaping Guam's journey towards self-government? Why or why not? Provide two reasons why you agree or disagree.

Sentence Frame:

- I agree/disagree that the Guam Congress Walkout was significant in shaping Guam's journey towards self-government because _____ and _____.

(Integrating processes: writing) (Assessment: individual, written)

- 5. Students will answer the Exit Ticket question and submit it before leaving the classroom.

Exit Ticket:

- Do you agree that the Guam Congress Walkout played a pivotal role in shaping Guam's journey towards self-government? Why or why not? Provide two reasons why you agree or disagree.

Sentence Frame:

- I agree/disagree that the Guam Congress Walkout was significant in shaping Guam's journey towards self-government because _____ and _____.

Elaborate

Teacher Will:
IQ #2: *In what ways can the Guam Congress Walkout be compared to the Boston Tea Party?*

Student Will:

1. Strategically group students with peers to provide language and/or learning support as needed.
2. **The teacher will have the students review the historical significance of the Boston Tea Party protest through research on the laptop.** Students will take notes on the key events and outcomes of the Boston Tea Party.
3. The teacher will have students use the Venn Diagram graphic organizer to compare and contrast the Guam Congress Walkout and the Boston Tea Party.

(Scaffolding: independent practice) (Grouping options: partners) (Integrating process: writing) (Applications: linked to objectives)

4. The teacher will have a whole group discussion answering the inquiry question by using the sentence frames provided:

Sentence Frames:

- One similarity/difference between the Guam Congress Walkout and the Boston Tea Party is _____.
- The Guam Congress Walkout and the Boston Tea Party are similar because they both _____.
- The Guam Congress Walkout and the Boston Tea Party are rather different because while the Guam Congress Walkout has _____, the Boston Tea Party has _____.

(Integrating processes: speaking/listening)

2. Students will use the laptops to conduct research on the historical significance of the Boston Tea Party protest. Students will also take notes on the events leading to the Boston Tea Party.
3. Using the notes on the Boston Tea Party and the timeline flowchart, students will create a Venn diagram graphic organizer to compare and contrast key events and outcome of the Guam Congress Walkout and the Boston Tea Party. Students will list down 3 similarities and 3 differences.
4. Students will utilize the Sentence Frames provided by the teacher to engage in the whole class discussion to answer the inquiry question.

Evaluate

Teacher Will:

1. The teacher will assess students' learning of vocabulary words by giving the Vocabulary Assessment

(Assessment: Individual; written)

- a. The teacher will pass out the Vocabulary Assessment to the students and have them match the

Student Will:

- 1a. Match the vocabulary words to their definitions on the Vocabulary Assessment sheet to

words to their definitions. They will turn in their completed assessment for grading, with 80% or higher showing mastery. Note: To support students' mastery, the teacher will remind students that they will take the vocabulary assessment ahead of time so they can better prepare to take the assessment.

2. This activity will assess students learning about the Guam Congress Walkout.

(Application: meaningful) (integrating processes: writing)

- a. Allow students to work together with a peer if needed to provide language and/or learning support as they fill out their One-Pager.
- b. The teacher will hand out various templates for each student to choose one template. The student will create a One-Pager using one template they have chosen.
- c. The teacher will then hand out the directions and rubric of the One-Pager project and go over with the class and the students will use what they have learned about the Guam Congress Walkout to fill out their One-Pager.
- d. After all students complete their One-pager. The teacher will post students' One-Pager projects around the classroom. Students will be in small groups and move around the classroom to provide feedback to the One-Pagers by writing down on a sticky note one thing they like about it, one thing they learned from it, and one question they have about it. Students will post the sticky note directly onto the One-Pager for instant feedback.

(Grouping options: small groups, partners)

- e. After the activity, students will retrieve the sticky-notes posted

show their learning of the 5 vocabulary words. They will turn in their assessment for grading.

2b. Students will choose one template from the various One-Pager template the teacher have provided.

2c. Students will fill out the One-Pager project about the Guam Congress Walkout.

2d. Students will turn on their One-Pager. After everyone has submitted it, students will go into small groups for a gallery walk. Each student will be provided sticky notes that they will use to write down one thing they like about the One-Pager, one thing they learned from it, and one question they have about it. Students will need to post one sticky note for each One-Pager.

near their One-Pager and review them.	
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Extensions:

- The Guam Congress Walkout gained attention across the nation through newspaper headlines and articles. Students can create a headline article about the Guam Congress Walkout during that time.
- Invite a guest speaker from the Commission on Decolonization of Guam about the importance of the Guam Congress Walkout on Guam's quest for self-government.