

Unit 8

Code Talker

by Joseph Bruchac

Activity Book



GRADE 7 Core Knowledge Language Arts®

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GRADE 7

Core Knowledge Language Arts®



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Unit 8

Code Talker

by Joseph Bruchac

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

Letter to Family

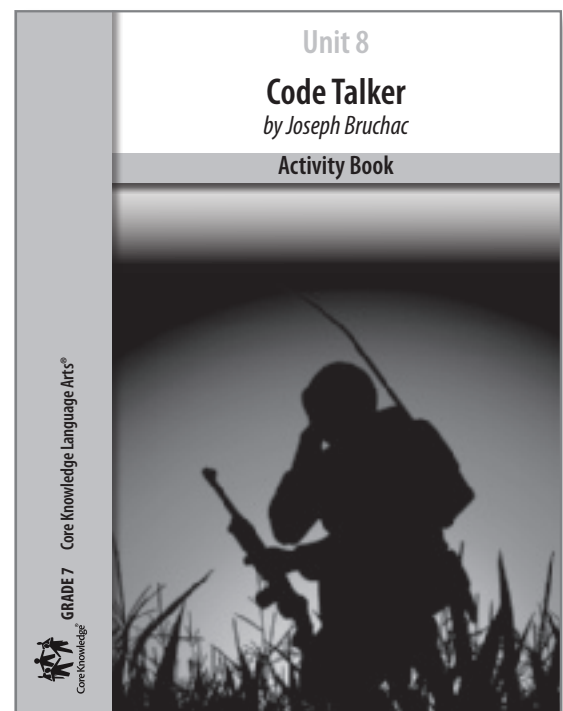
Unit 8

Our class will begin a unit in language arts in which students will read *Code Talker*, a historical fiction novel by Joseph Bruchac, an award-winning author of more than one hundred books. Many of Bruchac's books draw on aspects of his Native American heritage. Although the book is fiction, it is based on historically accurate events. In terms of literary skills, students will have several assignments in which they focus on human relationships and interactions, characterization, figurative language, point of view, perspective, and irony.

As in Unit 7 (*Anne Frank's Tales from the Secret Annex*), this unit will give students the opportunity to explore the thoughts and feelings of a young person caught up in a global war. Students will also analyze the role of culture in shaping a person's values and behaviors. Students will learn about the important role the Navajo code talkers played in World War II. Students will reflect on the irony that Native Americans were initially viewed by non-native people as unable to contribute to American culture and yet were called upon to make great sacrifices during the war to aid a government that had mistreated them. It is hoped that students will gain a greater appreciation for cultural diversity and increase their understanding of how culture impacts one's perspective of historical events.

Code Talker includes a number of potentially sensitive topics, such as racism, war, discrimination, and death. These topics are often emotionally charged and may be difficult to discuss with middle school students. Throughout this unit, students will be given opportunities and support to reflect on these challenging issues. If you wish, you are encouraged to ask your student to read with you and share what they learned in each day's class discussion.

If you have any questions or concerns, please do not hesitate to contact me.



NAME: _____

1.2

DATE: _____

Vocabulary for Chapter 1: “Sent Away,” Chapter 2: “Boarding School,” and Chapter 3: “To Be Forgotten”

Chapter 1: “Sent Away”

1. **hogan**, *n.* a traditional Navajo hut made of logs and earth (5)
2. **mesa**, *n.* an isolated flat-topped hill with steep sides (5)
3. **sacred**, *adj.* connected in some way with a deity or spiritual entity (5)
4. **rasp**, *v.* to make a harsh, grating noise (**rasped**) (6)
5. **calloused**, *adj.* having an area of hardened skin (7)

Chapter 2: “Boarding School”

6. **mission**, *n.* a building or area used by a humanitarian or religious group (12)
7. **clan**, *n.* a group of interrelated families (13)
8. **interpreter**, *n.* someone who translates one language into another (17)

Chapter 3: “To Be Forgotten”

9. **herd**, *v.* to move together (**herded**) (19)
10. **shear**, *v.* to cut (**sheared**) (19)
11. **issue**, *v.* to equip someone with something (**issued**) (20)

NAME: _____

2.1

DATE: _____

Vocabulary for Chapter 4: “Progress,” Chapter 5: “High School,” and Chapter 6: “Sneak Attack”

Chapter 4: “Progress”

1. **tradition, *n.*** long-standing customs and practices (23)
2. **defiant, *adj.*** showing resistance to authority (25)
3. **disciplinarian, *n.*** someone who expects others to follow strict rules and harshly punishes those who do not obey (25)

Chapter 5: “High School”

4. **formal, *adj.*** conventional or official; following accepted customs (30)

Chapter 6: “Sneak Attack”

5. **dismay, *n.*** a feeling of despair, especially when faced with problems (33)
6. **treachery, *n.*** an act of betrayal (35)
7. **resent, *v.*** to feel bitter about something (**resented**) (35)
8. **subversion, *n.*** the act of overthrowing a government (35)
9. **smart, *v.*** to feel a sharp, stinging pain (**smarting**) (35)
10. **snap, *v.*** to say something irritably (**snapped**) (37)

DATE: _____

Summary of Chapter 7: “Navajos Wanted” and Chapter 8: “New Recruits”

In the space below, fill in details about important events in “Navajos Wanted” and “New Recruits.”

[illegible]

NAME: _____

2.3

TAKE-HOME

DATE: _____

Morphology: Greek /Latin Roots *pseudos*, *scribo*, *voco*

Complete each sentence to show you understand the meaning of the underlined word. If you are unsure of the underlined word's meaning, think about the meaning of its root and look the word up in a dictionary to check your understanding.

1. Instead of a pseudonym, I decided to use

2. The police used the description of the robber to

3. To have a vocation is to feel that you

4. An amoeba's pseudopod is not a real

5. My doctor gave me a prescription for

6. The listeners offered their vocal support by

7. Conscription is the practice of recruiting soldiers by

8. Something that is irrevocable cannot be

9. One thing you might inscribe in a ring is

10. Pseudoscience appears to be scientific

11. If you have a big vocabulary, then you

NAME: _____

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12. An example of something proscribed by law is

Writing Model: Research Essay

Choctaw Code Talkers of World War I

These days, many people know about the contribution the Navajo code talkers made in the Second World War. But what is less widely known is the vital and possibly game-changing role of Choctaw code talkers in the First World War. According to the Choctaw official account, these native soldiers made a “marked difference” in the outcome of World War I. (Choctaw Nation) The question this raises is what exactly was their contribution, and did it make a “marked difference” in the outcome of the war?

Choctaw have been in the U.S. military since the Spanish-American War in 1898. Long before that, in the early 1800s, a Choctaw chief predicted that “the Choctaw ‘War Cry’ would be heard in many foreign lands.” (Texas Military Forces Museum) When America joined the war in Europe, in 1917, Choctaw Indians were among the “Doughboys” who answered the call.

The names of sixteen of these warriors were recorded as belonging to the 142nd and 143rd infantry.¹ The last of these units arrived in France on August 12, 1918. On October 6, they moved to the western front, where the fighting was going on. Before long, the regiments noticed a serious problem.

The Germans had hacked into the American phone cables, and had broken the Allied code.

In those days, the telephone was the only way to communicate detailed messages. Rocket signals were too primitive to give specific artillery coordinates. Runners were often killed. Carrier pigeons were too slow. Radios were iffy. But Germans had tapped the telephones.

The Choctaw had a solution, though. Just as the Navajo would do more than thirty years later, the Choctaw used their language to encode urgent messages.

The regiment’s commander, Col. A. W. Bloor, wrote a letter on January 23, 1919, documenting the Choctaw contribution to the battle. In it he said,

...it was remembered that the regiment possessed a company of Indians. They spoke twenty-six different languages or dialects, only four or five of which were ever written. There was hardly one chance in a million that Fritz [*Germans*] would be able to translate these dialects and the plan to have these Indians transmit telephone messages was adopted. The regiment was fortunate in having two Indian officers who spoke several of the dialects.

The first use of the Indians was made....on the night of October 26th....The Indians were used repeatedly on the 27th in preparation for the assault on Forest Farm. The enemy's complete surprise is evidence that he could not decipher the messages.

It had been found that the Indian's vocabulary of military terms was insufficient. The Indian for "Big Gun" was used to indicate artillery. "Little gun shoot fast," was substituted for machine gun and the battalions were indicated by one, two and three grains of corn. It was found that the Indian tongues do not permit verbatim translation....the results were very gratifying....We were confident the possibilities of the telephone had been obtained without its hazards. (*Texas Military Forces Museum*)

According to the Texas Military Forces Museum, the code talkers "turned the tide" of the battle, and within "72 hours the Germans were retreating, and the Allies were on full attack."

It may be too much to say that the Choctaw troops made a "marked difference" in the outcome of the war. But their actions did make a crucial difference in at least one battle, saving American lives and proving the value of a system that the U.S. Army would go on to use in later conflicts—including World War II.

Footnotes

1. Solomon Bond Lewis; Ben Carterby; Mitchell Bobb; Robert Taylor; Calvin Wilson; Pete Maytubby; James M. Edwards; Jeff Nelson; Tobias William Frazier; Benjamin W. Hampton; Albert Billy; Walter Veach; Joseph Davenport; George Davenport; Noel Johnson; and Otis Leader. The two members of the 143rd were Victor Brown and Joseph Oklahombi. (*Texas Military Forces Museum*)

Works Cited

ChoctawNation, "Code Talkers," accessed March 23, 2022, <https://www.choctawnation.com/history-culture/people/code-talkers>

Texas Military Forces Museum, "Choctaw Indian Codetalkers of World War I," accessed March 23, 2022, <https://www.texasmilitaryforcesmuseum.org/choctaw/codetalkers.htm>
<https://www.texasmilitaryforcesmuseum.org/choctaw/codetalkers.htm>

NAME: _____

2.5

DATE: _____

Research Essay Topic Menu

Look at the topic menu options on the chart below. Chose a famous person, place, concept, movement, or event drawn from the material in Units 7 and 8—or some contemporary historical or social development—about which to write your report. Remember that these topics are primarily suggestions to fire your own imagination. Always think: is there something similar that I'd like to do more?

Person	Place	Concept
Anne Frank: A Timeline with Commentary (a brief report showing how a series of incidents in the Franks' life in the annex changed over time)	Postwar Paris: Breeding Ground of Ideas (a report that tells how postwar Paris gave rise to a new kind of thinking called existentialism)	National Socialism: How Nazism Got Popular (a report focused on how National Socialism used rhetoric and hate speech to go from a fringe political party to the party in control)
Douglas MacArthur: Personality on Parade (a report focused on how the general used props and costume to “brand” himself, creating a persona for the media)	Navajo Country: Life on the Reservation Then and Now (a report on how life has changed on the Navajo reservation)	Native Languages and War: The Role of Navajo Code Talkers in WWII (a report explaining why and how the use of the Navajo tongue baffled enemies)
Billie Holiday: Tougher than Gardenias (a report that explains how Billie Holiday used the song “Strange Fruit” to call out lynching and racism)		On the Brink: How World War II Set Up the Cold War (a report focused on how a divided Germany set up the conditions of the Cold War)

continued on the next page

Movement	Event
Origins of the Movement to Revive and Preserve Native American Languages (a report explaining how the movement to revive and keep alive Native American languages has been used as a more general way to keep youth involved in tribal matters)	Battle of the Bulge: The Role of Code and Code Talkers (a report specifically on the use of Native code talkers at the Battle of the Bulge in World War II)
The Evolution of the Peace Movement Through the Twentieth Century (a brief report on the role of the peace movement in resisting World Wars I and II, emphasizing how much popular support there was for staying out of both wars)	Overnight Nightmare: The Development of Auschwitz (a very brief history of Auschwitz—explaining how it rapidly turned from work camp to death camp)

Write a research question about your topic. Begin your question with What, Why, or How.

NAME: _____

3.1

DATE: _____

Vocabulary for Chapter 9: “The Blessingway” and Chapter 10: “Boot Camp”

Chapter 9: “The Blessingway”

1. **determined, *adj.*** having made a firm decision and resolved not to change it (50)
2. **utmost, *adj.*** greatest; to the highest extent (54)

Chapter 10: “Boot Camp”

3. **exile, *n.*** the state of being expelled from one’s native land (58)
4. **depot, *n.*** a place where things are stored for future use (59)
5. **eyeball, *v.*** to look at closely (**eyeballing**) (60)
6. **colorful, *adj.*** vulgar or rude (60)
7. **sinister, *adj.*** menacing; threatening (63)
8. **flounder, *v.*** to struggle helplessly or clumsily (**floundered**) (63)
9. **parson, *n.*** a member of the clergy; a preacher (66)

NAME: _____

DATE: _____

Guided Questions for Chapter 9: “The Blessingway” and Chapter 10: “Boot Camp”

Answer the following questions in complete sentences.

Chapter 9: “The Blessingway”

1. What is the main purpose of the Blessingway? Why does Ned’s family especially want him to go through this ceremony?

2. How does this chapter compare Christianity with traditional Navajo beliefs?

3. What are some major components of the Blessingway ceremony?

4. How does Ned feel after receiving the Blessingway?

NAME: _____

DATE: _____

Chapter 10: “Boot Camp”

1. Why does Ned think about the Long Walk on the way to boot camp? What is ironic about the trip to boot camp?

2. In what way are the drill instructors at boot camp similar to the teachers at the boarding school?

3. Compare and contrast the white recruits' experience of boot camp with the Navajo recruits' experience.

4. What three things does Ned learn about white people at boot camp?

NAME: _____

DATE: _____

Guided Questions for Chapter 11: “Code School”

1. What does Ned say that demonstrates Navajo reverence for the land and the sense of community they feel?

2. Do you agree with Ned’s assertion that the Navajo soldiers were even tougher than non–Native American soldiers? Explain your answer.

3. What are some other native peoples who have served as code talkers for the U.S. military?

4. How does Ned express pride in his Navajo heritage as he discusses the history of the code talkers?

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words contain the Greek/Latin roots pseudos, scribo, or voco.

During Lesson 9, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|------------------|-----------------|
| 1. pseudonym | 7. inscribe |
| 2. pseudopod | 8. proscribe |
| 3. pseudoscience | 9. vocation |
| 4. description | 10. vocal |
| 5. prescription | 11. irrevocable |
| 6. conscription | 12. vocabulary |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
pseudonym	a fake or false name
pseudopod	a false foot
pseudoscience	scientific in appearance only
description	characterization of something in words
prescription	a written order for medication, a remedy
conscription	forced induction into the military
inscribe	to write in or on something
proscribe	to forbid by law, condemn
vocation	a professional calling
vocal	relating to the voice
irrevocable	unable to be called back or undone
vocabulary	store of knowledge of words and their meanings

NAME: _____

DATE: _____

Research Checklist

Record the answers to your research question and the sources where you found your answers. A version using the Writing Model is provided below to give an idea how to fill out the blanks. Note that to support the answer there are more than one point, each with a source that will need to be cited before the report is “published.”

Research Question: Did Choctaw code talkers change the outcome of World War I?			
Answer	Media type	Source	Additional Questions
The code talkers “turned the tide” of the battle.	Website	Editors at Texas Military Forces Museum. “Choctaw Indian Codetalkers of World War I.” Retrieved March 23, 2022, from https://www.texasmilitary-forcesmuseum.org/choctaw/codetalkers.htm	How significant was the Choctaw code talker contribution?
The enemy’s complete surprise is evidence that he could not decipher the messages.	Text	Letter from Col. A.W. Bloor, January 23, 1919.	Did the use of the Choctaw code talkers have an effect on later conflicts?

My Research Question:			
Answer	Media type	Source	Additional Questions

continued on the next page

My Research Question:			
Answer	Media type	Source	Additional Questions

NAME: _____

DATE: _____

Vocabulary for Chapter 12: “Learning the Code” and Chapter 13: “Shipping Out to Hawaii”

Chapter 12: “Learning the Code”

1. **emphasize**, *v.* to stress as important (**emphasized**) (76)
2. **classified**, *adj.* secret (77)
3. **refuge**, *n.* a safe place (80)
4. **sternly**, *adv.* strictly; harshly (80)
5. **dock**, *v.* to deduct from someone’s wages (**docked**) (80)
6. **disposition**, *n.* one’s usual mood (81)
7. **morale**, *n.* confidence and enthusiasm, especially of a group (83)

Chapter 13: “Shipping Out to Hawaii”

8. **stalk**, *v.* to follow someone in a sneaky way (**stalked**) (89)
9. **doom**, *n.* a terrible fate; death (89)
10. **brief**, *v.* to instruct or inform someone thoroughly (**briefed**) (91)
11. **chaos**, *n.* complete disorder and confusion (92)
12. **green**, *adj.* inexperienced (92)
13. **perimeter**, *n.* a line forming a boundary (92)

NAME: _____

DATE: _____

Guided Questions for Chapter 12: “Learning the Code” and Chapter 13: “Shipping Out to Hawaii”

Answer the following questions in complete sentences.

Chapter 12: “Learning the Code”

1. Identify one example of irony in this chapter.

2. Which Navajo values are evident throughout this chapter? Give specific examples.

3. Describe some ways the perspectives of non-native characters have changed toward the Navajo at this point in the story. How do you account for this change?

4. Describe the importance of ceremony and ritual in this chapter.

NAME: _____

DATE: _____

Chapter 13: “Shipping Out to Hawaii”

1. Why does Ned think Corporal Manuelito will receive a promotion? Does he? Why not?

2. Describe the theme of taking a journey and how that theme is expanded upon in this chapter.

3. What other themes have been further developed in this chapter? Give specific examples from the text to support your answer.

[illegible]

Morphology: Greek /Latin Roots *pseudos*, *scribo*, and *voco*

Fill in the blank after each definition with the matching word from the list. Use each word only once.

scribe	pseudogene	revoke
script	pseudocereal	invoke
nondescript	pseudo-event	provoke
manuscript	pseudomorph	convocation

1. to do something for the purpose of calling forth a reaction from someone

2. a person whose job is writing things down _____
3. a false, deceptive, or irregular form _____
4. a meeting of people who are called together _____
5. unremarkable in appearance _____
6. an original document (especially one written by hand)

7. something used to make flour, but not actually a kind of grain

8. written text followed when performing in a movie or play

9. an event staged to get press coverage and generate public interest

10. to call or take back a previously given privilege _____

11. to call upon a person, law, or rule as an authority for doing something

12. a defective segment of DNA that looks like a gene but is not

NAME: _____

5.1

DATE: _____

Vocabulary for Chapter 17: “First Landing” and Chapter 18: “On Bougainville”

Chapter 17: “First Landing”

1. **battery, *n.*** a group of guns or missile launchers operated at the same place (113)
2. **abruptly, *adv.*** quickly and without warning (116)
3. **ambush, *n.*** a sneak attack (117)
4. **broach, *v.*** to veer and pitch forward wildly (**broached**) (118)
5. **quiver, *v.*** to tremble or shake (118)
6. **flinch, *v.*** to draw back as if in fear or pain (119)

Chapter 18: “On Bougainville”

7. **terrain, *n.*** a piece of ground (120)
8. **prospect, *n.*** the possibility or likelihood of something happening (120)
9. **drawl, *v.*** to speak in a slow, lazy way with pronounced vowel sounds (**drawled**) (121)
10. **dispense, *v.*** to give out or distribute something (**dispensing**) (121)
11. **grim, *adj.*** unpleasant; sad (123)
12. **souvenir, *n.*** an object that is kept as a reminder of a person, place, or event (128)
13. **decipher, *v.*** to convert a code into normal language (130)
14. **jaunty, *adj.*** having a lively or cheerful manner (131)

NAME: _____

DATE: _____

Guided Questions for Chapter 17: “First Landing” and Chapter 18: “On Bougainville”

Answer the following questions in complete sentences.

Chapter 17: “First Landing”

1. Summarize the events of this chapter in your own words.

2. What motivates Ned to action in this chapter? Provide evidence from the text to support your answer.

Chapter 18: “On Bougainville”

1. Summarize the events of this chapter in your own words.

2. What motivates Ned to action in this chapter?

[illegible]

Grammar: Transitions Chart

Complete each sentence by filling in the blank with the appropriate transition word or phrase. Use each of the transitions below only once.

Supporting

in fact

and

also

as well as

Contrasting

however

but

although

instead

Cause/Effect

therefore

because

as a result

if...then

1. I would like to order a pizza. _____, I would like to order two pizzas.
2. It is cold today. _____, I am going to dress warmly.
3. I'm going to wear a hat, a coat, and a sweater. _____, I'm going to wear mittens.
4. I don't want to go for a walk. _____, let's go for a bike ride.
5. It began to rain. _____, they decided to cancel the outing.
6. We wanted to get there before dark, _____ we didn't make it.
7. _____ the sale is still on, _____ I plan to buy some camping gear.
8. Let's start by climbing a few hills, _____ then we can climb a mountain.

9. We had high hopes for our field trip. _____, things didn't work out as planned.
10. _____ this is a holiday, there is no school today.
11. _____ the team played poorly in the first half, they made a comeback in the second.
12. They are going to give us lunch, _____ pay us for the work.

NAME: _____

DATE: _____

Outline Model

Outline: Choctaw Code Talkers of World War One

I. Introduction

- A. Explain that the Navajo were not the only Native code talkers used by the U.S. military.
- B. Explain that the article will ask how significant the Choctaw contribution was.

II. Provide the Choctaw role in U.S. military history.

- A. The Choctaw fought in the Spanish-American War of 1898.
- B. In the early 1800s, a chief predicted that the Choctaw War Cry would be heard in many foreign lands.
- C. Choctaw codebreakers joined the war effort in WWI.

III. Describe the WWI battle that Choctaw codebreakers helped win.

- A. Give the dates and units involved in the battle.
- B. Explain that the only reliable method of communication involved cables that the Germans could tap into.
- C. Tell how the Choctaw saved the day—quoting the letter of Col. A. W. Bloor.

IV. Conclusion

- A. Explain that because the Choctaw “turned the tide” of one battle, they did contribute to the war—even if this victory did not make a “marked difference” in the war’s outcome.
- B. Point out that the Choctaw would go on to serve in World War II as well.

NAME: _____

5.6

DATE: _____

Outline

One-sentence statement of my research question: _____

Answer #1 (paragraph 2): _____

Ways in which this answer ties to my question: _____

Answer #2 (paragraph 3): _____

Ways in which this answer ties to my question: _____

Answer #3 (paragraph 4): _____

Ways in which this answer ties to my question: _____

Conclusion: (Paragraph 5): A restatement of the theme and the conclusions the essay has led to about that subject.

Use the space below to construct your own Roman numeral outline, as described in the lesson—using a capital I, II, and III for the main sections and capital letters A, B, C, and so on for the main points within each section. If you wish to go into more detail, you may use Arabic numerals beneath each capital letter.

NAME: _____

DATE: _____

Vocabulary for Chapter 21: “Guam” and Chapter 22: “Fatigue”

Chapter 21: “Guam”

1. **pulverize**, *v.* to completely defeat or destroy (**pulverized**) (147)
2. **wisecrack**, *v.* to make a funny remark or joke (**wisecracked**) (148)
3. **splice**, *v.* to join or connect (**spliced**) (150)
4. **skirmish**, *v.* to engage in a fight, especially between small groups of soldiers (**skirmishing**) (154)
5. **evacuate**, *v.* to remove someone from a dangerous place to a safer place (**evacuated**) (158)

Chapter 22: “Fatigue

6. **fatigue**, *n.* extreme tiredness or exhaustion (159)
7. **second-hand**, *adj.* used; not new (159)
8. **stretcher**, *n.* a framework of two poles with a long piece of canvas between them, used to carry sick, injured, or dead people (159)

NAME: _____

DATE: _____

Guided Questions for Chapter 21: “Guam” and Chapter 22: “Fatigue”

Answer the following questions in complete sentences.

Chapter 21: “Guam”

1. How do Ned and the other Navajo soldiers express the beliefs and values of their group in this chapter?

2. Why do you think Ned cannot clearly recall some of his experiences in battle?

3. Compare and contrast the Chamorros' treatment by the Japanese on Guam with the Navajo's treatment by non-native people during the Long Walk.

Chapter 22: "Fatigue"

1. What does Ned compare himself and the other Marines to? Why?

NAME: _____

DATE: _____

2. What is battle fatigue?

3. Explain the purpose and importance of the Enemyway ceremony.

6.3

DATE: _____

Summary of Chapter 23: “Pavavu” and Chapter 24: “Iwo Jima”

In the space below, fill in details about important events in “Pavavu” and “Two Jima.”

[illegible]

[illegible]

NAME: _____

6.4

TAKE-HOME

DATE: _____

Grammar: Punctuating Citations

Fill in the blanks with the correct punctuation for entries on a Works Cited page.

Book

Durrett, Deanne____ *Unsung Heroes of World War II: The Story of the Navajo Code Talkers*____ Lincoln____ University of Nebraska Press____ 2009____

Print Article

Meadows, William C____ ____The Code Talkers' Legacy: Native Languages Helped Turn the Tides in Both World Wars____ *American Indian Magazine*____ Fall 2020____ 5–15____

Web Article

American Indian____ ____The Code Talkers' Legacy: Native Languages Helped Turn the Tides in Both World Wars____ accessed March 26, 2022____ <https://www.americanindianmagazine.org/story/code-talkers-legacy-native-languages-helped-turn-tides-both-world-wars>.

NAME: _____

DATE: _____

Draft Your Research Essay

Write your first draft on the lines below. The number of lines gives a rough approximation of how much space is usually devoted to these parts of an essay. But your essay may be different! Use these pages as you wish. Remember that what you write now will likely change as you develop your essay in following drafts.

INTRODUCTION: *(Include a version of the research question and perhaps a hint at the conclusion.)*

BODY TEXT:

CONCLUSION:

NAME: _____

7.1

DATE: _____

Vocabulary for Chapter 25: “In Sight of Suribachi” and Chapter 26: “The Black Beach”

Chapter 25: “In Sight of Suribachi”

1. **distillery**, *n.* a device that removes impurities from water, making it safe to drink (**distilleries**) (177)
2. **monitor**, *v.* to observe or check on something or someone (**monitoring**) (178)
3. **looming**, *adj.* shadowy and threatening (180)

Chapter 26: “The Black Beach”

4. **ricochet**, *v.* to bounce back off of another object (**ricocheted**) (183)
5. **terrace**, *n.* a flat slope (184)
6. **sharp**, *adj.* harsh; unpleasant (186)
7. **tang**, *n.* a strong flavor, taste, or smell (186)
8. **objective**, *n.* a goal (187)
9. **stem**, *v.* to stop something (193)
10. **isolated**, *adj.* far away; remote (193)

Grammar: Biking Essay with Transitions

transition introducing support for main idea

Bike riding is the perfect sport. **I say that for the following reasons.**

transitions between paragraphs introducing topic of paragraphs

First, it's a great way to stay fit without the work and—let's be honest—pain of exercise. Feel the burn? No, thank you! No pain—**yet** gain!

contrasting transition within a sentence

Second, it's practical. You have to go places, right? **So**, bike there, **and** when your workout is over, oh, look, you're also at school. What will you do with all that saved time?

cause/effect and supporting transitions

Last, but not least, biking is fun. How many activities let you see the sights, hang out with friends, fly through the air, and get a tan all at once?

contrasting transition between paragraphs and cause/effect transition between sentences

However, there's nothing fun about getting hurt. **So**, you'll want to do your biking safely. Wear a helmet. Obey the rules of the road. Watch out for cars—and pedestrians. And have fun!

NAME: _____

DATE: _____

Grammar: Using Transitions and Punctuating Citations

Fill in the blanks with a transition word or phrase that fits logically with the paragraph's meaning.

I had no experience working in an ice-cream shop. _____,

when my cousin asked me to take a shift for him, I decided to give it my best shot.

_____, I made sure I looked my best when I arrived

at the shop. Then, _____, I watched

the other people working at the shop to see how they spoke to the customers.

_____, I wanted to see exactly how my coworkers put together ice-cream cones and sundaes. I had thought it would be hard,

_____, _____,

I realized it would be easy for me too. _____ I watched the other

servers first, I was able to relax and do a good job myself.

Write correctly punctuated entries for a Works Cited page for the two works described below.

1. A book with the title *Code Talker*, written by Susan Rasmussen and published by Rice University Press, located in Houston, in 2018.

2. An article with the title “The Navajo Language” found on July 8, 2022, at the History Online website with the URL <https://HistoryOnline.com/TheNavahoLanguage>.
-
-

Add punctuation to the following reference in the body of a research paper from page 57 of the Rasmussen book.

Rasmussen writes that code talkers were _critically important_ to American success in World War II _57_.

NAME: _____

DATE: _____

Additional Research Guide

Identify new facts or ideas that you would like to introduce into your research essay, and provide the source you find to support this material and the citation for that source. The first set of boxes is filled in using the Writing Model.

New Material	Sources	Citations
the number of Choctaw code breakers in the battle	Texas Military Forces Museum; ChoctawNation	Texas Military Forces Museum, “Choctaw Indian Codetalkers of World War I,” accessed March 23, 2022, https://www.texasmilitaryforcesmuseum.org/choctaw/codetalkers.htm ChoctawNation, “Code Talkers,” accessed March 23, 2022, https://www.choctawnation.com/history-culture/people/code-talkers

Research Question:		
New Material	Sources	Citations

Research Question:		
New Material	Sources	Citations

Research Question:		
New Material	Sources	Citations

NAME: _____

8.1

DATE: _____

Vocabulary for Chapter 27: “Okinawa” and Chapter 28: “The Bomb”

Chapter 27: “Okinawa”

1. **armada, *n.*** a fleet of warships (196)
2. **burr, *n.*** a prickly seed case or flower head that clings to clothing or animal fur (197)
3. **ominous, *adj.*** giving the impression that something bad is going to happen (198)
4. **impending, *adj.*** about to happen (199)
5. **casualties, *n.*** people killed or injured in a war (201)

Chapter 28: “The Bomb”

6. **sanction, *n.*** official permission (205)
7. **unconditional, *adj.*** not subject to any special terms or conditions (205)
8. **coup, *n.*** a sudden change of government carried out illegally or by force (205)

NAME: _____

DATE: _____

Guided Questions for Chapter 27: “Okinawa” and Chapter 28: “The Bomb”

Answer the following questions in complete sentences.

Chapter 27: “Okinawa”

1. Who is Tokyo Rose? How do the American soldiers respond to her?

2. Why does Ned fear a U.S. invasion of the Japanese mainland? How has his experience on Iwo Jima and Okinawa fueled his fears?

3. Why does Ned conduct a pollen ritual after he learns of the death of President Roosevelt?

4. Why do you think Sam Little Fingernail alludes to his great-grandfather and the fight with Custer?

NAME: _____

DATE: _____

Chapter 28: “The Bomb”

1. Based on Ned’s comments in the previous chapter—as well as what you have learned about the war and Japanese culture—why do you think the U.S. government decided to drop the atomic bomb on Japan?

2. What evidence does the author, Joseph Bruchac, give to suggest that Emperor Hirohito of Japan was not really in control of his country during the war?

NAME: _____

DATE: _____

Practice Spelling Words

Use each spelling word in a complete sentence with a transition word or phrase that logically fits the idea the sentence expresses.

pseudonym

prescription

vocation

pseudopod

conscription

vocal

pseudoscience

inscribe

irrevocable

description

proscribe

vocabulary

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAME: _____

DATE: _____

Research Essay Rubric

	Exemplary	Strong	Developing	Beginning
Support for Topic	Essay states a clear research question, and text answers it.	Essay states a research question and answers it.	Essay states a question that it does not fully answer.	Essay contains neither research question nor an answer.
	Introduction provides the topic; conclusion ties to introduction.	Introduction suggests the topic; conclusion relates to introduction.	Introduction opens the essay; conclusion does not relate to introduction.	There is no introduction or conclusion that relates to the essay.
Body Text Structure	Structure is compelling, with a point to every paragraph and clear transitions.	Structure works, with a point to most paragraphs and consistent use of transitions.	Structure mostly works but with unnecessary paragraphs and some use of transitions.	Structure is unclear; paragraphs have no clear point; no transitions are used.
Source Reliability	Information is drawn only from reliable sources.	Information is drawn mostly from reliable sources.	Information is drawn from questionable sources.	Information sources are unclear or not cited.
Text	Text is clear and supports the conclusion throughout.	Text is not always clear but supports the conclusion.	Text is unclear and only partly relates to the conclusion.	Text is unclear, and there is no conclusion.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

8.5

DATE: _____

Research Essay Peer Review Checklist

Complete this checklist as you read the draft of the argument written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The introduction communicates a clear research question.

_____ The essay uses facts and information drawn from reliable sources.

_____ Each paragraph contributes to the conclusion of the essay.

_____ Text is clear and incorporates sufficient facts and information to explain the topic.

_____ Text uses a formal style.

_____ The conclusion supplies a clear answer to the research question.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

NAME: _____

9.1

DATE: _____

Vocabulary for Chapter 29: “Going Home”

1. **pitiful**, *adj.* deserving of sympathy; pathetic (207)
2. **career**, *n.* an occupation undertaken for a long part of a person’s life; a profession (208)
3. **branches**, *n.* smaller divisions of a larger organization (208)
4. **glare**, *v.* to stare at in an angry way (**glared**) (210)
5. **reform**, *n.* a change for the better (213)
6. **declassified**, *adj.* no longer secret (213)

NAME: _____

9.2

DATE: _____

Themes in *Code Talker*

Fill in the graphic organizer based on your reading of the book.

What is an important theme in *Code Talker*?

What examples from the book support the theme?

Write a paragraph explaining how the theme is developed.

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Write a sentence using two of your spelling words and use a transition word or phrase in your sentence.

NAME: _____

DATE: _____

Research Essay Editing Checklist

Research Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> I have applied my knowledge of language conventions in the use of vocabulary. 	
Format	
<ul style="list-style-type: none"> I have used a formal style suitable to a research essay. I have answered a research question using text with paragraphs linked by transitions and supported by reliable sources. I have included the proper heading, including my name, my teacher's name, the class title, and the date. 	
Grammar	
<ul style="list-style-type: none"> I have employed transitions between sentences, paragraphs, and ideas. 	
Spelling	
<ul style="list-style-type: none"> I have correctly spelled words when using the roots <i>pseudos</i>, <i>scribo</i>, and <i>voco</i> I have correctly spelled content-related words from <i>Code Talker</i>. 	
Punctuation	
<ul style="list-style-type: none"> I have properly punctuated citations. 	

Unit Assessment—Code Talker

Today you will read two selections from American Indian Stories by Zitkala-Sá, a Native American writer. In these selections, Zitkala-Sá describes her experiences at a missionary school. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

“The Land of Red Apples” (excerpt)

1. It was night when we reached the school grounds. The lights from the windows of the large buildings fell upon some of the iciced trees that stood beneath them. We were led toward an open door, where the brightness of the lights within flooded out over the heads of the excited palefaces who blocked our way. My body trembled more from fear than from the snow I trod upon.
2. Entering the house, I stood close against the wall. The strong glaring light in the large whitewashed room dazzled my eyes. The noisy hurrying of hard shoes upon a bare wooden floor increased the whirring in my ears. My only safety seemed to be in keeping next to the wall. As I was wondering in which direction to escape from all this confusion, two warm hands grasped me firmly, and in the same moment I was tossed high in midair. A rosy-cheeked paleface woman caught me in her arms. I was both frightened and insulted by such trifling. I stared into her eyes, wishing her to let me stand on my own feet, but she jumped me up and down with increasing enthusiasm. My mother had never made a plaything of her wee daughter. Remembering this I began to cry aloud.
3. They misunderstood the cause of my tears, and placed me at a white table loaded with food. There our party were united again. As I did not hush my crying, one of the older ones whispered to me, “Wait until you are alone in the night.”
4. It was very little I could swallow besides my sobs, that evening.
5. “Oh, I want my mother and my brother Dawée! I want to go to my aunt!” I pleaded; but the ears of the palefaces could not hear me.

6. From the table we were taken along an upward incline of wooden boxes, which I learned afterward to call a stairway. At the top was a quiet hall, dimly lighted. Many narrow beds were in one straight line down the entire length of the wall. In them lay sleeping brown faces, which peeped just out of the coverings. I was tucked into bed with one of the tall girls, because she talked to me in my mother tongue and seemed to soothe me.
7. I had arrived in the wonderful land of rosy skies, but I was not happy, as I had thought I should be. My long travel and the bewildering sights had exhausted me. I fell asleep, heaving deep, tired sobs. My tears were left to dry themselves in streaks, because neither my aunt nor my mother was near to wipe them away.

Questions

1. Why is Zitkala-Sá trembling in paragraph 1? Pick **two** answers.
 - A. She is cold.
 - B. She is hungry.
 - C. She is afraid.
 - D. She is angry.
2. Who are the “palefaces” Zitkala-Sá describes in paragraph 1?
 - A. the white pupils at the school
 - B. the white adults who run the school
 - C. her friends who are arriving at the school with her
 - D. the Native American pupils at the school
3. **Part A:** How does Zitkala-Sá feel when the rosy-cheeked woman begins tossing her up and down?
 - A. She feels amused.
 - B. She feels humiliated.
 - C. She feels peaceful.
 - D. She feels happy.

NAME: _____

DATE: _____

Part B: How does paragraph 2 show that the white people at the school do not respect Native American values and traditions?

4. Read paragraph 3.

They misunderstood the cause of my tears, and placed me at a white table loaded with food. There our party were united again. As I did not hush my crying, one of the older ones whispered to me, “Wait until you are alone in the night.”

Part A: Why did the white people think Zitkala-Sá was crying?

- A. They thought she was scared.
- B. They thought she was angry.
- C. They thought she was tired.
- D. They thought she was hungry.

Part B: Underline words in this passage that give you the answer to Part A.

5. Which line from the text tells you that Zitkala-Sá did not eat much her first evening at the school?
- A. “It was very little I could swallow besides my sobs, that evening.”
 - B. “There our party were united again.”
 - C. “As I did not hush my crying, one of the older ones whispered to me, ‘Wait until you are alone in the night.’”
 - D. “My mother had never made a plaything of her wee daughter.”
6. Read paragraph 6.

From the table we were taken along an upward incline of wooden boxes, which I learned afterward to call a stairway. At the top was a quiet hall, dimly lighted. Many narrow beds were in one straight line down the entire length of the wall. In them lay sleeping brown faces, which peeped just out of the coverings. I was tucked into bed with one of the tall girls, because she talked to me in my mother tongue and seemed to soothe me.

Part A: What is the meaning of the term *mother tongue*?

- A. the language spoken by the palefaces
- B. Zitkala-Sá’s native language
- C. soothing words meant to calm Zitkala-Sá
- D. a special ceremonial language

Part B: Circle the phrase in this passage that means “Native American children.”

NAME: _____

DATE: _____

7. Read paragraph 7.

I had arrived in the wonderful land of rosy skies, but I was not happy, as I had thought I should be. My long travel and the bewildering sights had exhausted me. I fell asleep, heaving deep, tired sobs. My tears were left to dry themselves in streaks, because neither my aunt nor my mother was near to wipe them away.

Which words best summarize Zitkala-Sá's feelings in this passage?

- A. hopeful and optimistic
- B. angry and defiant
- C. confused and despairing
- D. hesitant and quiet

8. How does paragraph 7 tell us that the school was much different from what Zitkala-Sá had expected?

“The Cutting of My Long Hair”

1. Late in the morning, my friend Judéwin gave me a terrible warning. Judéwin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!
2. We discussed our fate some moments, and when Judéwin said, “We have to submit, because they are strong,” I rebelled.
3. “No, I will not submit! I will struggle first!” I answered.
4. I watched my chance, and when no one noticed, I disappeared. I crept up the stairs as quietly as I could in my squeaking shoes,—my moccasins had been exchanged for shoes. Along the hall I passed, without knowing whither I was going. Turning aside to an open door, I found a large room with three white beds in it. The windows were covered with dark green curtains, which made the room very dim. Thankful that no one was there, I directed my steps toward the corner farthest from the door. On my hands and knees I crawled under the bed, and cuddled myself in the dark corner.
5. From my hiding place I peered out, shuddering with fear whenever I heard footsteps near by. Though in the hall loud voices were calling my name, and I knew that even Judéwin was searching for me, I did not open my mouth to answer. Then the steps were quickened and the voices became excited. The sounds came nearer and nearer. Women and girls entered the room. I held my breath and watched them open closet doors and peep behind large trunks. Some one threw up the curtains, and the room was filled with sudden light. What caused them to stoop and look under the bed I do not know. I remember being dragged out, though I resisted by kicking and scratching wildly. In spite of myself, I was carried downstairs and tied fast in a chair.
6. I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward’s! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.

Questions

9. From what point of view is this selection given?
- A. first-person past tense
 - B. third-person past tense
 - C. first-person present tense
 - D. third-person present tense
10. Who is the narrator of this selection?
- A. Judéwin
 - B. the paleface woman
 - C. Zitkala-Sá
 - D. Judéwin's mother
11. Read paragraphs 1–3.

Late in the morning, my friend Judéwin gave me a terrible warning. Judéwin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!

We discussed our fate some moments, and when Judéwin said, “We have to submit, because they are strong,” I rebelled.

“No, I will not submit! I will struggle first!” I answered.

Part A: What is the best way to describe how Native American people feel about wearing short hair?

- A. They consider it to be shameful.
- B. They think it is ugly.
- C. They believe it is fashionable.
- D. They dismiss it as childish.

Part B: Underline words in this passage that give you the answer to Part A.

NAME: _____

DATE: _____

12. How do Zitkala-Sá and Judéwin react differently to the news about the haircut?

13. Why do you think the white people at the school want to cut off the native girls' long hair?

14. Why does Zitkala-Sá crawl under the bed in an upstairs room?

- A. She is playing a game of hide-and-seek with Judéwin.
- B. She is hiding from the white people who want to cut her hair.
- C. She wants to conduct a private Blessingway ceremony.
- D. She is angry with Judéwin for agreeing to have her hair cut.

15. Which detail in the selection shows that Zitkala-Sá has already been forced to give up some of her native ways?

- A. She gossips with her friend Judéwin about the palefaces.
- B. She insults the palefaces and calls them “cowards.”
- C. She wonders what she will look like with short hair.
- D. She is wearing shoes rather than moccasins.

16. Read paragraph 6.

I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.

Part A: Which words best describe Zitkala-Sá's feelings in this passage?

- A. tentative and uncertain
- B. weak and cowardly
- C. broken and hopeless
- D. proud and strong

Part B: Underline **two** similes and circle **one** metaphor in this passage.

NAME: _____

DATE: _____

17. What is a major theme of this selection?

- A. It is wise to obey authority.
- B. Different cultures cannot coexist peacefully.
- C. All people are more or less the same on the inside.
- D. The loss of native cultures is tragic.

Reading Comprehension Score: _____ of 17 points.

[illegible]

Writing Prompt Score: _____ of 4 points.

NAME: _____

A.5

ASSESSMENT

DATE: _____

Grammar

Fill in the blank with a transition word or phrase that fits the logic of the sentence(s).

1. _____ the bus was delayed, we had to wait for an hour in the rain.
2. The weather was perfect, _____ the fish were definitely biting.
3. The rain has stopped, _____ we can finally go for a walk.
4. All signs pointed to her having no chance to win the race; _____, she made up her mind to give it her best try.
5. Warm weather is coming, _____ it's not quite here yet.
6. Both tires on my bike were flat. _____, the bell wasn't working properly.

Identify the underlined transition phrase or clause as supporting (S), contrasting (C), or cause-and-effect (CE).

7. Although Emily had practiced with the bow and arrow for weeks, she still could not hit the target. _____
8. Due to the large number of books I have to carry, I need to get a bigger backpack. _____
9. Let's work on solving our problems, as well as being more polite. _____

10. Shrenik had a great time at the party, despite worrying for days beforehand that it would be boring. _____

11. I lost my wallet, in consequence of which I need to ask if I can borrow two dollars.

12. In addition to mowing the yard, I'd like you to clean up the garage. _____

Write correctly punctuated entries for a Works Cited page for the two works described below.

13. A book with the title *Tribes of the Americas*, written by James Hearndon and published by the University of Iowa Press, located in Iowa City, in 2016.

14. An article with the title "The Cherokee in Alabama" found on January 7, 2022, at the American Indian History website with the URL <https://AmInHist.com/TheCherokeeinAlabama>.

Add punctuation to the following reference in the body of a research paper from page 288 of the Hearndon book.

15. Hearndon writes that tribes were _all too often_ forced to move from their original homelands to places farther west _288_.

Grammar Score: _____ of 15 points.

NAME: _____

A.6

ASSESSMENT

DATE: _____

Morphology

Fill in the blank after each definition with the matching word from the list. Use each word only once.

prescription	pseudonym	revocation
description	pseudo-intellectual	vocalize
inscribe	pseudoscience	vocation
conscript	pseudopod	convocation

1. to give voice to _____
2. a characterization or picture of something in words _____
3. a fake or false name _____
4. a calling in life _____
5. to write upon or in something _____
6. to write down a person's name as a soldier or member of the military, without giving the person a choice _____
7. something that appears to be intellectual but is not _____
8. a written order for medication or some other treatment

9. appearing to be scientific, while in fact not based on evidence

10. the act of withdrawing or calling back a privilege _____

11. a calling together of people for a specific purpose _____

12. a part of an organism that is foot-like but not actually a foot

<i>Morphology Score: _____ of 12 points.</i>
<i>Total Score for Unit Assessment: _____ of 48 points.</i>

NAME: _____

10.2

DATE: _____

Unit Feedback Survey

Unit 8: *Code Talker*

Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the text *Code Talker*?

1

2

3

4

5

What, if anything, did you like about the novel?

What, if anything, did you not like about the novel?

Were you able to read and understand most of the novel on your own, or did you have difficulty?

Would you recommend this novel to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

NAME: _____

PP.1

ASSESSMENT

DATE: _____

Mid-Unit Comprehension Check—*Code Talker*

Answer the following questions about Code Talker.

1. The narrator, Ned Begay, is a member of which Native American group?
 - A. Cherokee
 - B. Navajo
 - C. Cheyenne
 - D. Sioux

2. Where does Ned's uncle take him at the beginning of the novel?
 - A. to the Long Walk
 - B. to a Blessingway ceremony
 - C. to a boarding school
 - D. to Code Camp

3. What do the principal and teachers tell the children about their native culture?
 - A. that it is worthless
 - B. that it is admirable
 - C. that it is hard to understand
 - D. that it is sacred

4. How do Ned and some other students defy the school rules?

5. What are some of Ned’s personal qualities?

- A. He is quiet and studious.
- B. He is loud and talkative.
- C. He is lazy and angry.
- D. He is argumentative and selfish.

Read the following excerpt from Chapter 4: “Progress” from Code Talker, and answer the questions that follow:

So I held on to my sacred language while learning the words and the ways of the whites. But I had no idea, even in my wildest dreams, that the very language those *bilagáanaa* teachers tried to erase—the way you wipe words from a blackboard—would one day be needed by important white men.

NAME: _____

DATE: _____

6. How is this passage an example of foreshadowing? How does it relate to the concept of tradition vs. progress?

7. What is the meaning of the word *sacred*?

- A. ancient
- B. native
- C. complicated
- D. spiritual

8. Which literary device is used in this passage?

- A. exaggeration
- B. irony
- C. alliteration
- D. personification

9. Which historical event occurs when Ned is in high school?
- A. the dropping of an atomic bomb on Hiroshima
 - B. the German invasion of Poland
 - C. the Japanese attack on Pearl Harbor
 - D. the death of President Franklin Roosevelt
10. What is a Blessingway? Why do Ned's parents want him to have a Blessingway ceremony? How does a Blessingway ceremony relate to Navajo values?

11. Which branch of the military does Ned join?
- A. the U.S. Marines
 - B. the U.S. Army
 - C. the U.S. Coast Guard
 - D. the U.S. Air Force

NAME: _____

DATE: _____

12. Which of the following does Ned have the hardest time mastering at boot camp?

- A. shooting
- B. code talking
- C. hand-to-hand combat
- D. swimming

13. Compare and contrast the Navajo recruits with the white recruits at boot camp.

Read the following excerpt from Chapter 10: “Boot Camp” from Code Talker, and answer the questions that follow.

“Chief,” Georgia Boy said, “kin y’read?”

“Yes,” I told him.

“What’s that there say?” He pointed at the sign on the wall.

I wondered why he was testing me like that. Was he one of those people who thought all Indians were too stupid to read? But I read it aloud anyway. “Exit.”

“Uh-huh.” He nodded. “That’s what they tole me it read. So mebbe y’could read me this hear letter I just got fum home. The parson helped Ma write it. If you wouldn’t mind.”

He took a much-folded piece of paper from his wallet and carefully handed it to me.

The letter was not very well written. It mostly said the farm was fine and she surely missed him. There were many X’s and O’s at the end of it.

“I knows what them is,” he said, putting his finger on the X’s and O’s. “Loves and kisses.”

14. What is a *parson*?

- A. a preacher
- B. a soldier
- C. a teacher
- D. a lawyer

15. What does Ned learn about white people in this excerpt?

16. What did the code talkers do in World War II? Why were Navajo recruited to be code talkers?

NAME: _____

DATE: _____

17. What is unusual about the way the white Marines treat Ned and the other Navajo at code school?
- A. They are shy and distant.
 - B. They are patient and friendly.
 - C. They are loud and hateful.
 - D. They are rude and dismissive.
18. Where does Ned make his very first landing and see his first combat action?
- A. Pearl Harbor
 - B. Okinawa
 - C. Iwo Jima
 - D. Puruata

Read the following excerpt from Chapter 18: “On Bougainville” from Code Talker, and answer the question that follows.

The first time I saw the body of an enemy soldier was November 7. I was following a trail through the jungle with our squad. The dead man was sitting by the side of the trail, leaning against a coconut tree with his eyes closed as if he was sleeping. I was surprised at how young and peaceful he looked and how small he was. I realized, with a shock, that his face was a lot like that of one of my cousins back home.

19. Explain how this passage reinforces one of the book's main themes.

Mid-Unit Assessment Score: _____ of 19 points.

NAME: _____

DATE: _____

End-of-Unit Comprehension Check—*Code Talker*

Answer the following questions about Code Talker.

1. Why does Ned have special sympathy for the Chamorros? How does this relate to one of the major themes of the book?

2. How is Ned's experience of the landing on Guam similar to his experience landing on Puruata?

- A. In both cases, he is wounded and sent to a field hospital to recover.
- B. In both cases, he barely remembers any details and acts instinctively.
- C. In both cases, he crosses enemy lines to save a fellow Marine.
- D. In both cases, he panics and is unable to relay code messages on his radio.

3. Which historical event does the Japanese occupation of Guam make Ned remember?

- A. the attack on Pearl Harbor
- B. the death of Franklin Roosevelt
- C. the Long Walk
- D. the dropping of the atomic bomb

Read the following excerpt from Chapter 22: “Fatigue” from *Code Talker*, and answer the questions that follow.

The name the armed forces gave to that sickness of the mind and spirit was “battle fatigue.” It was hard for some people to understand, especially those who’d never been in combat. Some even accused those men of being fakers and cowards. But we Navajos understood it well. Our ancestors saw what war does to human beings. When we must fight other humans, injure and kill them, we also injure a part of ourselves. Our spirits become sick from contact with the enemy.

4. What does the word *fatigue* mean?
- A. fear
 - B. sadness
 - C. exhaustion
 - D. loneliness
5. How is the Navajo’s response to soldiers with battle fatigue different from those who call the soldiers “fakers and cowards”? How do you explain the difference?

NAME: _____

DATE: _____

6. Which Navajo ceremony is most closely related to this passage?
- A. the Blessingway ceremony
 - B. the Gameway ceremony
 - C. the Evilway ceremony
 - D. the Enemyway ceremony
7. What did the soldiers find when they explored the deserted Japanese positions on Iwo Jima? Why did this discovery make them angry?

8. With which of the senses is the word *stench* most closely related?
- A. taste
 - B. smell
 - C. touch
 - D. sight

9. With which famous historical event is Ira Hayes most closely associated?
- A. the raising of the flag on Mount Suribachi
 - B. the dropping of the atomic bomb on Hiroshima
 - C. the Marine assault on Guadalcanal
 - D. the Japanese attack on Pearl Harbor

Read the following excerpt from Chapter 26: “The Black Beach” from *Code Talker*, and answer the question that follows.

During that struggle to take Suribachi, three more of our Navajo code talkers ended their war. Paul Kinlahcheeny. Sam Morgan. Willie Notah. When Paul was hit by machine gun fire and died, he called out to Jimmie Gleason, the other Navajo with him.

“Tell my folks,” were Paul’s last words.

10. What is the connotative meaning of the phrase *ended their war*?
- A. deserted
 - B. died
 - C. quit
 - D. retreated
11. Which close friend of Ned’s is badly injured on Iwo Jima?
- A. Ira Hayes
 - B. Corporal Radant
 - C. Smitty
 - D. Georgia Boy

NAME: _____

DATE: _____

12. Who is Tokyo Rose? What is she trying to do, and why are the American soldiers amused by her?

13. What is unusual about the U.S. landing on Okinawa?

- A. The Japanese use kamikaze planes.
- B. The Japanese do not resist at first.
- C. The Japanese surrender immediately.
- D. The Japanese fight back intensely.

14. Why does Ned think the Japanese emperor is not really in control of his country?

15. What finally forces Japan to surrender?
- A. U.S. forces invade the mainland of Japan and seize power.
 - B. Marines defeat the last Japanese stronghold on Okinawa.
 - C. The United States drops two atomic bombs on Japan.
 - D. Japan's military leaders force the emperor out of office.
16. How is Ned treated when he returns to the United States after the war?
- A. He is given a hero's welcome on his reservation.
 - B. He suffers the same racism he faced before he left.
 - C. He is forced to give up his traditional Navajo beliefs.
 - D. He gains a newfound respect among most white people.
17. What is one major theme of *Code Talker*?
- A. All cultures are important and worthy of respect.
 - B. There is no such thing as a coincidence.
 - C. Friendships are more important than family ties.
 - D. Kindness is the best quality one can have.

<i>End-of-Unit Assessment Score: _____ of 17 points.</i>
--

NAME: _____

DATE: _____

Grammar: Using Transitions and Punctuating Citations

For each sentence set, underline the transition word or phrase, and identify it as supporting (S), contrasting (C), showing order (O), or showing cause and effect (CE).

1. I enjoyed the movie, but I didn't think the acting was very good. _____
2. Please hang up your coat, and don't forget to wash your hands. _____
3. She didn't get much sleep, because the neighbors made noise all night. _____
4. Before we left the campsite, we made sure the fire was completely out.

5. We spent the morning cleaning the garage. Afterward, we went for a swim.

6. I forgot the key to my bike lock; consequently, I had to go by foot. _____
7. Despite the hot weather, we had a good time hiking in the mountains. _____
8. The owner paid us for cutting the grass. In addition to that, she gave us lunch.

For each citation, identify the numbered punctuation with the letter for the correct label.

Phyllips, Jayne. *Hopi Grammar*. Chicago: Beacon Press, 2019.

—	—	—	—	—	—
9	10	11	12	13	14

- | | |
|-----------|--|
| 9. _____ | A. colon after city where publisher is located |
| 10. _____ | B. period after title of book |
| 11. _____ | C. period after date of publication |
| 12. _____ | D. comma after author's last name |
| 13. _____ | E. comma after name of publisher |
| 14. _____ | F. period after author's first name |

Byrne, Lucy. "Indian Trade Routes in the 1800s." *Smithsonian*. June 2020: 32–45.

— — —	— —	—	— — —
15 16 17	18 19	20	21 22 23

- | | |
|-----------|--|
| 15. _____ | A. colon after date of publication |
| 16. _____ | B. period at end of article title |
| 17. _____ | C. period after name of periodical |
| 18. _____ | D. comma after author's last name |
| 19. _____ | E. period after page-number range |
| 20. _____ | F. period after author's first name |
| 21. _____ | G. quotation marks at beginning of article title |
| 22. _____ | H. quotation marks at end of article title |
| 23. _____ | I. dash in page-number range |

NAME: _____

DATE: _____

Morphology: Greek/Latin Roots

Complete each sentence by filling in the blank with the meaning of the given root. Then write one word that contains the root.

1. The meaning of the root *pseudos* is _____.

2. The meaning of the root *scribo* is _____.

3. The meaning of the root *voco* is _____.

For each word below, write the Unit 8 root it contains. Then write the meaning of the word.

4. *Description* Root: _____

Meaning: _____

5. *Pseudoscience* Root: _____

Meaning: _____

6. *Vocation* Root: _____

Meaning: _____

E.1

DATE: _____

Sources for Report on Native American Languages Act

Use this worksheet to record the sources you used to write your report about the Native American Languages Act. Use proper formatting and punctuation for all citations.

[illegible]

ENRICHMENT

Cultural Assimilation

Use this worksheet to record your thoughts and feelings about the process of forced cultural assimilation.

[illegible]

NAME: _____

DATE: _____

Film vs. Book

Use this worksheet to compare/contrast the film Windtalkers with the book Code Talker. Conclude by writing a short paragraph explaining which version you preferred and why.

Film	Book

ENRICHMENT

Navajo Ceremonial Song

Use the space below to record a response to the Navajo ceremonial song you listened to.

Name of song: _____

[illegible]

[illegible]

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *Code Talker*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols

Glossary for *Code Talker*

A

abruptly, *adv.* quickly and without warning

ambush, *n.* a sneak attack

armada, *n.* a fleet of warships

B

battery, *n.* a group of guns or missile launchers operated at the same place

branches, *n.* smaller divisions of a larger organization

brief, *v.* to instruct or inform someone thoroughly

broach, *v.* to veer and pitch forward wildly

burr, *n.* a prickly seed case or flower head that clings to clothing or animal fur

C

calloused, *adj.* having an area of hardened skin

career, *n.* an occupation undertaken for a long part of a person's life; a profession

casualties, *n.* people killed or injured in a war

chaos, *n.* complete disorder and confusion

clan, *n.* a group of interrelated families

classified, *adj.* secret

colorful, *adj.* vulgar or rude

coup, *n.* a sudden change of government carried out illegally or by force

D

decipher, *v.* to convert a code into normal language

declassified, *adj.* no longer secret

defiant, *adj.* showing resistance to authority

depot, *n.* a place where things are stored for future use

determined, *adj.* having made a firm decision and resolved not to change it

disciplinarian, *n.* someone who expects others to follow strict rules and harshly punishes those who do not obey

dismay, *n.* a feeling of despair, especially when faced with problems

dispense, *v.* to give out or distribute something

disposition, *n.* one's usual mood

distillery, *n.* a device that removes impurities from water, making it safe to drink (**distilleries**)

dock, *v.* to deduct from someone's wages

doom, *n.* a terrible fate; death

dormitory, *n.* a building at a boarding school where students live

drawl, *v.* to speak in a slow, lazy way with pronounced vowel sounds

E

emphasize, *v.* to stress as important

evacuate, *v.* to remove someone from a dangerous place to a safer place

exile, n. the state of being expelled from one's native land

eyeball, v. to look at closely

F

fatigue, n. extreme tiredness or exhaustion

flinch, v. to draw back as if in fear or pain

flounder, v. to struggle helplessly or clumsily (**floundered**)

formal, adj. conventional or official; following accepted customs

G

glare, v. to stare at in an angry way (**glared**)

green, adj. inexperienced

grim, adj. unpleasant; sad

H

herd, v. to move together

hogan, n. a traditional Navajo hut made of logs and earth

I

impending, adj. about to happen

interpreter, n. someone who translates one language into another

isolated, adj. far away; remote

issue, v. to equip someone with something

J

jaunty, adj. having a lively or cheerful manner

L

looming, adj. shadowy and threatening

M

mesa, n. an isolated flat-topped hill with steep sides

mission, n. a building or area used by a humanitarian or religious group

monitor, v. to observe or check on something or someone

morale, n. confidence and enthusiasm, especially of a group

O

objective, n. a goal

ominous, adj. giving the impression that something bad is going to happen

P

parson, n. a member of the clergy; a preacher

perimeter, n. a line forming a boundary

pitiful, adj. deserving of sympathy; pathetic

prospect, n. the possibility or likelihood of something happening

pulverize, v. to completely defeat or destroy

Q

quiver, v. to tremble or shake

NAME: _____

DATE: _____

R

rasp, *v.* to make a harsh, grating noise (**rasped**)

reform, *n.* a change for the better

refuge, *n.* a safe place

resent, *v.* to feel bitter about something (**resented**)

ricochet, *v.* to bounce back off of another object

S

sacred, *adj.* connected in some way with a deity or spiritual entity

sanction, *n.* official permission

second-hand, *adj.* used; not new

sharp, *adj.* harsh; unpleasant

shear, *v.* to cut (**sheared**)

sinister, *adj.* menacing; threatening

skirmish, *v.* to engage in a fight, especially between small groups of soldiers (**skirmishing**)

smart, *v.* to feel a sharp, stinging pain (**smarting**)

snap, *v.* to say something irritably

souvenir, *n.* an object that is kept as a reminder of a person, place, or event

splice, *v.* to join or connect (**spliced**)

stalk, *v.* to follow someone in a sneaky way

stem, *v.* to stop something

sternly, *adv.* strictly; harshly

stretcher, *n.* a framework of two poles with a long piece of canvas between them, used to carry sick, injured, or dead people

subversion, *n.* the act of overthrowing a government

T

tang, *n.* a strong flavor, taste, or smell

terrace, *n.* a flat slope

terrain, *n.* a piece of ground

tradition, *n.* long-standing customs and practices

treachery, *n.* an act of betrayal

U

unconditional, *adj.* not subject to any special terms or conditions

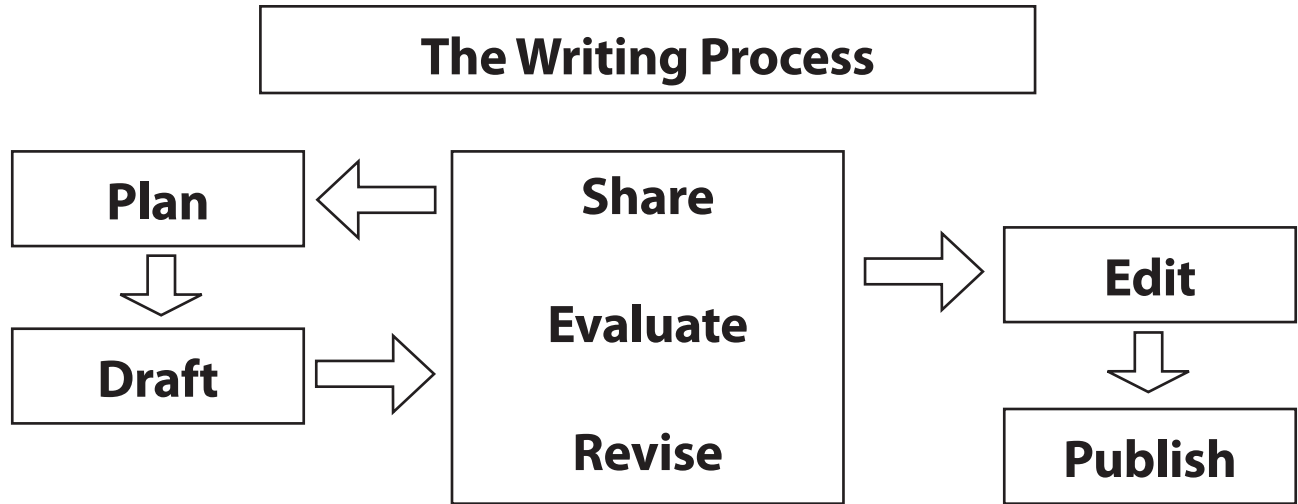
utmost, *adj.* greatest; to the highest extent

W

wisecrack, *v.* to make a funny remark or joke

NAME: _____

DATE: _____



NAME: _____

SR.3

RESOURCES

DATE: _____

Proofreading Symbols

^

Insert

⊙

Insert period

^,

Insert comma

^/

Insert apostrophe

#

Insert space

¶

New paragraph

no ¶

No new paragraph

○

Close up the space

bcap

Capitalize

B lc

Make lowercase (small letter)

e

Delete

rwd.

Reword

←

Move according to arrow direction

↔

Transpose

[

Move to the left

]

Move to the right

^a

Add a letter



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Unit 8

Code Talker

by Joseph Bruchac

Activity Book

GRADE 7



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