

Plaza de Espana

INTRODUCTION

For centuries, the Plaza de España held historical events - religious, civic, social, and cultural – all which have shaped the destiny of the Marianas. The Plaza has a rich oral as well as documentary and pictorial history. The Plaza de España’s importance goes beyond its historical structures.

In 1668, Spanish missionaries arrived in Hagatña and eventually built their mission on land given by Chief Quipuha. Through the missionary efforts, Hagatña eventually became the religious, political, and cultural seat of the Spanish Administration. For nearly three centuries of Spanish rule and influence, Hagatña typified a Spanish colonial city, becoming the oldest city of European heritage in the Western Pacific.

The city of Hagatña exemplified a structure of church and state as one entity. Nothing illustrates this relationship more than the city’s most historical site, the Plaza de España. In the area of an acre and a half, the Plaza represents the soul of the past, a relationship between Chamorro and Hispanic cultures; an integration of two cultures that became one unique in heritage and tradition.



According to early records, the Plaza was larger in area and often referred to as the Plaza Principal. It was later referred to as the Plaza de Magallanes, honoring the Portuguese navigator who first brought Spain to this part of the world. The Plaza was renamed the Plaza de España during the early part of the American administration, recognizing the historical bond between Spain and her former colony.

During World War II, Japan controlled Guam from 1941-1944. The Plaza was the seat of the Japanese administration for Guam. Their occupation left no marked changes. However, the Plaza was severely destroyed during the American invasion to recapture the island. All that remained were parts of the governor’s house and garden. Today, the Plaza includes the Chocolate House, Azotea, the Garden House and Storage Shed, Almacen Gates, Fence and Walls, the Kiosk, and the Fountain and Ponds.

GENERAL CITATION

About the Lesson

This lesson is about the Plaza de España located in Hagatña, Guam which is included in both the National Register of Historic Places and the Guam Register of Historic Places. This lesson was written by Tina Flores, an Art Teacher, and Stephanie Nabua, a Secondary Social Studies Teacher. The information provided is based on source material regarding the history and importance of the Plaza de España in Hagatña, Guam.

Where it fits into the Curriculum

Topics: This lesson can be used in History of Guam classes in units on the Spanish Occupation of Guam until till the Japanese Occupation of Guam.

Time Period: 1668 - 1944

National Council for Social Studies (NCSS) Standards

Theme I: Culture

Standard A – Explore and describe the differences in the ways groups, societies, and cultures address similar human needs and concerns.

Theme II: Time, Continuity, & Change

Standard B – Demonstrate the ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

Standard D – Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

Standard E – Demonstrate an understanding that people in different times and places view the world differently.

Theme III: People, Places, & Environments

Standard A – Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

Standard B – Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

Standard G – Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

Standard H – Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

Standard K – Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

Theme IV: Individual Development & Identity

Standard B – Describe personal connections to place – especially place as associated with immediate surroundings.

Standard G – Analyze a particular event to identify reasons individuals might respond to it in different ways.

Standard H – Work independently and cooperatively to accomplish goals.

Theme V: Individuals, Groups, & Institutions

Standard B – Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

Standard C – Identify examples of institutions and describe the interactions of people with institutions.

Standard E – Identify and describe examples of tensions between individual's beliefs and government policies and laws.

Theme VI: Power, Authority, & Governance

Standard F – Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

Theme IX: Global Connections

Standard B – Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

Standard F – Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

K-12 Content Standards for the Guam Department of Education (GDOE)

High School: Guam History

Standard GH 2.1 – Examine and interpret primary and secondary source documents.

Standard GH 2.1 - Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.

Standard GH 2.3 - Identify and describe historical periods and patterns of change during the eras of Guam history.

Standard GH 3.1 - Draw conclusions and make inferences using maps, diagrams, tables, charts, graphs, and spreadsheets.

Standard GH 4.1 - Analyze political cartoons, political advertisements, pictures, and other graphic media concerning Guam's government and civics.

Objectives for students

1. To determine the importance of the Plaza de España in the life of Chamorros from the Spanish Occupation to the American reoccupation of Guam after World War II.
2. To research the historical significance of the Plaza de España throughout the years from the 1668 to present.
3. To understand the historical significance of the Plaza de España in the life of the people of Guam during the Spanish Occupation until the Liberation of Guam.
4. To determine why Hagatña made an ideal location for the government operations of the plaza.

Materials for students

The readings, maps, and photographs listed below can be used directly on the computer or can be printed out, photocopied and distributed to students.

1. Four readings: Each reading provides the student with accounts of different events that have occurred at the Plaza de España in Hagatña, Guam. The first reading describe the Plaza and a typical day in the Plaza as reported in *Natural History* magazine by Henry E. Crampton, a naturalist who arrived on Guam in 1920. The second reading describes celebrations that occurred in the Plaza during the Spanish Occupation of Guam. The third reading describes the defending of the Plaza during the Japanese invasion of Guam. The fourth reading is a description of the events directly after the American surrender of Guam from the Japanese in which the people Guam were required to get identification passes from the Japanese.
2. Three maps: The first is a map of the Mariana Islands from 1765, the second is a map of Hagatña today, and the thirds is a population map of Guam.
3. Five visual evidence photos: The first shows a fair taking place at the Plaza de España, the second is a set of photos showing activities that occurred at the Plaza during the US Naval era, the third is a photo of Captain Lloyd S. Shapley reading the orders in which he assumes the Naval Governorship of Guam from Captain Henry B. Price on April 6, 1926 at Agana, Guam, the fourth is a photo of a Naval Officers Ceremony in front of the Governor's Palace during the US Naval period, and the fifth is a photo of the Raising of the American flag at the Plaza after the American liberation of Guam from the Japanese.

Visiting the site

The Plaza de España was declared a public park after World War II. It is a popular destination for tourists as well as former residents who are returning to the island for vacation. The Plaza de España and its structures are included in the Hagatña Heritage Walking Trail which opened on April 29, 2010.

Teaching Activities

Getting Started

Inquiry Questions



(Courtesy of the Sanchez Collection)

1. Describe what you see in the photograph. Describe it as if you are describing it to a person who has not seen the picture.
2. Why do you think there are numbers on some of the buildings? What would those numbers represent?
3. Why do you think there is a large open area in the center? What would be its purpose?
4. What questions do you have about the photo and where could you find the answers?

Setting the Stage

Hagatña has long been an important center on Guam. In the Chamorro language the name means “his/her blood,” symbolizing the village’s role as the life’s blood of the island, much history has been wrought here. In the middle of Hagatña lies the Plaza de España which included the Governor’s Place, its associated buildings and gardens, and the open plaza. Some buildings that have been located around the Plaza along with the Government House include but are not limited to the Cathedral, Executive Offices, schools, a police station, a public library, and a hospital.

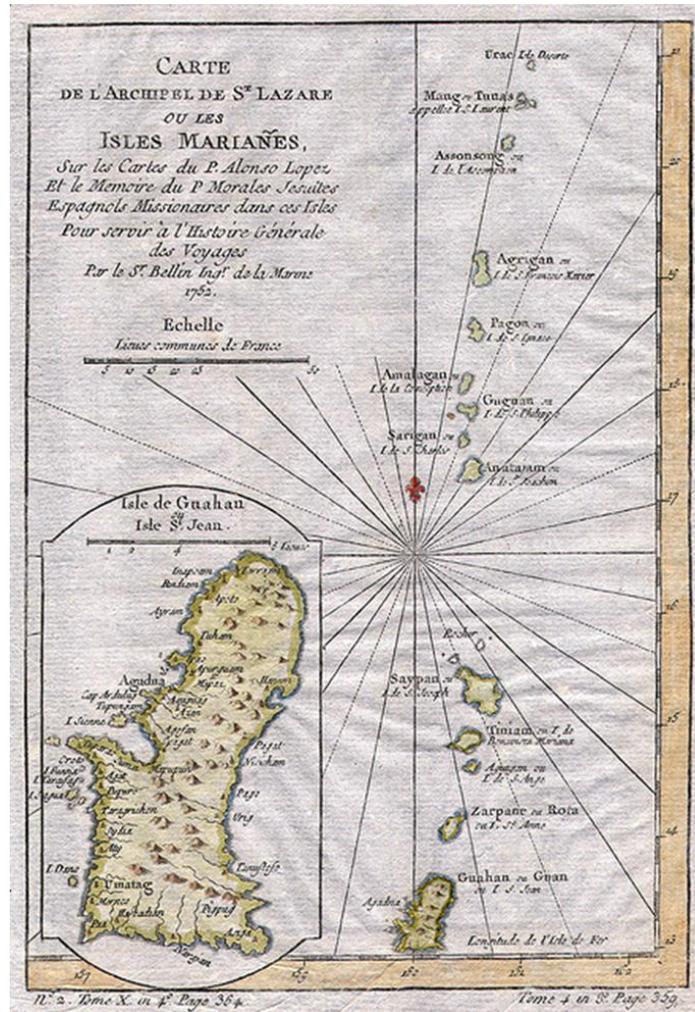
For over two hundred years, the Plaza has served as the seat of government and the main residence for the leaders Spanish, American, and Japanese administrations. It was the focal point of life on Guam – politically, socially, religiously, and culturally. It has been the venue of the most important functions of the island such as fiestas, political and military events, sporting events, dances, plays, and fairs.

The Plaza has also been a site to gather Chamorros for important announcements and declarations. It was the site of the raising of the American flag during the first American Occupation. When the Japanese invaded Guam in 1941 they required the people of Guam to go to the Plaza to acquire identification passes and food coupons.

The Plaza de España continues to be an important part of Guam’s history. It is included in both the National Register of Historic Places and the Guam Register of Historic Places. Many of its structures have been restored and the Guam Preservation Trust is working to rebuild the Governor’s Palace. Today, the Plaza includes the Chocolate House, Azotea, the Garden House and Storage Shed, Almacen Gates, Fence and Walls, the Kiosk, and the Fountain and Ponds.

Locating the Site

Map 1: Map of the Marianas, 1765



(Courtesy of Guampedia.com)

Questions of Map 1

1. Ferdinand Magellan's crew found land after being in the Pacific Ocean for more than three months. Based on the map, why do you think they decided to go to Guam instead of Rota?
2. What are some physical features do you notice on Guam? Would any of those features be important to Europeans?
3. Why do you think the shape of Guam on this map is different from how Guam really looks like? How would they have drawn maps during this time period?

Locating the Site

Map 2: Map of Hagatña



(Courtesy of mapsofworld.com)

Questions for Map 2

1. On what side of Guam is Hagatña located?
2. Name two villages that border Hagatña.
3. Find and circle the Plaza de España.
4. What does the legend identify the Plaza de España as? Do you think that is a correct label? Choosing from the legend provided on the map, what other label can be given to the Plaza de España?

Determining the Facts

Reading 1: A typical day at the Plaza de Espana

The entire population of Guam is upward of 13,000, and of these almost 9000 live in Agana. Very few indeed live in the open ranch country, for they prefer to dwell in the main city and in the smaller towns that are situated at intervals on the coasts of the southern half of the island; there are few such villages in the north...

The Plaza is the center of the official life of Guam. It is a beautiful field about three or four hundred feet square, bordered by coconut and royal palms. The old Palace or Government House stands on the south, toward the hills of the interior; it is a masonry building, constructed long ago, and modernized lately so as to be more in keeping with American ideas. The lower or ground floor is occupied by the offices of the Governor and his staff and by some of the government departments, while living quarters take up the whole upper floor. The Marine Barracks adjoin the Palace, on the west, and beyond these stands the new school, Dorn Hall. The old prison, the island bank, and quarters of ranking officers stand on the north, while the Cathedral grounds adjoin the Plaza on the east. East of the church stands an excellent and well-equipped hospital to whose competent staff we were to become eternally grateful for skillful care at critical times during the following weeks.

Although it wears the aspect of great age, the Cathedral as it now stands is not old. It was rebuilt in 1912 because it had been badly damaged by the earthquakes of former years. However, much of the stone work was taken from the former edifice, and the newer parts have been so blended as to preserve the general appearance of antiquity. The name "Dulce Nombre de Maria" is the same as that of the first church which was built in Agana in 1669, and there are evidences that the present Cathedral stands on the original site, even if the building is not actually the same. The Chamorros are Roman Catholics with few exceptions, and the services on Sundays and Saints' days are fully attended. As the people come out of the doors after their devotions, the Plaza for a time is bright with the varied colors of the women's holiday garments, and the fresh white of the men's clothing.

Then, too, the routine of a naval establishment gives an unusual amount of life to the Plaza. Every morning at eight o'clock, the full band assembles before the Palace, and the halliards of the two flag staffs are manned by marines. Promptly at the first stroke of "eight bells," the band plays the "Star-Spangled Banner," and the national flag and the Union Jack are hauled up, while everyone in sight and hearing stands at attention. All the children of the primary grades have previously assembled in formation on the parade ground itself, and after "colors" they go through calisthenic exercises while the band plays suitable music. On Sunday mornings, the men of Agana are exercised in military drill, which is compulsory for all the able-bodied men

within certain age limits. While they have a standard or uniform dress, this is worn only on special occasions. Yet dress parade is a truly dignified affair, for the youths maintain that erect and self-reliant carriage which is so characteristic of native races. Occasionally a most interesting drill is witnessed of the "carabao cavalry," as it is called, although the mounts are not water buffalo but domestic cattle. All through the day, the bells tell the time as on shipboard, and bugles sound the calls that direct the military life of the station. Again at seven o'clock in the evening, the musicians assemble in the bandstand and play classical and other selections for an hour, while the officers and their families stroll about in the comparative cool of the evening.

Questions for Reading 1

1. Where did most of the people live on Guam at that time?
2. According to Crampton's description, what structures surrounded the Plaza in 1920?
3. Why was the "Dulce Nombre de Maria" rebuilt in 1912? Is it located on its site?
4. In your own words, describe a typical day in the Plaza based on the article.

Reading 1 was excerpted from Henry E. Crampton. "A Journey to the Mariana Islands – Guam and Saipan" Natural History: The Journal of the American Museum of Natural History. Volume XXI, 1921. New York City: The American Museum of Natural History, 1921. Pp. 133-134

Determining the Facts

Reading 2: A Festal Interlude, 1747

The news of the death of King Felipe V and the coronation of his second son Ferdinand VI reached Agaña from Mexico in the summer of 1747. Governor Gómez de la Sierra then planned and carried out what may have been the most elaborate festivities ever to take place in the Spanish Marianas.

Following the funeral services on July 26th and 27th for the deceased Felipe V, the governor retired to his home, the *Real Palacio*, where he received the official condolences of the active and retired officers of the Presidio and of the general population. Then the outpouring of munificence by the governor began. First, he summoned all the lepers and poor widows to the Palacio that afternoon to accept a gift of alms. One hundred pesos were distributed among the eight lepers and twelve widows in attendance.

The next day, the 28th, the infantry troops were assembled and given a fourteen-months' stipend, the first pay they received in more than four years, as no subsidy from Acapulco or Manila had arrived since 1743. Next, the Chamorros from all over the island received long-overdue payment for foodstuffs they had supplied to the royal warehouses during these years.

The evening of the 29th was the first of three evenings when festal torches illuminated the city, burning from the balcony of the Palacio, in front of the houses, and along the city streets, all of which contributed to the splendor of the entertainment that took place in the plaza in front of the Palacio. The names of King Ferdinand VI and Queen María Barbara made a sweet impression on the hearts of the people, for the resonant shouts of *Vivan! Vivan!* (Long may they live) rang far into the night. On the morning of the 30th, the balcony of the Palacio was bedecked with rich hangings, and everyone was summoned to a solemn mass of thanksgiving punctuated with musket volleys and artillery fire. The governor and his party – the military officers and Spanish residents- attended the church services in full dress. Even the infantry men sparkled in their best uniforms as they fell into formation and marched to and from the church. In the streets, people were seen coming and going, some to church, some to the Palacio.

The ceremonies continued for another week. On July 31st, the new king's portrait was placed on a throne-like chair decorated with ornate trappings and elevated on a dais erected in the Agaña plaza. Amid all the pomp that the governor and his staff could arrange, the people gathered for the rest of the day to offer homage to the new sovereign. Meanwhile, the governor continued the outpouring of munificence, announced the release of several prisoners and a general pardon for any troops who had deserted, and proclaimed the welcome news that no work was to be done for the remainder of the festivities. Later, after the formal salute to the new monarch, he tossed handfuls of silver pieces – 1,000 pesos in all – to the crowd that stood below his balcony.

The festivities continued on the subsequent days with masquerades, mock bullfights, and the performance of two Spanish comedies. Throughout it all, the royal portrait, set on the balcony of the Palacio and glanced with torches, was visible to everyone in the plaza. The people were so delighted with this that they gladly remained at the plaza until two o'clock in the afternoon, when a loud artillery volley gave the signal to congregate. On the night of August 1st, the balcony of the Palacio was lighted and more games were held. On the following days, there were more bullfights and as many kinds of entertainment as the island could muster, all serving to encourage the governor's generosity.

By the end of the nine days of celebration, Governor Gómez had spent 3,144 pesos of his personal money on the celebration for the coronation of King Ferdinand VI in the plaza in front of the Palacio at Agaña.

Questions for Reading 2

1. Name four acts of generosity imparted by the Governor to the people of Guam after the funeral services of King Felipe V and the celebration of the coronation of King Ferdinand VI.
2. List three activities that occurred as part of the celebration.
3. How long did the celebration last?
4. How do you think the people felt about the celebration? Cite specific reasons for your answer.

Reading 2 was adapted from Marjorie G. Driver. The Spanish Governors of the Mariana Islands and the Saga of the Palacio. Mangilao, Guam: Richard F. Taitano Micronesia Research Center, University of Guam, 2005. Pp. 32-36.

Determining the Facts

Reading 3: Defending the Plaza against the Japanese

At the Plaza de España, the Chamorro and American defenders waited with loaded guns in tense silence in the dim light. One of the Insular Force Guards, Pedro (Pedang) Guerrero Cruz, manned a machine gun at the northeast corner of the plaza closest to the Japanese line of march. He was assisted initially by fellow guard member Vicente Cruz (Ben) Chargualaf and then by Roman Eclavea Camacho, a teenager who was not even a member of the guard. Pete Cruz recalled that deadly morning: "I was frightened when I heard the sound of metal hitting an object like a water canteen. Then I saw some figures moving and opened fire. I ceased to be afraid...I don't know exactly how long I fired that machine gun, but I know I kept firing until it got jammed and I couldn't reload it. Eventually, Lane told us to retreat, and we went to an area next to the Governor's Palace where we abandoned our weapons."

As the firefight erupted across the plaza, the Japanese were driven back twice, then flanked the perimeter, shooting and bayoneting some defenders. Ben Chargualaf was wounded (he would later die.) Roman Camacho was one of those killed. The attackers then spread through the largely deserted town. The six American sailors from the Penguin who defended the power plant near Agana Beach were all killed in the initial assault. The Japanese mutilated the dead Americans.

By then, Governor McMillin, who was in his office that looked out on the plaza, was ready to give up. He later wrote, "The situation was simply hopeless, resistance had been carried to the limit." He had Chief Lane honk three blasts on the horn of an automobile in front of the building, and all fighting stopped.

After officers from both sides conferred in the plaza, Japanese troops entered the governor's residence and required McMillin, a heavy-set, six-foot-tall Annapolis graduate, to strip to his shorts. He was marched outside. There the Chamorro and American prisoners, about twenty men (the others had fled into hiding), were being assembled in their undershorts in the plaza and made to run a gauntlet. The Japanese laid a large U.S. flag on the grass and illuminated it with flashlights to show their aircraft that Agana had fallen. At McMillin's suggestion, the Japanese release their compatriots held in the jail across the plaza so that some could act as interpreters. McMillin then was taken back into the governor's residence, where around 7:00 A.M. on 10 December 1941, with Shinohara as interpreter, he signed a letter of surrender at the demand of Commander Hayashi of the Fifth Keibitai. The flag of the Rising Sun was then raised on the main flag-pole as the real sun rose over Guam.

While the surrender was being arranged, two last tragic deaths occurred among the American prisoners at the plaza. Marine Private First Class John Kauffman had a nerve defect that caused his face to twitch uncontrollably. A Japanese guard thought that Kauffman was making faces at

him and plunged his bayonet into the marine's stomach. Another marine was slashed with a bayonet and bled to death. The plaza defenders were then all taken to the cathedral.

Questions for Reading 3:

1. Name the military unit Chamorros were members of that defended the Plaza.
2. Why did the Japanese order Governor McMillin and the Chamorro and American prisoners strip to their undershorts?
3. Why would Governor McMillin say that their situation was "hopeless" during the defense of the Plaza?
4. Why was it important for the Chamorros and Americans to defend the Plaza against the Japanese?
5. When and where did Governor McMillian surrender to the Japanese?
6. Based on the actions of the Japanese toward the Chamorros and Americans during the invasion, how do you think the Japanese treated the Chamorros during their occupation of Guam.

Reading 3 was excerpted from Robert F. Rogers. *Destiny's Landfall: A History of Guam*. Honolulu, Hawaii: University of Hawaii Press, 1995. Pp. 167-168

Determining the Facts

Reading 4: "Dirty Dog Tag"

Moments after the signing of the American surrender paper and issuing of the Japanese proclamation of occupation, the civilian affairs section of the Army, called Minseisho, moved into operation. The Minseisho's first order of business was to segregate island civilians from American military and civilian personnel. To achieve this, it adopted a pass system and prepared thousands of passes by hand. During the first few hours of the occupation, scores of Chamorro servicemen and civilians were captured and brought by invading troops to the Plaza de Espana from various parts of the island. They were issued passes. Using local Japanese nationals who were released from confinement by the invading troops and Saipanese interpreters who spoke both Japanese and Chamorro, Minseisho officials instructed them to tell the people to leave their hiding places and come to the Plaza to obtain their passes. Each one had come to get his or her own passes.

With their passes secured to the front of their shirts, over a hundred men and some young boys went into the woods around Agana and to the outlying districts with their message. By noon thousands of civilians jampacked the pass-distribution center at the yard of the Richard P. Leary School across the Plaza de Espana. Among those who responded the first day was Bishop Olano. He wrote this account:

I sent Fray Jesus to Agana that afternoon at three o'clock. I stayed at Maite with Judge Camacho. I wanted to know what had happened after the occupation. Fray Jesus returned sooner than I expected...

"The city is completely normal" he said upon his return, "Shinohara told me to advise Your Grace to pay your respect to the Commandant of the Japanese forces. It is necessary to secure [a] pass to go from one place to another."

I decided to go to Agana immediately. We place a white flag in the front part of the car. When we reached the village of San Antonio, I was surprised to see piles of cadavers on both sides of the street. They were hapless victims of Japanese

atrocities. They had been bayoneted to death while fleeing from the advancing troops. At Apotguan many people had been caught on their way to the ranch and killed on the spot. Some of the victims were sons of Japanese old-timers.

Every street corner was guarded by well-armed Japanese sentinels. The bridge of San Antonio was completely obstructed by a truck full of cadavers. All the people in the truck had been killed by bayonets. We had to make a detour through Fixen to get to the city. When we arrived at the convent, Father Ferdidnad agreed rather reluctantly to go with me to the Commandant to get our passes. I put on my Bishop's dress and surrounded by Fathers Ferdinand, Adelbert, Brother Gabriel and Fray Jesus, we went to the Plaza de Espana to pay our respects to the Commandant. The table had been placed in front of the palace of the Governor. Japanese soldiers were scattered all over the plaza. The Chamorros were lined on one side. While we were approaching the Com[m]andant, a Japanese woman came forward to kiss my ring. She was Mrs. Dejuma, an old resident who had a store in the city. I blessed her in front of that crowd. We received our passes and the American Fathers who were with me were not molested. I was elated by this fact and hoped that the Mission Fathers would be respected. But alas! My illusion was short-lived. I failed to see on that day the brandished sword of Damocles that was to fall on our verdant missionary field in the Vicariate of Guam.

For several days following the invasion, Chamorros by the thousands came to the Plaza area in Agana for their passes. The process of obtaining them was simple but the new rulers made it so horribly slow and torturous. Men, women, and children, including the sick and the crippled, stood in line for hours in the hot sun as a handful of Japanese officials handed out passes one at a time. Each pass had to be prepared by hand then stamped twice: first with the seal of the Minseisho and then with the seal of the issuing officer.

While waiting in line, islanders frequently witnessed maltreatment of American and Chamorro prisoners of war in the hands of Japanese authorities. Many islanders themselves were subjected to the same harsh treatment, most for reasons known only to the Japanese. Japanese officials spoke neither English nor

Chamorro and the Chamorros did not speak Japanese, making communication virtually impossible. Even sign language differed and was often misinterpreted. Some of the Saipanese who came with the troops and some of the old-time Japanese residents of Guam interpreted for the Japanese. But more often than not, there simply was no help from anyone who could speak Chamorro or English.

The people suffered in other ways, too. They suffered from hunger in a place where no food was readily available. They drank water constantly. One moment they were filled. The next moment they were dehydrated. Added to their misery were the shock and horror of atrocities they saw or heard committed. And for some, by the slapping and beating they received from the hands of the invaders. Thus drained by fear and weakened in both body and spirit, the first encounters with Japanese forces and civilian authorities were a terrifying ordeal. No wonder only a handful dared to stay or tarry long in Agana.

Questions for Reading 4

1. Why was the Plaza an ideal place to issue the passes to the Chamorros?
2. Why do you think the Japanese needed to separate the island civilians from the American military and civilian personnel?
3. Describe Bishop Olano's impression of his journey to the Plaza.
4. What was the purpose of the passes?
5. Describe the experience of the Chamorros during the process of obtaining their passes.

Reading 4 is an excerpt from Pedro C. Sanchez. Guahan/Guam: The History of our Island. Agana, Guam; Sanchez Publishing House, no date. Pp. 185-186

Visual Evidence

Map 1: Population Map of Guam

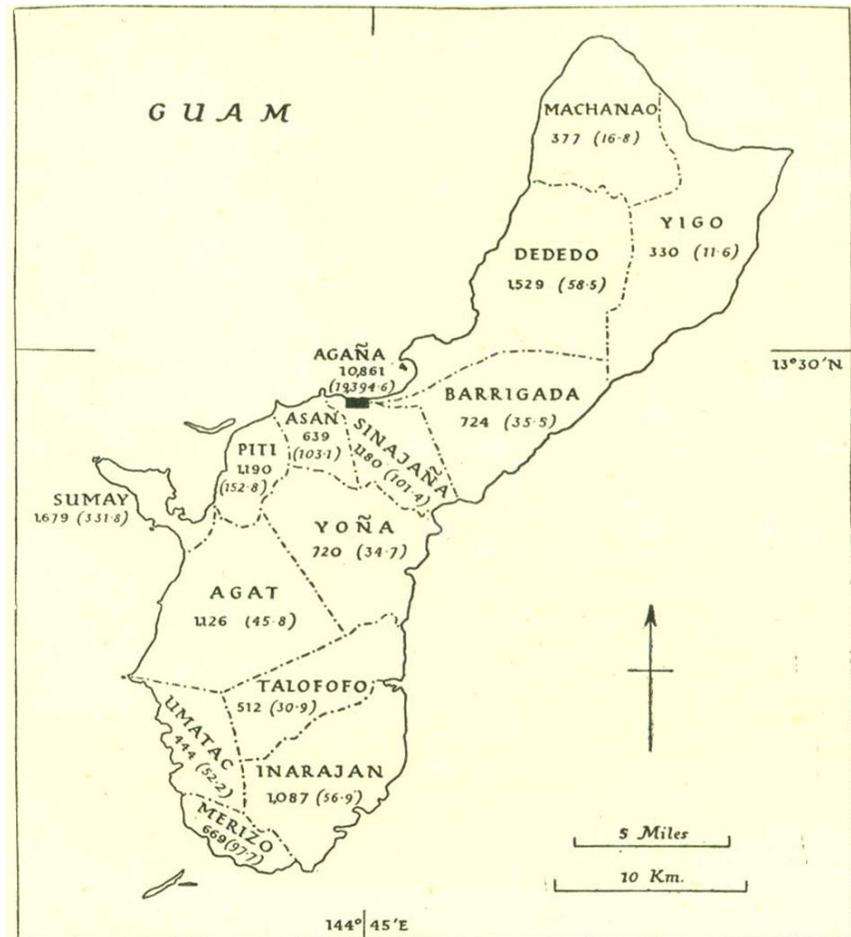


Fig. 116. Guam: distribution of population in the municipal areas and in the town of Agaña

Figures in brackets denote density per square mile. Other figures show total population. Based on Laura Thompson, *Guam and its People; A Study of Culture Change and Colonial Education*, pp. 18 and 34-5 (San Francisco, 1941).

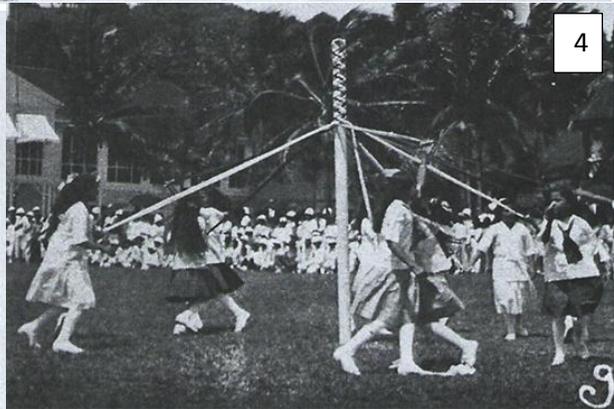
(Courtesy of NationMaster.com)

Questions for Map 1:

1. Find and circle three of the most populated villages.
2. Based on the map, why did the Spanish choose Agaña as the location of its government headquarters? What other factors could have led the Spanish into choosing Agaña?
3. How can being the location of the government headquarters make a village important?
4. Besides being the location of the government, what other institutions would be located in Agaña? Why?

Visual Evidence

Photo Set 3: Activities at the Plaza



(Courtesy of The Pictorial History of Guam: The Americanization 1898-1918 and The Sacrifice 1919-1943 by Don F. Farrell)

Questions for Photo 3:

1. Describe the activities depicted by each photo.
2. Why would the Plaza be an ideal place for many activities and events?
3. Do similar activities occur at the Plaza today?
4. What events can be held at the Plaza today?

Visual Evidence

Photo 4: Announcement in front of the Palacio (Governor's House)



(Courtesy of Naval History and Heritage Command)

Captain Lloyd S. Shapley, USN Reads the orders in which he assumes the Naval Governorship of Guam, 6 April 1926, from Captain Henry B. Price, at Agana, Guam.

Questions for Photo 4:

1. Why do you think the announcement was made in front of the Palacio (Governor's House)?
2. Who do you think would have been present during the announcement?
3. What would be the reason for this photo to be taken?
4. What does this photo tell you about structure of the government of Guam during this time?

Visual Evidence

Photo 5: Naval officers in ceremony before Governor's Palace, Plaza de España. Prewar.



(Courtesy of the National Park Service)

Questions for Photo 5:

1. What details do you notice about the photo?
2. What kind of ceremony is taking place? Explain your answer.
3. What different groups were present at the ceremony?
4. Why do you think the ceremony took place at the Plaza rather than at the military headquarters?

Visual Evidence

Photo 6: Raising of the American Flag



(Courtesy of the Associated Press)

Questions for Photo 6:

1. What details do you notice in the photo?
2. Based on your observation when did this event take place? Was there anything significant that took place in this location before the event in the photo?
3. What may be the significance of raising the American flag in the Plaza at that time?

Putting it All Together

The following activities will help demonstrate to students the historical significance of the Plaza de España in Guam's History.

Activity 1: Model of the Plaza

Have students work in groups to build a model of the Plaza de España showing an event taking place. Each group will cover an era from Guam's history starting with the Spanish Occupation of Guam. Students will focus their research on their era to find the layout of the Plaza at that time as well as they types of events that took place in the Plaza at that time. Have students create a legend for their model. Ask students to explain the event and why they chose it.

Activity 2: Plaza de España through Time

Have students create a timeline of the significant events and uses of the Plaza de España from the Spanish Occupation to present times. Students must include photos in as many events as possible. Students will also explain why the Plaza de España was built in Hagatña and why it was a political, cultural, and social center for Chamorros throughout most of Guam's History. Ask students to come up with ways the Plaza can be effectively used today. Have students come up with ways to improve and maintain the Plaza, keeping in mind its historical significance.

Activity 3: Observing the Site

Arrange a field trip to take students to the Plaza de España to observe the environment and the layout of the Plaza and its surrounding structures. Students will be given a scavenger hunt worksheet with questions about each of the structures they need to find out which structure the question is about. Students will need to go to the plaques of each structure to find the answers. Once students find the answer they need to write one other fact found on the plaque and a question they have about the structure. If a structure or area does not have a plaque, students need to come up with what they think its function was as well as a question about the structure or area. Once all students have completed the scavenger hunt, go over the answers and have students share the facts they have chosen. Students can discuss the questions they have about each structure. Then, have students choose a specific area of the Plaza and have them create a story of an event with the area they chose as their setting.

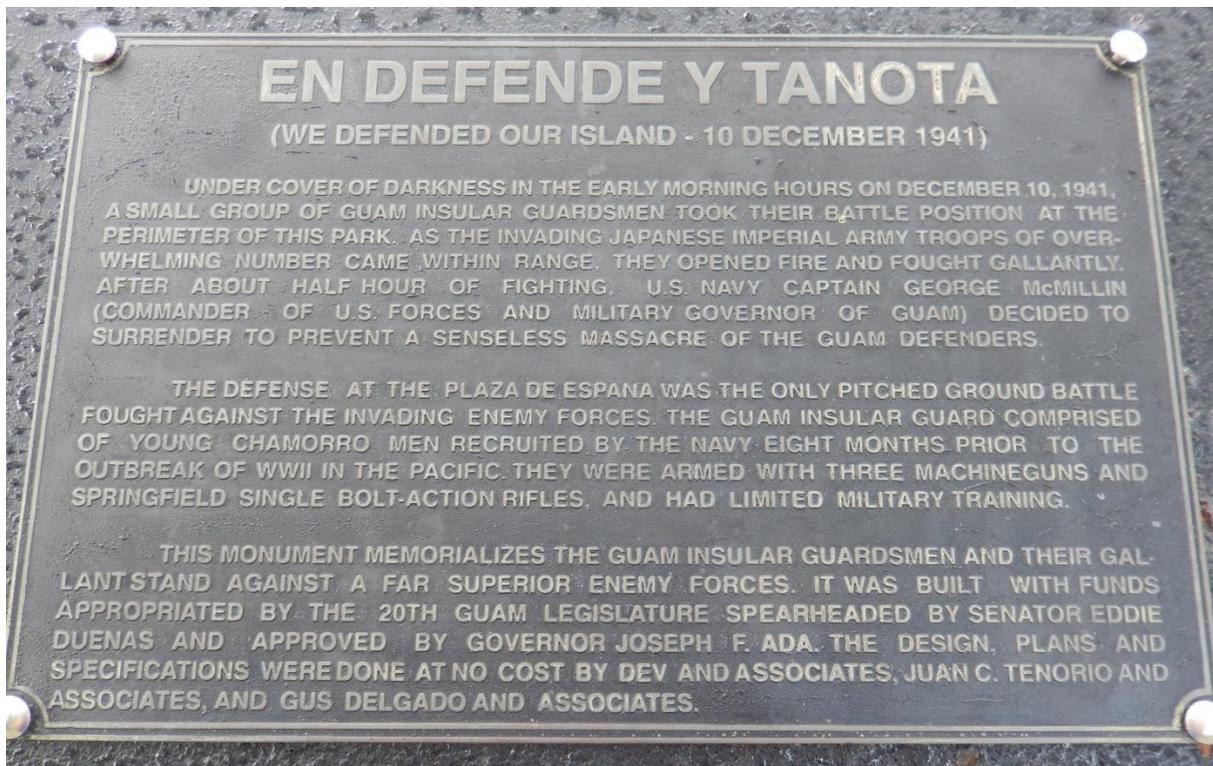
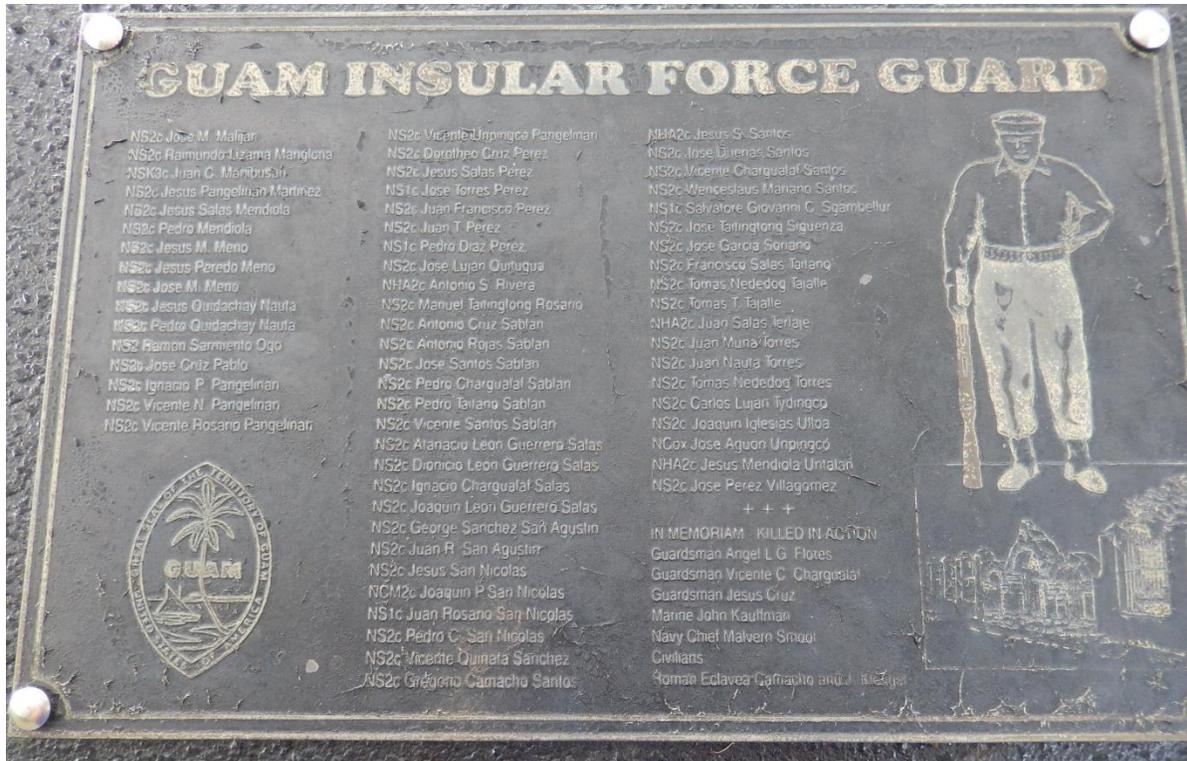
Activity 4: Coloring/Activity Book for Children

Have students create a coloring/activity book for children about the structures and significant history and events of the Plaza de España. Each structure will have a short description. Have students create activities such as word unscramble, crossword, word search, connect the dots to finish the picture, a maze using the layout of the Plaza de España, a section for drawing, etc.

Activity 3

Observing the Site: Plaza de España Plaques Supplementary Resource







AZOTEA & SITE OF GOVERNOR'S PALACE

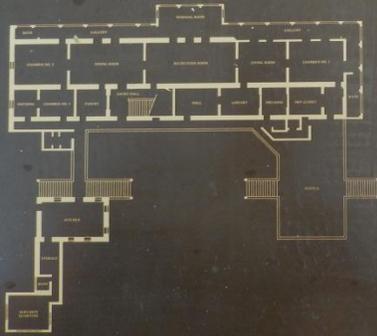
アゾテア及び総督邸跡

The Governor's Palace housed the office and residence of the Spanish governor. It was totally destroyed in 1944 during the liberation of Guam. However, portions of the foundation may still be seen beyond this sign.

The Governor's Palace, called Casa Gobierno under Spanish rule, was reconstructed in 1885 to replace the original structure built in 1736. The two-story manposteria building featured a cantilevered balcony with clay tile roofing. During that time, living quarters were situated on the second level while the first floor spaces were utilized as the office of the Sargento Mayor de la Plaza, weapons storerooms, and clerical offices.

American rule implemented changes in the Palace including laying a cement floor and converting the lower store-rooms into administrative office spaces. The second floor contained a reception area, the dining room, galleries and private spaces for the governor and his family. Kitchen facilities and servants' quarters were located in the rear section of the building.

The elevated Azotea on the left, also of manposteria construction, survived World War II. It originally was an open-air terrace porch on the Palace. The clay tile roof was added after the war.



総督のパレスは、総督の役所及び公邸でしたが、グアム解放の1944年に全壊しました。しかし、その基礎の一部はこの説明板の先側にまだ残っています。

スペイン時代にCasa・コピエルノと呼ばれていた総督のパレスは、1736年に建造されたのですが、1885年に作り替えられました。2階建てのマンポステリア様式の建物は互置きのカンテラバーのバルコニーが特色でした。この当時2階が住居として使われ、1階はプラザの守備長官室、武器倉庫、事務室等に使用されていました。

米領となってからこの公邸は床をセメントで固め、下の倉庫部分が行政事務室に変えられました。2階は応接間、食堂、広廊下、そして総督一家の住居等があり、台所と召使いの部屋は建物の裏にありました。

アゾテアはマンポステリア様式で作られた左側の高いアゾテアは第二次大戦の戦火を免れました。元来は総督邸の屋根のないテラスでした。瓦屋根は戦後に加えられたものです。

CHOCOLATE HOUSE

チョコレート・ハウス

The circular Chocolate House, also known as the Summer House, served as a social meeting place within the Plaza garden. The Spanish custom of serving hot chocolate during late afternoons to the governor's guests was later replaced by afternoon tea served by the American governor's wife. The Chocolate House illustrates typical Spanish building methods. Walls are constructed of roughly finished coral stones cut from a quarry and plastered with a smooth lime mortar. The technique of using coral stone and mortar materials in construction is called "manposteria," and provides strength able to withstand earthquakes. Ceiling beams are the durable native hardwood called "ifil" (Intsia bijuga) found in Guam's northern plateau. The roof has been restored to the original design with clay tile as it was in the Spanish days.

Incorporated into the walls of the Chocolate House are two Spanish coats-of-arms which were found in the debris of the Governor's Palace after World War II.

サマーハウスとしても知られている円形のチョコレートハウスは、プラザの庭にあって社交場として使われました。午後遅く熱いココアを総督の賓客に出すスペインの習慣は、米領になってから、海軍総督夫人が午後のお茶を出すようになったのです。チョコレートハウスは典型的なスペイン建築を表わし、壁は石切場から運んだ荒削りのさんご石に石灰モルタルを塗ったものです。さんご石材とモルタルによる構法は「マンポステリア」と呼ばれ、耐震を目的としています。天井の梁はグアムの北部高原地帯に自生するイフィル（学名インツィア・ビジュウガ）とよばれる耐久性の非常に強い木を使用されています。屋根はスペイン時代に使われたものと同じ瓦で復元されています。

チョコレートハウスの内壁につけられた二つの紋章は第二次大戦後総督邸跡の瓦礫の中から見つかったものです。





Supplementary Resources

National Park Service

The mission of the National Park Service is to preserve unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world. Their website, www.nps.gov, has a section for photo and multimedia including photos of pre-war Agaña and Asan. These photos can be found at <http://www.nps.gov/media/photo/gallery.htm?id=2004952C-155D-4519-3EAD4B5F35A65F55>

Micronesian Area Research Center (MARC)

MARC located at the University of Guam seeks to acquire, preserve and provide access to collections of archival maps, photographs, texts and cultural materials. Their website, www.uog.edu/micronesian-area-research-center/marc-home, hosts much of their collection and they continue to expand and dedicate staff time to digital resources.

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 these issues. Their website www.guampreservationtrust.org includes photos of historic structures both pre and post war Guam.

Guampedia Foundation, Inc.

Guampedia Foundation, Inc. was established in 2009 as an independent non-profit organization. Guampedia, Guam's Online Encyclopedia, is a community project that focuses on the Chamorro culture and the History of Guam and the Mariana Islands. Currently Guampedia has more than 1,000 entries, 3,000 photographs, numerous video and sound clips and dozens of e-publications. Its website, www.guampedia.com, includes resources on art, environment, government, history, society, and villages relating to Guam.

Naval History and Heritage Command

The Naval History and Heritage Command is the US Navy's official source of historical information, including numerous references and links. Its website www.history.navy.mil includes archival records, art exhibits, ship histories, and historic photos.

Nieves M. Flores Memorial Library

Nieves M. Flores Memorial Library is a public library located in Hagatña, Guam. The collection of the library contains 258,241 volumes. The library has a section specifically for resources about Guam and is located in the Reference section of the library.