Ritidian Point is an area off the coast of the northern tip part of Guam. The land area of Ritidian is 1217 acres and is known for beautiful pristine white sandy beaches, once inhabited caves, medicinal and indigenous plants, and serves as wildlife preservation today.

Adjacent to the beaches was once a village, surrounded by lush indigenous herbs and vegetation. Some of the plants were brought there by the ancient Chamorro people, who inhabited this part of the island. These herbs and vegetation were used for food and medicinal purposes. Ancient clay pottery, art, tools, shell artifacts can still be seen inside the caves and around the area of Ritidian point today.

Once an ancient Chamorro village in the Pre-latte Period and Latte Period, Ritidian point is now a Wildlife Preserve and may very well hold the key to more information on Native Chamorro, the early inhabitants of the island of Guam.

The Spanish era have also left remains of an old Spanish building, said to have been built and used during the 17th century, called a casa real, had been documented in the 1950s, but had been bulldozed, leaving no trace of what was once there.  

Recently, Archeologists have discovered a fishing camp over 3,000 years old. There are more discoveries to be made by the Archeological Research Unit in this important historic site. While there are other various archeological sites on Guam, such as the Tumon Bay, Ipao beach, and other parts of the island, however, because of housing, hotels, roads and other man-made structures have made it difficult and almost impossible to find out more about the ancient society.

“Ritidian is also a wildlife preserve unit of the National Wild Refuge (GNWR), covering 371 acres of coral reefs and 832 acres of terrestrial habitats including limestone forests. The refuge is a home to native tree snails and small lizards, the endangered Marianas fruit bat, the Marina crow, as well as the hawksbill and green sea turtles.

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1 Guampedia.com
2 Guampedia.com
3 Cunningham, Lawrence J. Ancient Chamorro Society
General Citation

About this lesson

This lesson is based on the National Register of Historic Places nomination file, “Ritidian Point or Litekyan” also known as the Guam National Wild Life Refuge” is of historical significance to Guam’s ancient culture of the early inhabitants of Guam, Cultural Resources, habitat for endanger species, and a steward from indigenous and medicinal plants. This lesson was written by Vanessa Pangelinan and Lisa Ann Pacheco elementary teachers with Guam Department of Education. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classroom programs of the National Park Service. This lesson is on in a series that brings the important stories and events of historic places into the classroom across the country.

Where it fits into the curriculum
Topics: This lesson can be used in History of Guam, Social Studies, and Geography courses in units on Historic Places on Guam.
Time period: 2000 B.C - Century to 21st Century

Relevant History of Guam and Historic Places Standards for 4th Grade

National Council for the Social Studies (NCSS) Standards
Theme I: Culture
   Standard B- Students give examples of how experiences may be interpreted differently by people from diverse cultural perspectives Frames of reference

Theme II: Time, Continuity, & Change
   Standard A- Students demonstrates an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views
   Standard D- Students identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others

Theme III: People, Places, & Environments
   Standard B- Students interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
   Standard E- Students interpret, use, and distinguish among various landforms and Geographic features, such as mountains, plateaus, islands, and oceans
   Standard H-Students examine the interaction of human beings and their Physical environment, the use of land, building of cities, and ecosystems
   Changes in selected locales and regions

Theme IV: Individual Development & Identity
   Standard B-Students describe personal connections to place-
   Especially place as associated with immediate surroundings
Theme V: Individuals, Groups, & Institutions
  Standard E: Students identify and describe examples of tensions between an individual’s beliefs and government policies and laws

Theme VI: Power, Authority, & Governance
  Standard F: Students identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations

Theme IX: Global Connections
  Standard F: Students investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war

Common Core Standard

English Language Arts Standards History/Social Studies for Grade 4
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Guam District Level Curriculum Alignment

Standard 1: Culture 4.1.5 Compare the ways of life in various Micronesian island groups before European exploration and describe the region in which they lived.
- Analyze how communities change over time
- Analyze the effect of human interaction on the environment
- Make a conclusion about human migration

English Language Arts Standards History/Social Studies for Grade 4

Standards Standard 2: History
4.2.1 Discuss the difference between historical fact and opinion.
4.2.2 Recognize national and local historical sites.
- Identify the significance of a historical figure
- Analyze ways historians learn about the past
- Apply map skills to a special purpose map
4.2.4 Explain how ancient Chamorros lived and built their civilization.
- Interpret a time line
- Analyze how communities change over time
- Analyze ways historians learn about the past
- Apply map skills
- Analyze the effect of human interaction on the environment

Standard 3: Geography
4.3.2 Identify and explain the uses and conservation of the environment and resources.
4.3.6 Locate and describe the major places and villages of Guam.
Recognize intermediate directions. Apply map skills. Interpret special purpose maps.
4.3.8 Recognize the consequences of human modification of the environment on Guam.
Objectives for students
1. To analyze and compare how communities change over time.
2. To analyze ways historians learn about the past
3. To demonstrate a basic understanding of the significance of Ritidian Point as a Historic site as well as a preservation and conservation unit.
4. To analyze effect of human interaction on the environment

Materials for students
1. Two Readings:
   a.) Digging into the Past of Ancient Chamorro Culture
   b.) Ritidian Point A Place of Refuge
   c.) Artifacts of the Ancient Chamorro People
   d.) Endangered Species at the Wildlife and Refuge.
2. Two Maps:
   - The first map is the northern tip of the Island of Guam.
   - The second map is the entire overlay view of the map of Guam highlighting Ritidian point.
3. Photos:
   - The first 2 photos are the photos of Tumon beach and Ritidian beach for comparison.
   - The second photo is a limestone cave and its function.
   - The third photo is a picture of the cave art to make inferences.
   - The fourth photo is the limestone forest to observe the different vegetation.
   - The fifth, sixth, seventh, and eighth photos are Artifacts of Guam’s precolonial era.
   - The ninth photo is a picture of the monolithic limestone of Ritidian Point today.

Visiting the park
Ritidian point is not only a National Refuge Center located in northern tip of Guam, but is also known as one of the many once inhabited caves with medicinal and indigenous plants, that serves as wildlife preservation today. Admission into the park is free of cost, however, prearrangements must be done to secure a tour guide or park ranger.

Teaching Activities
1. Digging into the Past of Ancient Chamorro Culture and Heritage
2. Visiting the Caves
3. Exploring the Limestone Forest
4. Artifacts from Pre-latte Period and Latte period
5. About the endangered species in the Guam National Wildlife and Refuge
Setting the Stage

Digging into the Past of Ancient Chamorro Culture and Heritage

Ritidian Point is a preservation of a historic site for Ancient Chamorro artifacts. Some of the artifacts found in the area have been dated back to pre-latte period, latte period, Spanish era of 1521 colonization and modern 21st century. The ancient Chamorro civilization of pre-latte period has been said to be around 2000 B.C.-800 A.D. The ancient Chamorro society had a social structure that was divided into caste and clan. The highest Caste was called the Matao, and the middle class Achoti, and the lower caste was the Manachang. The Chamorri or Matao owned land. The manachang did not own land, and had to ask the Chamorri for the privilege of using the land. These ancient Chamorros had left traces of evidence throughout the island and especially in Litekyan or Ritidian.

Some of the ancient artifacts were the Latte Stones which were invented in the Mariana islands, thus the Latte Period from 800 A.D -17th Century. Other artifacts of bone tools and shell tools, and pottery have been excavated by archeologists. An active and thriving society once functioned as a daily way of life for the ancient Chamorro people on the beautiful paradise village of “Litekyan,” a place of stirring water. Today, Litekyan is the Guam National Wildlife Refuge Center.

The ancient Chamorros were great story tellers, and enjoy sessions of debate. In the Ancient Chamorro culture, women were held in high regard. Since ancestry was traced through females, women were very important in ancient Chamorro society as family land, wealth and name and right of men to positions of leadership were passed through the female line or achafnak.

The ancient Chamorros used caves, rock overhangs, various pole-and thatch structures for shelters. Most cave floors are littered with pottery fragments called potsherds. Evidence of soot shows that fires were built in caves and traces of charcoal are left on the walls of the caves. Usually caves were used as a temporary shelter and for cooking. The early inhabitants believed in the Aniti. They kept the skulls of their dead loved ones in their home or took it along with them for various religious reasons.

Native plants introduced by the Chamorro people are plants such as breadfruit, bamboo, lime, coconut, taro, mango, yam, banana, rice, sugarcane, white ginger, arrowroot, football fruit, horseradish tree, bitter melon, vegetable sponge, duck weed, Tahitian or Yapese chestnut.

Medicine or Amot natural herbs were used by suruhanus and suruhanas pounding mortar and pestle. Some local medicines on Guam, Granada, Aloe vera, Chaguan, coconut oil, Hibiscus flower, Talisai, sibukao, Gap Gap, and gapgap. (Amot First Aid Pocket Guide project Hinemlota’ Zita Pangelinan Manuel F. Borja, Joe Quniata Guam Preservation Trust and Joseph Certeza, illustrator

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4 Cunningham, Lawrence J. Ancient Chamorro Society. The Bess Press Honolulu, HI, 1992
5 Guampedia.com
6 Guampedia.com
7 Cunningham, Lawrence J. Ancient Chamorro Society. The Bess Press Honolulu, HI, 1992
9 Cunningham Lawrence J. Ancient Chamorro Society The Bess Press Honolulu, HI 1992
10 Pangelinan, Zita and Manuel F. Borja Amot Pocket Guide project Hinemlota Guam Preservation Trust
1. What are some things you notice when comparing the two pictures?

2. Analyze the affect of human interaction on both environment.
1. Circle the refuge center in the map.

2. What do you think the red lines in the map indicate?
1. Where is Ritidian located on this map?

2. How is the landscape different from the opposite side of the island?

3. Why do you think the Refuge center chose to be located right behind the Air force overlay?
Activity 2: Find this cave in the Ritidian wildlife Reserve accompanied by the park ranger and your teacher.

1. What do you think caused this rock formation?
2. Name this type of rock?
3. Was there anything alter in this cave?
4. What do you think this cave offered to the Ancient Chamorro, list your answers?
Cave Art

In some of the many cave sites at Ritidian, abundant red, white, and black drawings are visible as reminders of the ancient Chamorro past. Unfortunately, these resources are fragile and threatened by mold growth, creation of mud-dauber nests, natural levels of high humidity, and even unintentionally by visitors. (Guampedia.com)

1. What kind of art do you see in this photo and by looking at the print what can you tell about it?

2. What type of material do you think the Ancient Chamorro used to make this art?

3. Why would we want to conserve and protect this form of art?
Vegetation of Indigenous Plants and “Amot” at the Limestone Forest

This is a picture of the beautiful lush limestone forest at Ritidian Point.

Activity 3: Investigate the wildlife refuge. Look for any evidence of an ancient Chamorro village. Compare your findings to what is stated in the text.

1.) Write your findings of what you have learned about the limestone forest.

2.) Imagine walking through this village 2000 years ago. What do you think life was like in Liketyan compared Modern day Ritidian Point?

3.) If Ritidian wildlife refuge was not established, what do you think the effect of human interaction would be like in Ritidian Point today?
Artifacts

Artifacts are objects that humans made and are important in culture and heritage. The artifacts in the photo are separated by a layer of soil. The layers determine the era or period of Pre-latte Period and Latte Period. The Latte Period of pottery, latte stones, and sling stones were not used when the Mariana Islands were first settled. (168, Lawrence J Cunningham)

Activity 4: Directions: Read the picture of the Characteristics Artifacts of Guam.

(fig 14.14 adapted from a sketch by Alejandro Lizama, Department of Parks and Recreation, Guam)

1.) Can you identify and name some of the tools in the picture?

2.) How do the Pre-latte Period tools differ from to the tools of the Latte Period?

3.) What might be some of the reasons for the changes in the tools from the Pre-latte Period and Latte Period
Artifacts

Jewelry, money necklace, tools, sling stones, fishing hooks, and lures

Pestle and Mortar in Chamorro
“Lusong yan Lommok”
Note: If you find any artifacts, including ancient or WWII Artifacts, do not take it, report it to the proper authorities. You can call the Guam Museum at 475-4634 or War in the Pacific National Historical Park at 333-4050.
Locating the Site
for Endangered Species

Ritidian Point a Place of Refuge

Since 1993, the Guam Wildlife Refuge has been protecting endangered species. This means that there are only few of these animals left on the island.

Here is a list of the endangered species on Guam:
• Mariana crow
• Micronesian king fisher
• Mariana fruit bat
• The Guam Rail Koko
• Mariana Common Moorhen
• Island Gray Swiftlet
• Serianthes nelsonii
• Green Sea Turtle

Activity 5: Note Taking. Which of the endangered species are native to Guam? What is the current population for each of the species at the wildlife refuge? Name some of the characteristics of each of the endangered species.

Endangered species need to be protected from people and sometimes other animals. These animals are called invasive species.

Some of the invasive species are:
• Feral pig
• Asiatic Water Buffalo
• Philippine Deer
• Feral Cats
• Brown Tree Sake
• Cycad Scale Insect

5b.) List. What efforts are being made to protect the endangered species from the invasive species at the wildlife and refuge, and throughout Guam?

Guam National Wildlife Refuge
Guam National Wildlife Refuge was established in 1993, to protect and recover endangered and threatened species, protect habitat, control non-native species with emphasis on the brown tree snake, protect cultural resources, and provide recreational and educational opportunities to the public where possible. http://www.fws.gov/refuges/profiles/index.cfm?id=12518
1. Why do you think there is a gate at the center as well as a set time that the ranger opens and closes the gates to the guests?

2. What do you think about the Guam National Wildlife Refuge Center? Do you think it would benefit Ritidian Point to set up an establishment here? Why or Why not?

3. What could we do as a community to help improve the services for guests at the center that would include protecting the plants, animals and artifacts at the site?
Putting it together:

The following activities will help the students demonstrate a basic understanding of the significance of Ritidian point as a historical site as well as a preservation and conservation unit.

Activity 1: Guest Speaker  
Arrange for guest speaker Jennifer Cruce to come into the classroom present to the students as to where Ritidian is located, what types of wildlife and vegetation they will be seeing as well as historical sites that the refuge center protects. Students are to write a reflection on what they just learned from the presentation and a class, generate questions and a list of tasks that they are to do once at the historical site.

Activity 2: Observing the Sites  
Organize a field trip to take the students to the Guam National Wildlife Refuge Center in Ritidian to observe the environment and lay of the land including the caves, fish and wildlife nature center, beaches, limestone forest, and native plants. Once tour is done, teacher is to divide students into six groups (caves, fish and wildlife nature center, beach, limestone forest and native plants). They are to answer questions generated as a class from the days before the trip down to the site.

Activity 3: Reflection  
Students are to write up a reflection paper that identifies the six sites and explain its uses and importance of conservation of the environment and resources. They are to use this information and create a PowerPoint presentation to present to the rest of their grade level.
Supplementary Resources:
Ritidian point will help the students learn about the importance of preservation, conservation and other services provided to both animals and guest at the National Refuge Center at Ritidian point. Those interested in learning more about Ritidian and all its great features and services will find that the internet offers a variety of interesting materials.

Guampedia Foundation, Inc.
Guampedia foundation is an independent non-profit organization. Guampedia, Guam’s Online Encyclopedia, is a community project to create a comprehensive online encyclopedic resource about the history, culture, and contemporary issues of Guam. The website has 15 entries that focus on various people who lived through World War II, war atrocities, religious life during the war, and life on Guam from occupation to liberation. Their website can be found at www.guampedia.com

All things Guam- a Guam History Resource: An Educational Tool
This website provides access to Guam history in a chronological order with a wide array of website links, articles, videos, photos and more. It’s a collection of information that is available on the internet and develops guidelines for understanding, analyzing, and using that information to encourage historians and instructors by providing access to them. http://www.freewebs.com/allthingsguam

Guam Preservation Trust
The Guam Preservation Trust (GPT) was created in 1990 as a non-profit, public corporation governed by a Board of Directors. It is dedicated to preserving Guam’s historic sites and culture as well as educating the public about those issues. Their website includes a plethora of pictures of historic structures pre-war and post-war Guam. www.guampreservationtrust.org

Pacific Historic Parks
As the cooperation association of the War in the Pacific National Historical Park, Pacific Historic Parks is a non-profit organization that seeks to perpetuate the memory and appreciation of the events and the people involved in the sites the organization serves. It supports the National Park Service in the education, preservation, development, and interpretation of World War II in the Pacific. Their website, www.pacifichistoricparks.org provides general information about War in the Pacific National Historical Park and education programs offered to the public.

The Guam Museum  www.facebook.com/pages/Guam-Museum
The Guam Museum is scheduled to be open in 2015 and is located in Hagatna. The museum houses collections of flora, fauna, and cultural materials from 3,500 years.
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