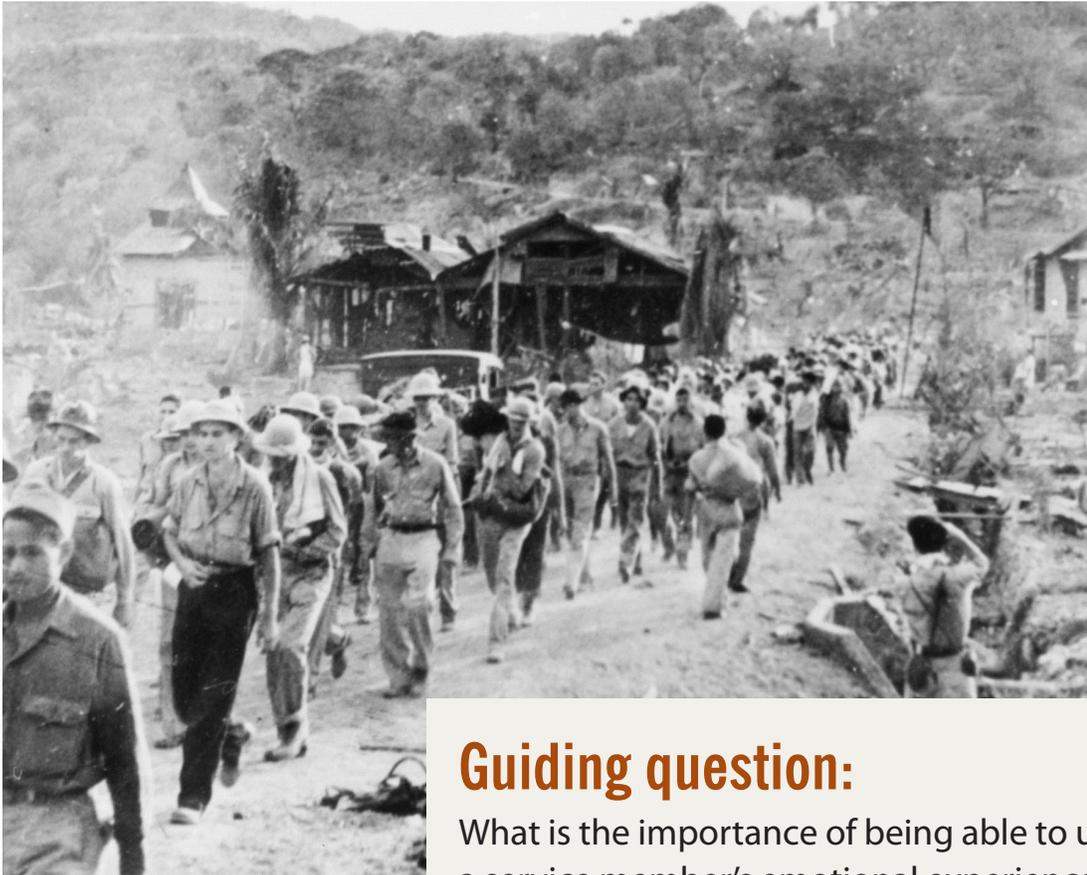




UNDERSTANDING  
SACRIFICE

# Activity: Feelings are Important: Recognizing the Range of Emotions in the Bataan Death March



## Guiding question:

What is the importance of being able to understand a service member's emotional experience during the Bataan Death March?

### DEVELOPED BY JOSE CUMAGUN

**Grade Level(s):** 6-8

**Subject(s):** Special Education, English Language Arts, Social Studies

**Cemetery Connection:** Manila American Cemetery

**Fallen Hero Connection:** Sergeant Teofilo Yldefonzo



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HISTORY DAY

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## Overview

In this lesson, students will use pictures, illustrations, and narratives of personal accounts related to the Bataan Death March and the defense of the Philippines to analyze different emotions of soldiers. Students will recognize and understand what the service members were feeling. They will provide specific cues from the picture or text to support their observations and explain possible causes of the emotions. Finally, the students will make connections between the emotional experiences of the service members and their own personal lives.

## Historical Context

Several hours after the bombing of Pearl Harbor on December 7, 1941, the Japanese attacked the Philippines, which was then a U.S. territory. Under General Douglas MacArthur, the combined forces of American troops and Filipino soldiers (including the Philippine Scouts) attempted to resist the Japanese invasion of the island. With lack of naval and air support, the embattled soldiers retreated to the Bataan Peninsula. They put up gallant defense that disrupted the timetable of the Japanese attack in the Pacific. When Major General Edward P. King surrendered on April 9, 1942, the soldiers became prisoners of war and were forced to march approximately 65 miles to the San Fernando train station. They marched from Capas, Tarlac to Camp O'Donnell, and were later moved to Cabanatuan. Thousands of soldiers died from the brutality of their captors and thousands more from disease and starvation in the prison camps in Cabanatuan, which were not liberated until early 1945. The reports of Japanese atrocities in the Bataan Death March along with other ferocious battles in the Pacific fueled an all-out military offensive by the United States to defeat the Japanese and end the war in the Pacific.

*“The Bataan Death March that happened during the defense of the Philippines is an emotionally charged event. This chapter in the history of World War II in the Pacific is a great subject to teach the importance of understanding emotions. Students able to understand what a service member felt during the Death March will have a better appreciation of the soldier’s sacrifice. For students with special needs, learning to recognize basic emotions can reinforce relationship skills and values of empathy and good citizenship.”*  
— Jose Cumagun

Cumagun teaches at Deer Valley High School in Antioch, CA.

## Objectives

At the conclusion of this lesson, students will be able to

- Describe the emotional experience of soldiers defending the Philippines, who endured the

Bataan Death March;

- Explain the causes and consequences of the soldiers' emotions;
- Compare the soldiers' emotions to a similar personal experience; and
- Demonstrate ways to express and handle emotions in personal life.

## Standards Connections

### Connections to Common Core

**CCSS.ELA-Literacy.RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-Literacy.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Connections to C3 Framework

**D2.His.4.6-8.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

## Documents Used ★ indicates an ABMC source

### Primary Sources

Interview, Henry John Wilayto, Experiencing War: Stories from the Veteran's History Project  
Library of Congress

<https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.02940/>

Photograph, *POWs on the Bataan Death March*

National Museum of the U.S. Air Force

<http://www.nationalmuseum.af.mil/Upcoming/Photos/igphoto/2000565213/>

Photograph, *Former Cabanatuan POWs celebrate after successful raid on prison camp*, January 30, 1945

U.S. Army

<https://commons.wikimedia.org/w/index.php?curid=2945963>

Photograph, *March of Death*, c. May 1942

National Archives and Records Administration (532548)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-130.jpg>

Poster, *The Fighting Filipinos*

National Park Service

<https://commons.wikimedia.org/w/index.php?curid=1065772>

Photograph, *Surrender on Bataan*, 1942

National Park Service

<https://commons.wikimedia.org/w/index.php?curid=1065736>

Photograph, *The End in Bataan*, 1942

National Museum of the U.S. Air Force

<http://www.nationalmuseum.af.mil/Upcoming/Photos/igphoto/2000510473/>

## Secondary Sources

*World War II : A Visual History - Philippine Islands Campaign* ★

American Battle Monuments Commission

[https://www.abmc.gov/sites/default/files/interactive/interactive\\_files/WW2/index.html](https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html)

## Materials

- Activity Sheets One through Six
- Computer with internet capability
- Projector connected to computer (with audio)
- Writing or drawing materials (pencil, crayons)
- Feelings Are Important Rubric

## Lesson Preparation

- Preview all materials to ensure appropriateness for the level and maturity of your students.
- Select the Activity Sheet(s) that are appropriate to use with your students.
  - Make one copy of the selected Activity Sheet(s) for each student.

- Make one copy of the Feelings Are Important Rubric for each student.
- Set up classroom technology and cue the video/audio clip.
- Test all online resources before class.

## Procedure

### Activity One: Emotions of the March (60 minutes)

- Introduce the lesson by presenting ABMC interactive timeline, *World War II: A Visual History*. Click “Enter” and then select “Philippine Islands Campaign.”
- Give a brief overview of the Philippine Islands Campaign based on the written narrative in the ABMC interactive. Read the narrative aloud.
  - Play the video and ask students to pay particular attention to a segment showing soldiers marching (approximately at 0:55).
  - Introduce the topic of the Bataan Death March. Explain that the Bataan Death March happened right after the American forces of Filipino and American soldiers surrendered in Bataan in 1942. About 75,000 soldiers were forced to march from Mariveles to San Fernando (approximately 65 miles), where a train took them north to Capas, Tarlac. From there they marched to Camp O’Donnell. Thousands of Filipino and American soldiers died during the march from starvation, exhaustion, disease, and brutality at the hands of their Japanese captors. Many soldiers who survived the Bataan Death March lived to describe the moving, emotional experience they went through.
  - Explain that events in history like the Bataan Death March involved people who experienced a wide range of emotions. To understand emotions, it is important to recognize what another person is feeling or going through. In this activity, students will try to put themselves in the minds and feelings of the soldiers in the Bataan Death March.
- Select one Activity Sheet and complete the activity together as a class. This could be completed on a projector, copied for individual students, or form the basis of a class discussion, as is appropriate for the students in the class.
- Assign each student one Activity Sheet not used in the class activity.
  - **Teacher Tip:** Based on the needs of the class, you may choose to evenly distribute activity sheets or select certain ones.
- Ask students to complete the work individually. Provide assistance and accommodation to each student as needed. Give enough time for students to complete activity (approximately 10 - 15 minutes).
  - **Teacher Tip:** In the Activity Sheets, allow students with special needs to make a visual representation (e.g. drawing, symbols, color) of their answers.
- Break the class into small groups. Ask students to share their responses with their group.
- Ask a member from each group to present a summary of their responses to the whole class.

- Take note of significant responses and make a whole class summary.

## Assessment

- Assess the students' responses in the Activity Sheets using the Feelings Are Important Rubric.

## Methods for Extension

- Students who have more time can be given more materials to examine. For example, provide some additional photographs or personal accounts.
- Students who are more advanced will be asked to use higher grade level words (for example, students can use the word horrified instead of afraid).
- Students can also be asked to role play or reenact a scene in the form of a tableaux (a group of motionless figures representing the scene in the picture or narrative), giving special attention to facial expressions and body language showing the soldier's emotion.
- The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit [www.abmceducation.org/understandingsacrifice/abmc-sites](http://www.abmceducation.org/understandingsacrifice/abmc-sites).

## Adaptations

- Teachers can adapt the lesson to students who need more support by allowing students to present their reports in a visual or kinesthetic way. For example, ask students to draw, color, or act out the emotion.
- Teachers can also give out a list of emotions from which students can choose.
- Teachers can select one Activity Sheet (or choose one emotion) and the discussion can just revolve around that emotion. Teachers can choose another day to discuss a different emotion.

## Activity Sheet One

Look closely and carefully at the photograph. Look for facial expressions and body language. Read the excerpt below, then answer the following questions.

### **Photograph, *American and Filipino troops surrender to the Japanese on Bataan, 1942***

National Park Service



The American and Filipino soldiers held out in Bataan, fighting the Japanese for four months without naval and air support. Despite promises of reinforcement and supplies, no help ever came. The soldiers subsisted on fractions of rations and many suffered from starvation and disease. The Allied defense endured heavy casualties. On April 9, 1942, the American and Filipino troops surrendered to the Japanese. After the surrender, the soldiers were forced to march 65 miles, where they were taken to prison camps, a march that came to be known as the Bataan Death March.

## Activity Sheet One (Written)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were one of the service members in the picture?

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Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

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# Activity Sheet One (Sketched)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

What would you feel if you were one of the service members in the picture?

Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

## Activity Sheet Two

Look closely and carefully at the photograph. Look for facial expressions and body language. Read the excerpt below, then answer the following questions.

### Photograph, *Former Cabanatuan POWs celebrate after successful raid on prison camp, January 30, 1945*

U.S. Army



Following the Bataan Death March, the American and Filipino service members who survived were imprisoned at Cabanatuan. Many of the men there suffered from disease, malnutrition, and other inhuman conditions in the prison for three years. On January 30, 1945, American soldiers staged a daring raid to rescue the POWs.

## Activity Sheet Two (Written)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were one of the service members in the picture?

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Describe an event in your life when you felt the same way as the emotions depicted in the picture.

An event in my life when I felt \_\_\_\_\_ (feeling word) was when...

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## Activity Sheet Two (Sketched)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

What do you think were the reasons or events that caused these feelings?

What would you feel if you were one of the service members in the picture?

Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

## Activity Sheet Three

Read the excerpt below (or listen to the audio interview), then answer the following questions.

### Interview, Henry John Wilayto, Experiencing War: Stories from the Veteran's History Project

Library of Congress

<https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.02940/>



*"We got to the end of the march, it was San Fernando, La Union. After a couple of days, at a horrible, horrible place, feces all over the area, and you had to sleep in it, they wouldn't allow you out of this corralled area. Then they put on cargo trains, cars that probably were like the 40 and 8 they had in the First World War in France, 40 men and 8 horses. Well, this had 100 Americans, and you could only stand belly to belly and if you were standing up against the wall, 115 degrees heat, guys could burn, get their skin blistered. You couldn't move out of the way, men died standing up. If you had to urinate or defecate, you had to do it standing up. They wouldn't allow you to get off that train. We were on that train for about 8:00 in the morning until about I guess 5:00 in the afternoon."*  
- Henry Wilayto

"Stationed in the Philippines when the Japanese invaded, Staff Sergeant Henry Wilayto saw his comrades forced to surrender in the face of starvation. Wilayto lost 50 pounds during the infamous Bataan Death March. He was put to work as a stevedore in Manila, where he helped to sabotage Japanese cargo ships. By the end of the war, he was working in a mine in Japan, near death from oppressive conditions. Wilayto founded the American Defenders of Bataan and Corregidor to secure more attention for his brave comrades."

Interview, Henry John Wilayto, Experiencing War: Stories from the Veteran's History Project  
Library of Congress (2011). Retrieved from <https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.02940/>

## Activity Sheet Three (Written)

What do you think were the emotions felt by Staff Sergeant Wilayto in this picture? What evidence from his account do you read (or hear) to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were Staff Sergeant Wilayto in this situation?

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Describe an event in your life when you felt the same way as the emotions of Staff Sergeant Wilayto.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

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## Activity Sheet Three (Sketched)

What do you think were the emotions felt by Staff Sergeant Wilayto? What evidence from his account do you read (or hear) to support your answer?

What do you think were the reasons or events that caused these feelings?

What would you feel if you were Staff Sergeant Wilayto in this situation?

Describe an event in your life when you felt the same way as the emotions of Staff Sergeant Wilayto.

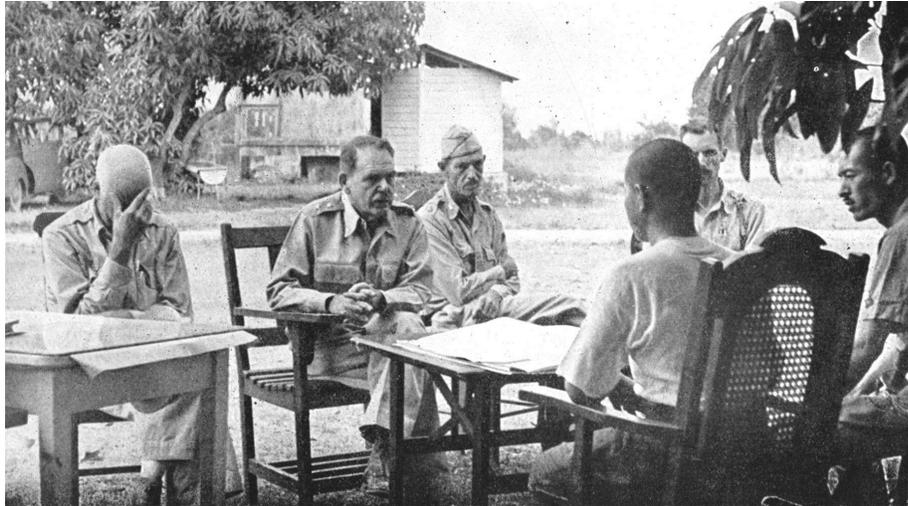
An event in my life when I felt \_\_\_\_\_ (feeling word) was when...

## Activity Sheet Four

Look closely and carefully at the photograph. Look for facial expressions and body language. Read the excerpt below, then answer the following questions.

### Photograph, *The End in Bataan, 1942*

National Museum of the U.S. Air Force



Discussing surrender terms with the Japanese representative, Colonel Nakayama. Facing, left to right, are Colonel Everett Williams, Major General Edward King, Jr., Major Wade Cothran and Major Achille Tisdelle.

U.S. and Filipino forces stationed on Bataan were ravaged by disease, injuries, and hunger. Subsisting on quarter-rations and dwindling medical supplies, the troops held up Bataan for four months. Despite these challenges, General Douglas MacArthur ordered the men to keep fighting. They waited for the promise of reinforcements that never came. Finally, on April 9, 1942, field commander Major General Edward King, Jr., chose to surrender his forces rather than to see his men suffer. This event represented the largest contingent of U.S. forces ever to surrender. The actions of the American and Filipino forces on Bataan significantly disrupted the timetable of the Japanese offensive in the Philippines.

## Activity Sheet Four (Written)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were one of the men in the picture?

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Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

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## Activity Sheet Four (Sketched)

What do you think were the emotions felt by the service members in this picture? What do you see in the picture to support your answer?

What do you think were the reasons or events that caused these feelings?

What would you feel if you were one of the men in the picture?

Describe an event in your life when you felt the same way as the emotions depicted in the picture.

An event in my life when I felt \_\_\_\_\_ (feeling word) was when...

## Activity Sheet Five

Look closely and carefully at the photograph. Look for facial expressions and body language. Read the excerpt below, then answer the following questions.

### Photograph, *March of Death*, c. May 1942

National Archives and Records Administration (532548)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-130.jpg>



Filipino and American soldiers marched approximately 65 miles to prison camps. During this march in extreme tropical conditions, the soldiers experienced atrocities at the hands of their Japanese captors. Those who were too weak to march were left to die on the road, sometimes bayoneted or shot to death by Japanese soldiers. Little or no food or water was provided during the march. Anyone who tried to stop for water was killed. Some were tied together and killed as an example for others who would try to escape. Civilians on the road who tried to provide food or water were also executed. Filipino and American soldiers died by the thousands during the five days of marching.

## Activity Sheet Five (Written)

What do you think were the emotions felt by the men in this picture? What do you see in the picture to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were one of the men in the picture?

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Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

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## Activity Sheet Five (Sketched)

What do you think were the emotions felt by the men in this picture? What do you see in the picture to support your answer?

What do you think were the reasons or events that caused these feelings?

What would you feel if you were one of the men in the picture?

Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

## Activity Sheet Six

Look closely and carefully at the photograph. Look for facial expressions and body language. Read the excerpt below, then answer the following questions.

### Photograph, *The Fighting Filipinos*

National Park Service



This propaganda poster depicts the Philippine resistance movement during the first year of Japanese occupation. Following the fall of Corregidor on May 6, 1942, the Philippine guerrilla movement provided valuable behind-the-lines intelligence reports to Allied strategists and ambushed the occupying Japanese forces.

While Americans died by the hundreds, Filipino soldiers died by the thousands. Many of those Filipino soldiers who were able to escape the Death March and prison camps continued to fight the Japanese by forming guerilla units. They fought with very few weapons against the heavily-armed Japanese forces occupying the Philippines. However they were able to continue fighting the Japanese and supply critical intelligence information to the Allies until the Philippines was liberated in 1945.

## Activity Sheet Six (Written)

What do you think were the emotions felt by the Filipino in this poster? What do you see in the poster to support your answer?

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What do you think were the reasons or events that caused these feelings?

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What would you feel if you were the Filipino in the poster?

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Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

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## Activity Sheet Six (Sketched)

What do you think were the emotions felt by the Filipino in this poster? What do you see in the poster to support your answer?

What do you think were the reasons or events that caused these feelings?

What would you feel if you were the Filipino in the poster?

Describe an event in your life when you felt the same way as the emotions depicted in the picture.

*An event in my life when I felt \_\_\_\_\_ (feeling word) was when...*

# Feelings are Important Rubric

	Advanced	Proficient	Basic	Emerging
Content/Insight	Provides a feeling word or description that demonstrates an insightful understanding of the topic or text.	Provides a feeling word or description that demonstrates an understanding of the topic or text.	Provides a feeling word or description that demonstrates limited understanding of the topic or text.	Provides a feeling word or description that is not represented in the topic or text.
Support/Evidence	Provides an analytic explanation using reasoning and evidence to support the emotional experience of the service member.	Provides clear explanation using reasoning and evidence to support the emotional experience of the service member.	Provides some explanation to support the emotional experience of the service member.	Provides inaccurate or no explanation to support the emotional experience of the service member.
Personal Relevance	Demonstrates a strong understanding of the emotion and is able to connect it to a personal experience.	Demonstrates understanding of the emotion and is able to connect it to a personal experience.	Demonstrates limited understanding of the emotion and a weak connection to personal experience.	Demonstrates little or no understanding of the emotion and is unable to connect the lesson to personal experience.
Focus	Responds thoroughly and thoughtfully to all parts of the activity sheet.	Responds to all parts of the activity sheet.	Responds to most parts of the activity sheet.	Responds to some or no parts of the activity sheet.