

War in the Pacific National Historical Park

National Park Service

United States Department of the Interior



Explore • Learn • Protect



My Name is:



Welcome!



War in the Pacific National Historical Park is a part of the National Park Service. The National Park Service protects the natural, cultural, and historic resources of the United States of America for everyone to enjoy. As a Junior Ranger, you can help park rangers protect these special places for future generations to visit and enjoy by learning about the park and serving as a good example to others.

Are you ready to become a Junior Ranger?



Remember!

Junior Rangers help take care of their parks! When exploring the park, be safe, take only pictures, leave only footprints. Spread the word about how you can protect this special place! Tell your friends and family why national parks are important.

EXPERIENCE YOUR AMERICA

War in the Pacific National Historical Park Junior Ranger Program

Junior Rangers help protect their National Parks!

In order to earn your Junior Ranger badge and certificate, complete six or more pages of activities. If you see a word in **bold letters**, look for it in the glossary on page 21.



Coconut Tree - Ages 7 and under complete these activities.



Ranger Hat - Ages 8 to 11 complete these and Coconut Tree activities.



Arrowhead - Ages 12 and up complete these, Coconut Tree, and Ranger Hat activities.

Let's start exploring!

Experience Your America!

The National Park Service was created in 1916 in order to protect natural and historic places in the United States. Today there are over 400 national park areas. Park rangers are **stewards** of these national park areas.

War in the Pacific National Historical Park was created in 1978 to **commemorate** the bravery and sacrifice of the people of World War II and to protect the special places and resources of the park for you to enjoy today.



On the map below, draw a circle around where you live and draw a star where War in the Pacific National Historical Park is located.



Go to www.nps.gov and find one park you would like to visit. Place a check on its location on the map.

THE UNITED STATES



What Are Resources?

Resources are all around you. Plants such as trees and flowers, and animals such as fish and birds are **natural resources**. Objects made by people such as buildings, burial sites, latte stones, clothes, and guns are **cultural resources**.



The park takes care of thousands of artifacts. Many are on display in the visitor center exhibits. Find an artifact in one of the display cases and draw it in the space below.



As you walk through the exhibits, look for natural and cultural resources. Write down three examples of natural resources and three examples of cultural resources.

Natural Resources

1.

2.

3.

Cultural Resources

1.

2.

3.

What happens when we run out of resources?

For thousands of years, people have fought wars over resources. In 1941, Japan went to war with the United States to gain valuable resources such as oil and metal.

What happens when we run out of resources?

Find the following words:



coal

coconut

iron

raw materials

oil

shortage

sugar

tapioca

e s u g a r b w c m i h k c d
b g z c j g b b a r v u a i y
s l a i r e t a m w a r c f k
l w n t v j c u b c o d r w a
p y h g r o s n e o a e b a g
g p j s i o w f m c t w b k p
s t d p q f h p z o e o r j g
w r a v r n g s a n q b k k g
i t j k t i x s g u s h h r n
d r b q x e r v l t w i d u f
s b o u y l c f l x f c u a l
g y c n o y q c u l o o r q v
d w g i f f f z f z t a y q e
d z l f l k n b t g v l t j u
j b w z p z o z x r w a q x b



Think about your family and write down some of the resources you use every day.

The Pacific Theater of World War II

The Pacific War was fought across a vast expanse of ocean, islands, and continents.



Circle where the battle of Guam took place.



Select six battles and write the year they took place next to the star on the map. Hint: For help, use the Timeline Exhibit.



Circle the location of three other important World War II battles.

The Pacific Theater, 1941-1945

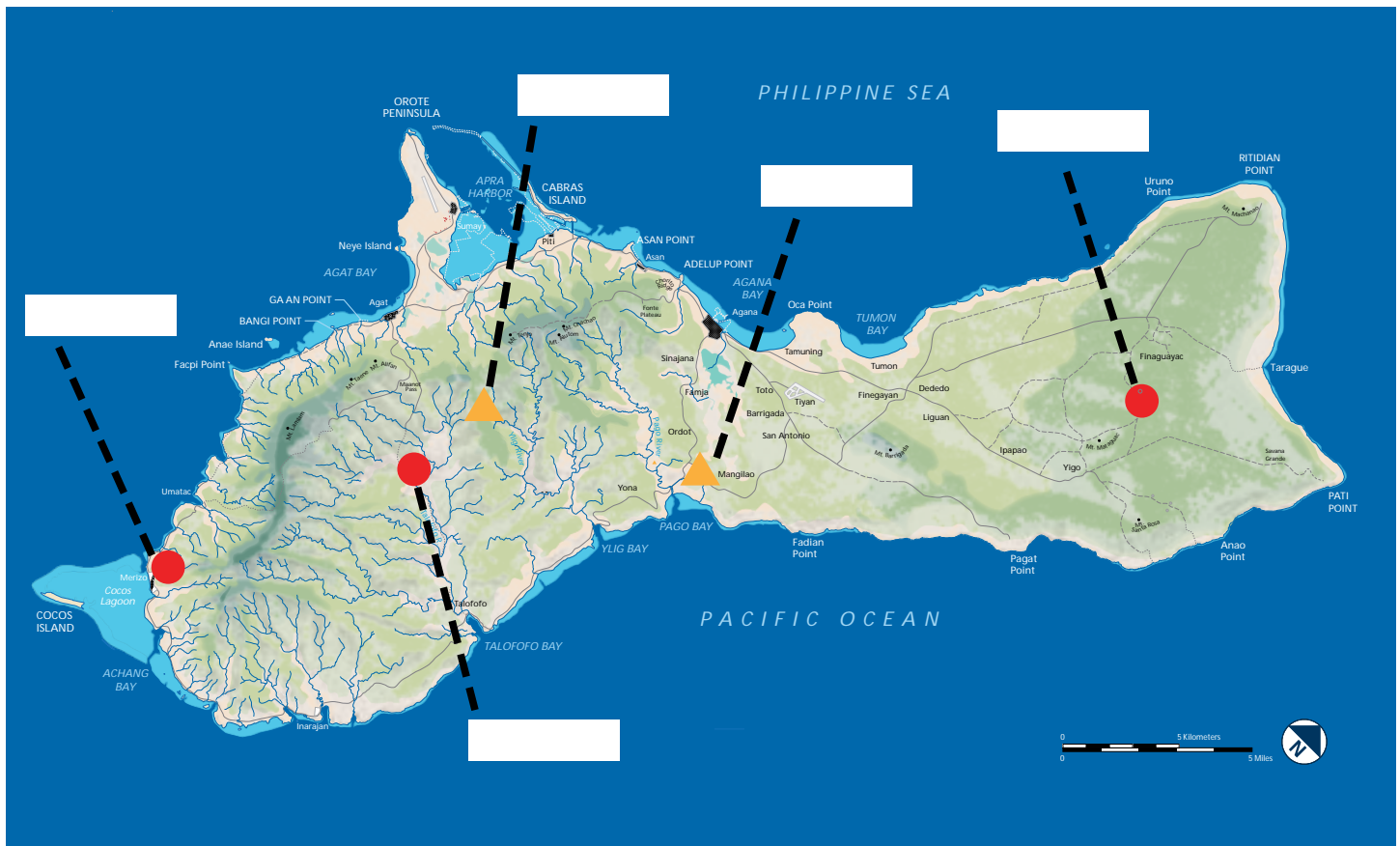


The Chamorros: Caught in the Middle

During World War II, Chamorros on Guam suffered through two and a half years of Japanese **occupation**. In the final weeks of **occupation**, thousands of Chamorros were forced to march to **concentration camps** and many were killed in **massacres**. It is important for us to **commemorate** their bravery and sacrifice.



Using the laser map in the museum as a guide, label five concentration camps and massacre sites on the map below. Look for the symbols ▲ and ●.



Japanese Submarine

Find the submarine in front of the visitor center. This rare Japanese submarine was used during World War II and washed ashore on Guam in 1944.



Draw a picture of the submarine.



Fill in the blank:

The Japanese submarine is a _____ resource.

Ask a ranger: what type of Japanese submarine is it?

Ask a ranger: how many of these submarines are left on land today?

What type of weapon do submarines use to sink ships?

Scars on the Land



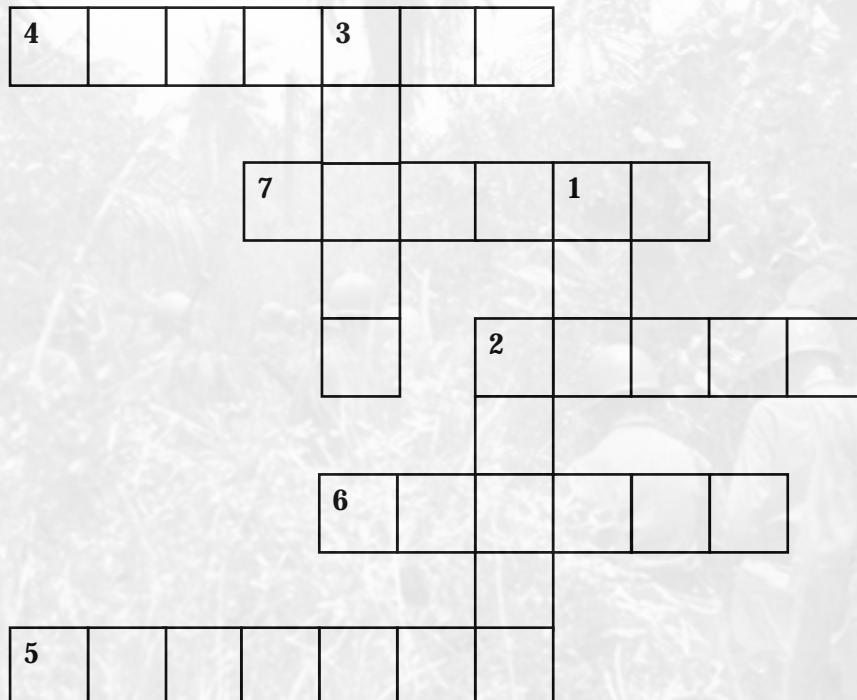
The Battle of Guam destroyed large areas of the island. The island's fragile **ecosystem** took years to recover. Fill in the crossword puzzle by going to the museum and finding the section titled "Scars on the Land." Using the exhibit, learn about how war changed Guam's environment.

Down

1. During World War _____, many of Guam's plants and animals were hurt or damaged.
2. Soldiers hid in limestone _____ and stored supplies there.
3. Many fought on the rolling _____ and steep limestone cliffs.

Across

2. To get on the island, soldiers first had to cross the _____ reefs, which were teeming with fish and marine life.
4. Next, soldiers stormed the _____ lined with coconut trees.
5. The plants in the _____ were thick, making it difficult for soldiers to get through.
6. Between the hills, small _____ ran, washing debris from the war down to the ocean.
7. Bombs cleared land and killed the _____ that grew on the island.



People are Resources too!

People are some of our most important resources. People help each other during hard times like World War II. Look through the museum for stories of people who experienced World War II.



As you find people, mark them off the bingo card below. If you find an entire horizontal, vertical, or diagonal row of people, say “bingo!”



In each square, write one interesting fact about the person you’ve found.



Chaplains



Douglas MacArthur



George Tweed



U.S. Marines



Jesus Baza Duenas



Guam Insular Guard



Children



Agueda Johnston



Navajo Code Talkers

Explore the Park!

The Battle for Guam was fought across the entire island. Several of the battle's most important areas are part of War in the Pacific National Historical Park. The park protects many irreplaceable **cultural resources** from World War II.

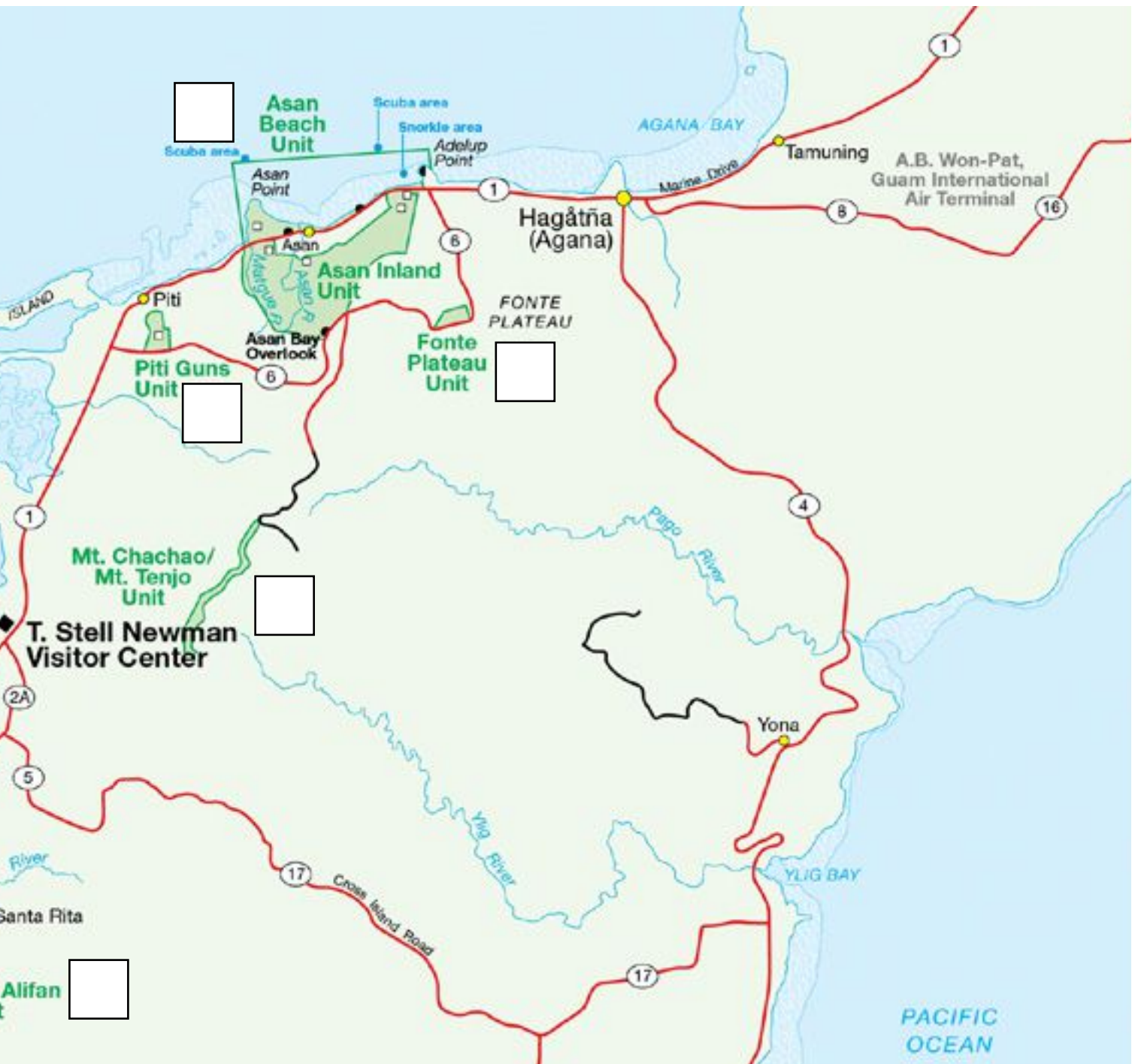
- A. Japanese military command **bunker**
- B. 140mm Japanese guns
- C. Liberator's Monument
- D. Many **foxholes** are left on these mountains, where the U.S. Army and Marines met up
- E. Japanese beach **bunkers** and **pillboxes**
- F. **Trenches** and communication wire can be found on this southern mountain





Match the unique **cultural resource** with its location on the map.

Write the letter of the resource in the box where it is located on the map.



Apaca Point

Apaca Point has several important resources including sensitive **wetlands** and Japanese coastal defenses. Explore Apaca Point and inspect the picture below.



Draw circles around any trash and graffiti you see in the picture. Do you see any trash at Apaca Point today? Write what you should do if you see trash in the park. _____



Draw a square around a **cultural resource** you see in the picture.



Draw a triangle around an **invasive species**.



Ga'an Point



Which plants live at Ga'an Point? Explore Ga'an Point and look for the plants pictured below. Read the descriptions and write the correct description number under the matching plant.









1

Alalag-Tasi, Beach Morning Glory

I like crawling over sand and rocks. I have special leaves that can endure salty air and I help stabilize the sand. Chamorro people use parts of me for medicine.

2

Pago, Hau (Hawaiian), Sea-Hibiscus

I grow along streams, rivers, seashore, limestone, and volcanic areas. My yellow flowers open in the morning and turn orangey brown before falling in the evening. Chamorro people use my bark for rope.

3

Ahgao, Premna

I like growing on limestone, and the beach. My greenish flowers are small and bunched. I have small green fruits that turn purple. Look for swollen bumps on my leaves. Chamorro people use my leaves for medicine.

4

Kafu, Pandanus

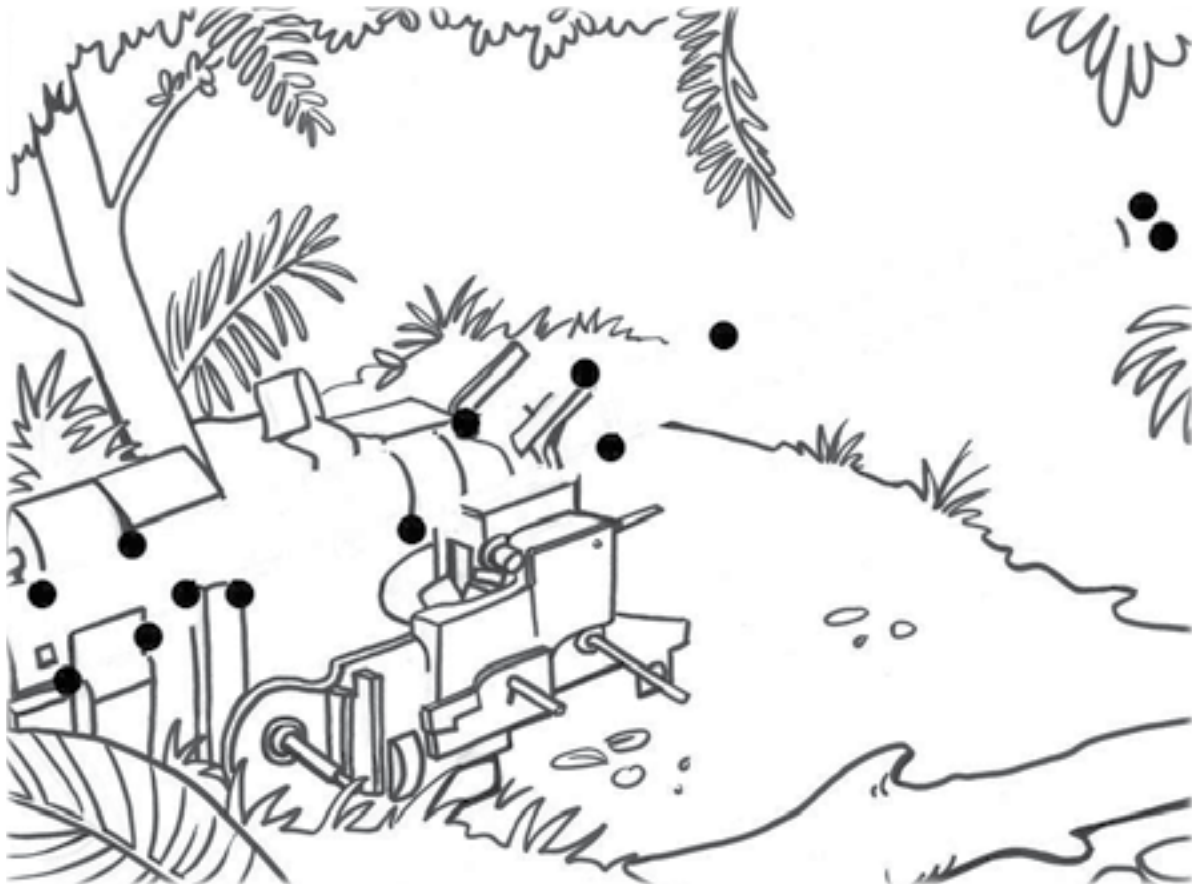
My roots are covered with small spines and support my main trunk. I have branches that divide into two equal forks, ending in a cluster of crowded leaves with sharp edges. My large fruit looks like a pineapple.

Piti Guns

During World War II, the Japanese placed three large guns on the hills above Piti Village. These rare guns are **cultural resources** that help us understand the Japanese defenses in the Battle for Guam. Read the interpretive signs to complete the activities.



Connect the dots in the picture:



Start here >
then go
counter-
clockwise.



How many times were the Piti Guns fired? _____



List some of the special plants you see around the Piti Guns.

Asan Bay Overlook

The Asan Bay Overlook is a memorial and **cultural resource** that helps us remember and **commemorate** the people who suffered the tragedies of war on Guam.



Go to the bronze relief sculptures in the memorial wall area. Write the title of each plaque below its picture.





Select one of the sculptures and describe what you see.



Go to the wall of names. These are the names of the more than 1,800 American servicemen who died in the Battle for Guam and the more than 14,000 Chamorros who suffered or died during the Japanese occupation. The names are arranged in alphabetical order by groups. Select a name from the wall and based on what group they are in, write what happened to this person.

Fonte Plateau

As a former World War II Japanese military **bunker**, Fonte Plateau is a valuable **cultural resource**. This bunker protected the Japanese commander during the Battle for Guam.

Look around and imagine what you would have sensed as a soldier during the battle.



Draw a picture of the Fonte Plateau **bunker**.



Why did the Japanese commander need the bunker for protection?



What do you think Fonte Plateau looked like during World War II?
Describe the physical differences between this **cultural resource** today and what it might have looked like during battle.

THEN

NOW

Asan Beach - Monuments

Monuments are objects placed to remember important people and events. Monuments are also **cultural resources** that help us understand values and ideas important to our community. Asan Beach is home to several monuments. What can we learn from them?



Find the **monuments** in the pictures. Check the box on the bottom corner after you find them.



Select one monument and describe what it **commemorates**:

Asan Beach - Creatures of Guam

Animals are resources too! Unscramble the letters below to discover some of the animals that live in War in the Pacific National Historical Park.



- | | |
|----------------------|-------|
| A. Sae Tluetr: | _____ |
| B. Uorcnni Fhis: | _____ |
| C. Cnuocto Cbar: | _____ |
| D. Ftiur Bta: | _____ |
| E. Gmua Rlia: | _____ |
| F. Bwnor Tere Seakn: | _____ |

Match the description with the letter that matches the animal.



I am born in the ocean and float to shore to live my life in the jungles of Guam. I live on land and have very strong claws. My favorite food is coconut and my Chamorro name is *ayuyu*. _____

I eat the fruit of pandanus and breadfruit trees. I hang upside down in tall canopy trees. My Chamorro name is *fanihi*. _____

I live in the tropical waters off the coast of Guam. I have a hard shell. My Chamorro name is *haggan*. _____

I am a flightless bird with brown feathers and white stripes on my stomach. I am the official bird of Guam. My Chamorro name is *ko'ko'*. _____

I was accidentally brought to Guam after World War II in military cargo. I am responsible for the loss of native birds on the island. _____

I live in the inshore reefs and shallow waters. I have blue lips and a long horn in between my eyes. My Chamorro name is *tataga'*. _____

Journal Page

Now that your Junior Ranger adventure is almost finished, think back on the activities you completed. Did you have fun? Did you learn something new?



Draw a picture of a resource you just learned about.



Write down what you will do to help care for your park and island resources.



Write down two of your favorite resources you learned about during your visit. Why are they special?

Glossary

Bunker - a protected chamber most often below ground built of reinforced concrete.

Commemorate - to call to remembrance, serve as a memorial, or mark by a ceremony or observation.

Concentration camp - a primitive camp where people, often prisoners or refugees, are detained or confined.

Cultural resource - items that represent historic and pre-historic human practices and beliefs.

Ecosystem - a community of organisms and their environment functioning as a single unit.

Foxhole - a small dug out pit for individual cover from enemy gunfire.

Invasive species - an introduced plant or animal that damages an ecosystem.

Massacre - the act of killing helpless or unresisting people under cruel circumstances.

Natural resource - substances that occur naturally in the earth, that are not made by people.

Occupation - the act or process of taking over a place or area, usually by a foreign military force.

Pillbox - a small, low concrete bunker to protect soldiers firing rifles and machine guns.

Stewards - people who care for our special places and help manage resources responsibly.

Wetlands - land or areas, often marshes or swamps, that are naturally covered or saturated with water.

Congratulations!

By completing the required activities in this book, you are now a Junior Ranger at War in the Pacific National Historical Park.

Stamp the space below with today's date.



I, _____
(your name here)

as a Junior Ranger promise to:

- Explore other National Parks.
- Leave plants, animals, and historic objects in the park.
- Be a good example to others by obeying park rules.
- Help others have fun learning about nature and history.

EXPERIENCE YOUR AMERICA



Didn't have time to finish? Don't worry!
Just mail in your completed Junior Ranger
book and we will send your badge and
certificate in the mail:

War in the Pacific National Historical Park
135 Murray Blvd, Suite 100
Hagåtña, Guam 96910

Visit our website:
www.nps.gov/wapa

Or call us at: (671) 333-4050

This Junior Ranger Program booklet was printed on
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