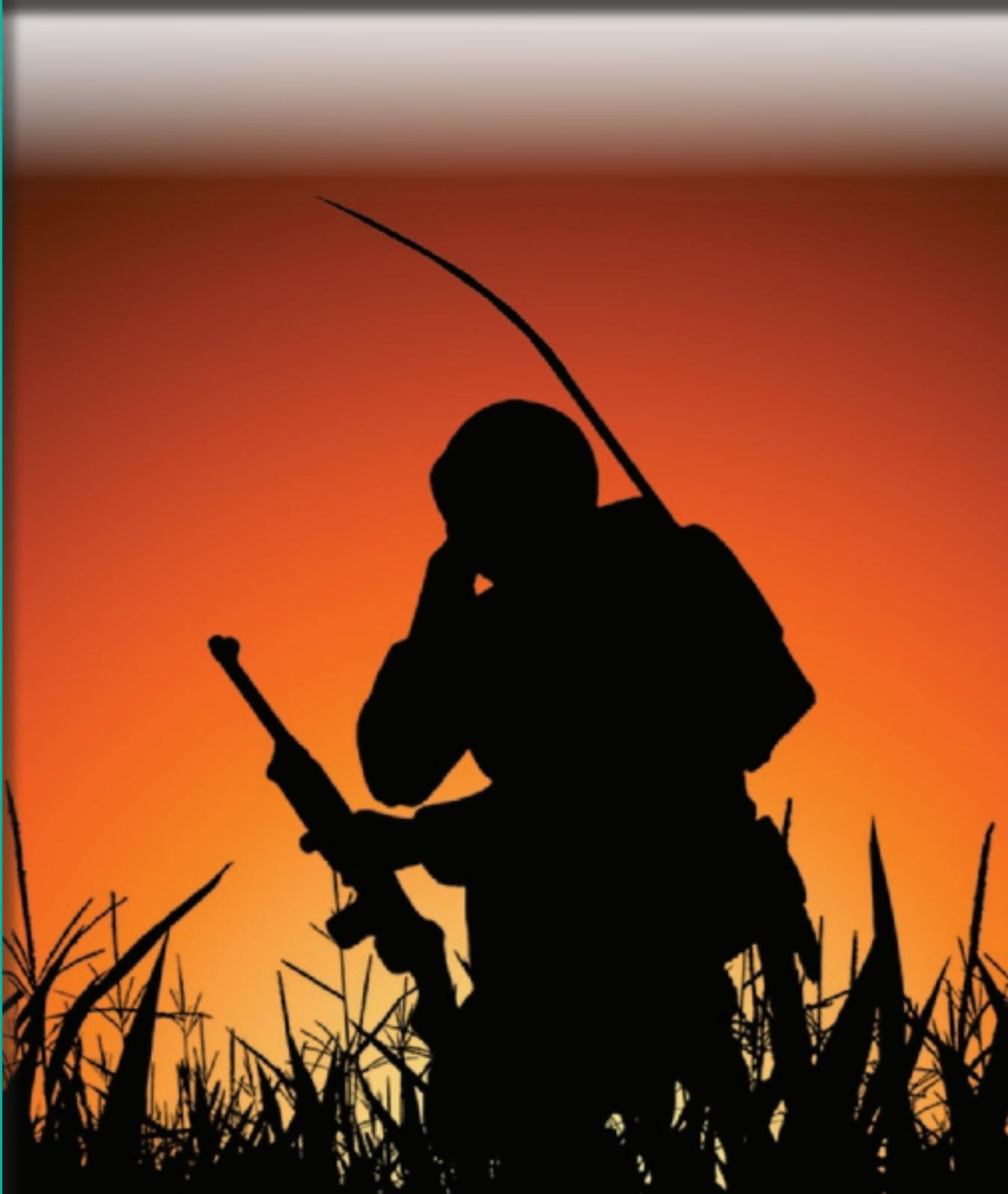


Unit 8

Code Talker

by Joseph Bruchac

Teacher Guide





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GRADE 7

Core Knowledge Language Arts®



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Alignment to the Common Core State Standards

The following chart indicates which lessons in the *Code Talker* unit address content from the Common Core State Standards (CCSS).

Unit 8: <i>Code Talker</i>	Lessons								
	1	2	3	4	5	6	7	8	9
Reading Standards for Literature									
Key Ideas and Details									
STD RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								
STD RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).								
STD RL.7.8	(Not applicable to literature)								
STD RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓	✓	✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity									
STD RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓

Unit 8: Code Talker	Lessons								
	1	2	3	4	5	6	7	8	9
Reading Standards for Informational Text									
STD RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
STD RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.								
STD RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).								
STD RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.								
STD RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.								
STD RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.								
STD RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).								
STD RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.								
STD RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.								
STD RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.								
Writing Standards									
Text Types and Purposes: Argument									
STD W.7.1	Write arguments to support claims with clear reasons and relevant evidence.								
STD W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.								
STD W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.								

Unit 8: <i>Code Talker</i>		Lessons								
		1	2	3	4	5	6	7	8	9
STD W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.									
STD W.7.1.d	Establish and maintain a formal style.									
STD W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.									
Text Types and Purposes: Informative/Explanatory										
STD W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							✓	✓	✓
STD W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.						✓	✓	✓	
STD W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				✓	✓				
STD W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.						✓	✓		
STD W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.						✓	✓	✓	
STD W.7.2.e	Establish and maintain a formal style.						✓	✓	✓	
STD W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.						✓	✓	✓	
Text Types and Purposes: Narrative										
STD W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.									
STD W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.									
STD W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.									
STD W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.									
STD W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.									

Unit 8: Code Talker		Lessons								
		1	2	3	4	5	6	7	8	9
STD W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.									
Production and Distribution of Writing										
STD W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)									✓
STD W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.									✓
Research to Build and Present Knowledge										
STD W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓	✓				✓	✓	✓	
STD W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓	✓	✓	
STD W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						✓	✓	✓	
STD W.7.9.a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).									
STD W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).						✓	✓	✓	
Range of Writing										
STD W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	

Unit 8: <i>Code Talker</i>		Lessons								
		1	2	3	4	5	6	7	8	9
Speaking and Listening Standards										
Comprehension and Collaboration										
STD SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓								
STD SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓								
Presentation of Knowledge and Ideas										
STD SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.									
STD SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.									
STD SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)									
Language Standards										
Conventions of Standard English										
STD L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.									

Unit 8: Code Talker		Lessons								
		1	2	3	4	5	6	7	8	9
STD L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.									
STD L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
STD L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).						✓	✓		
STD L.7.2.b	Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language										
STD L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*									
STD L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).		✓	✓	✓					
STD L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.									
STD L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		✓	✓	✓					

Unit 8: <i>Code Talker</i>		Lessons								
		1	2	3	4	5	6	7	8	9
STD L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details								
STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.					✓	✓	✓
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.				✓			
STD RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).							

Craft and Structure

STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.				✓	✓				
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).									
STD RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).									
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				✓	✓				
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.									
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.				✓	✓				

Range of Reading and Level of Text Complexity

STD RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.				✓	✓				
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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

STD WHST.6-8.1	Write arguments focused on discipline-specific content.									
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.									

Unit 8: Code Talker	Lessons								
	1	2	3	4	5	6	7	8	9
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.								
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
STD WHST.6-8.1.d	Establish and maintain a formal style.					✓	✓	✓	
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.					✓	✓	✓	
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.					✓	✓	✓	
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.					✓	✓	✓	
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			✓	✓				
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.					✓	✓		
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.					✓	✓	✓	
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.					✓	✓	✓	
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.					✓	✓	✓	
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.								

Unit 8: <i>Code Talker</i>		Lessons								
		1	2	3	4	5	6	7	8	9
Production and Distribution of Writing										
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								✓	
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.						✓	✓	✓	✓
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								✓	
Research to Build and Present Knowledge										
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.						✓	✓	✓	
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓	✓	✓	
STD WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.						✓	✓	✓	
Range of Writing										
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			✓	✓	✓	✓	✓	✓	✓

Introduction

Unit 8: *Code Talker*

Welcome

This introduction includes the necessary background information to teach the Core Knowledge Language Arts® (CKLA) unit *Code Talker*. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 7 CKLA, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 7 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 10 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 8 contains ten daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.**

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 12–13. We have included an optional Mid-Unit Comprehension Check (PP.1), which can be given at the end of Lesson 5, and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point Activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional forty-five minutes for each of these assessments. Following the completion of the *Code Talker* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than twenty-one instructional days total on this unit. Please refer to the Pacing Guide on pages 12–13 for guidance.

Why *Code Talker* Is Important

This unit focuses on *Code Talker*, a historical 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 also 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 on historical events.

Sharing Experiences in the Classroom

Some students in the classroom who come from varying backgrounds or claim varying identities may enjoy the opportunities this unit provides to relate and share their own experiences with the class, but others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Core Connections: Introduce Navajo Culture and History	Reading 45 min Read-Aloud: <i>Code Talker</i> , "Sent Away," "Boarding School," and "To Be Forgotten"	Reading 45 min Whole Group: <i>Code Talker</i> , "Progress," "High School," and "Sneak Attack"	Morphology 15 min Introduce Greek and Latin Roots <i>pseudos</i> , <i>scribo</i> , <i>voco</i>	Reading 45 min Small Group: <i>Code Talker</i> , "The Blessingway" and "Boot Camp"
		Writing 30 min Homework: "Navajos Wanted" and "New Recruits"	Writing 30 min Write a Research Essay: Plan	

Lesson 3		Lesson 4		Lesson 5
Day 6	Day 7	Day 8	Day 9	Day 10
Spelling 15 min Introduce Spelling Words	Reading 45 min Individual: <i>Code Talker</i> , "Learning the Code" and "Shipping Out to Hawaii"	Morphology 15 min Practice Greek and Latin Roots <i>pseudos</i> , <i>scribo</i> , <i>voco</i>	Reading 45 min Partner: <i>Code Talker</i> , "First Landing" and "On Bougainville"	Grammar 15 min Introduce Transitions
Writing 30 min Write a Research Essay: Plan (Research)		Writing 30 min Write a Research Essay: Plan (Research)	Writing 30 min Homework: "Do You Have a Navajo?" and "The Next Targets"	
				Optional Mid-Unit Comprehension Check

Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Small Group: <i>Code Talker</i> , "Guam" and "Fatigue"	Grammar 15 min Introduce Punctuating Citations	Reading 45 min Whole Group: <i>Code Talker</i> , "In Sight of Suribachi" and "The Black Beach"	Grammar 15 min Practice Transitions and Punctuating Citations	Reading 45 min Individual: <i>Code Talker</i> , "Okinawa" and "The Bomb"
Homework: "Pavavu" and "Iwo Jima"	Writing 30 min Write a Research Essay: Draft		Writing 30 min Write a Research Essay: Draft	

Lesson 8	Lesson 9		Lesson 10
Day 16	Day 17	Day 18	Day 19
Spelling 15 min Practice Spelling	Reading 45 min Read Aloud: <i>Code Talker</i> , "Going Home"	Spelling 15 min Assess Spelling	Unit Assessment 35 min
Writing 30 min Write a Research Essay: Share, Evaluate, Revise		Writing 30 min Write a Research Essay: Edit	Unit Feedback Survey 10 min

Pausing Points	
Day 20	Day 21
Culminating Activity 45 min	Culminating Activity 45 min

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for the chapters included in *Code Talker*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who have read Unit 7, *Anne Frank's Tales from the Secret Annex*, from Grade 7 CKLA will have some background knowledge regarding World War II. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not complete CKLA Unit 7 might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson for Unit 8, students will be given a brief introduction to World War II and the role Native Americans played in the war. Students will also be introduced to Navajo culture and present-day Native Americans so that they understand that Native Americans are not simply a people of the past. A basic familiarity with key aspects of Navajo culture is imperative for students' understanding of the text.

Reading

Code Talker

Unit 8 Reading lessons include comprehensive instruction in reading comprehension and vocabulary. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 7 units. It uses a trade book. It includes complex text and prepares students in Grade 7 for the increased vocabulary and syntax demands aligned texts will present in later grades. Students will read the entire novel. Some chapters will be read for homework, and some will be read and discussed in class. Teachers should use their judgment and district policy to determine how many pages should be assigned as homework each night.

Writing

In this unit, students plan, write, edit, and publish a research essay. Students will follow a logical sequence of steps that guide them to the creation of an original, finished essay that mirrors the style of a model essay.

For detailed information about the CKLA approach to Writing and the writing process, see pages 18–19 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving transitions and the punctuation of citations for their research essays.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout this unit.

Morphology

In this unit, students will be introduced to a variety of Greek and Latin roots, including *pseudos*, *scribo*, and *voco*.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout this unit.

Spelling

During this unit’s spelling lessons, students will practice spelling words related to the content of *Code Talker*, as well as words related to the morphology features taught.

Lesson 3 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 3, students will take home an activity page listing the spelling words. The activity page includes an activity to practice writing the spelling words and learn their meanings. In Lesson 8, students will practice spelling the words and relating them to the unit content and morphology skills.

In Lesson 9, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a sentence related to one or more of the words. The lesson includes guidelines for administering the assessment and for analyzing spelling errors.

For detailed information about the CKLA approach to Spelling, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities.

For detailed information about the CKLA approach to Speaking and Listening, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills.

For an overview of assessment in CKLA, see pages 20–21 of Introduction to CKLA in the Unit 1 Teacher Guide.

Activity Book

The Unit 8 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes a Student Resources section, which includes a glossary of words in the Unit 8 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 13–14 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, the following information is included:

- Glossary for *Code Talker*
- The Writing Process
- Research Essay Writing Model
- Research Essay Rubric
- Research Essay Peer Review Checklist
- Research Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

Online Resources

This unit provides links to free online resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Note: An audio recording of a native Navajo speaker saying and explaining the Navajo words that appear in *Code Talker* is included in the Online Resources at the beginning of each lesson where Navajo words are included in the reading. We strongly recommend that teachers listen to this recording prior to teaching each lesson to ensure that they are able to accurately

pronounce these words. Teachers may also wish to play the recording aloud for students to hear how the words sound when spoken in the Navajo language, as well as the meaning and derivation of these words.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list. You may also recommend movies from the list of films and DVDs.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Books:

- Aaseng, Nathan. *Navajo Code Talkers*. Bloomsbury USA Childrens, 1994. ISBN 978-0802776273
- Hoena, Blake. *Navajo Code Talkers: Top Secret Messengers of World War II (Amazing World War II Stories)*. Capstone Press, 2019. ISBN 978-1543575491
- Nez, Charles. *Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII*. Dutton Caliber, 2012. ISBN 978-0425247853
- Paul, Doris A. *The Navajo Code Talkers* (25th Anniversary Edition). Dorrance Pub Co., 1998. ISBN 978-0805945904
- Roman, Carole P. *Spies, Code Breakers, and Secret Agents: A World War II Book for Kids (Spies in History for Kids)*. Rockridge Press, 2019. ISBN 978-1646111015
- Smith, Cynthia Leitich. *Ancestor Approved: Intertribal Stories for Kids*. Heartdrum, 2021. ISBN 978-0062869951

Films/DVDs:

- *The Codebreaker* (2021)—available to rent on Amazon
- *Code Breaker, Spy Hunter* (2021)—available to rent on Amazon.
- *Navajo Code Talkers of WWII* (2018)—available to rent on Amazon.
- *Windtalkers* (2002)—available to rent on Amazon.

Related Resources for Culturally Responsive Teaching

The following organizations, websites, resources, books, and films have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit. Use this link to download the CKLA Online Resources for this unit, where the specific links to the resources below may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Embrace Race This organization provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and

expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

Facing History and Ourselves This organization provides several free resources, including teaching strategies, to support education about history that helps students and educators think and talk about historical injustices and the relationship between history and our lives.

Learning for Justice The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school.

Some topics addressed in *Code Talker*, such as racism, war, discrimination, and death, are emotionally charged and may be challenging to teach to middle school students. **We strongly encourage you to consult the above resources in advance and during your teaching of this unit.**

Lesson 1

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge Introduce Navajo Culture and History	<i>Code Talker</i> Map of the Navajo Nation Map of the Navajo Ancestral Territory
DAY 2: Reading	45 min	Read-Aloud: Chapter 1: "Sent Away," Chapter 2: "Boarding School," and Chapter 3: "To Be Forgotten"	<i>Code Talker</i> Activity Page 1.2 Map of the Navajo Nation Navajo Audio Pronunciation Guide
Take-Home Material	*	Core Connections, Reading	Activity Pages 1.1, 1.2, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Identify elements of Navajo culture and important Native Americans in contemporary life.

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors use language. (RL.7.1, RL.7.4, L.7.4, L.7.5)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Speaking and Listening

Follow rules of classroom discussion. (SL.7.1b)

Ask questions during discussion, offer feedback, and absorb new information. (SL.7.1c, SL.7.1d)

Ask and answer questions about the text. (SL.7.1, SL.7.2)

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)

Language

Follow standard English rules for writing and speaking. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.d)

Use a glossary to clarify the meaning of vocabulary words. (L.7.4c)

Demonstrate understanding of word relationships and figurative language. (L.7.5, L.7.5.c)

Determine the meaning of domain-specific words. (L.7.6)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **allusion, *n.*** a reference to another work of literature or art or a historical event
2. **analogy, *n.*** a figure of speech that makes a comparison by showing how two seemingly different things are alike
3. **audience, *n.*** the reader(s) of a text
4. **character, *n.*** a person in a story

5. **characterization, *n.*** how an author creates and describes fictional characters
6. **conflict, *n.*** a struggle between characters or a problem characters are trying to overcome
7. **dialect, *n.*** regional variety of a language
8. **dialogue, *n.*** a conversation between two or more characters in a text, usually enclosed by quotation marks
9. **event, *n.*** an important occurrence
10. **figurative language, *n.*** language that goes beyond its literal meaning
11. **foreshadowing, *n.*** a literary device in which a writer gives a hint of what is to come later in the story
12. **irony, *n.*** a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true
13. **literary device, *n.*** a technique an author uses to produce a specific effect
14. **metaphor, *n.*** a figure of speech that makes a comparison by directly relating one thing to another
15. **narrative, *n.*** a story that is written or told
16. **narrator, *n.*** a person who tells a story
17. **perspective, *n.*** how a character or narrator views characters and events in a story
18. **personification, *n.*** the act of giving human qualities to a nonliving object
19. **point of view, *n.*** the type of narrator that the author chooses to use in a narrative; the position from which a narrative is told; what the narrator sees in relation to the events of the story; a story can be told from the first-person, second-person, or third-person point of view
20. **resolution, *n.*** the part of a story where the conflict or problem is solved
21. **setting, *n.*** the time and place in which a story occurs
22. **simile, *n.*** a figure of speech comparing two unlike things, using the words *like* or *as*
23. **symbol, *n.*** an object that stands for an idea
24. **theme, *n.*** the main idea or subject of a piece of writing; a message or lesson that the author wants to convey to the readers

Spanish Cognates for Academic Vocabulary in *Code Talker*

<i>audiencia</i>	<i>evento</i>
<i>carácter</i>	<i>ironía</i>
<i>conflicto</i>	<i>dispositivo literario</i>
<i>dialecto</i>	<i>perspectiva</i>
<i>diálogo</i>	<i>resolución</i>
	<i>tema</i>

ADVANCE PREPARATION

Core Connections

- Review background information about the Navajo code talkers, and Navajo culture. While this is not required preparation for the unit, you may wish to familiarize yourself before beginning the unit and select some resources to share with students throughout the unit.
- Prepare and display the maps of the present-day Navajo Nation and Navajo Ancestral Homeland. You may choose to print out maps provided at these links or prepare to project the web pages. Links to specific online resources will also be included at point of use throughout the unit.

Use this link to download the online resources for this unit, where specific links to information about Navajo code talkers, Navajo culture, and the maps of the Navajo Nation and the Navajo Ancestral Homeland can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

- *Code Talker* addresses many disturbing and potentially sensitive issues, including racism, war, and death. We strongly recommend that you preview the chapters students will read before each lesson and be prepared to address sensitive issues as they arise during discussion.

Note to Teacher: Be aware that there is some confusion and controversy over use of the terms *Native American* and *American Indian*. Both terms refer to the indigenous people of America, and both are generally considered acceptable today. However, individual native people may prefer one term over another. Native people often prefer to be called by their specific tribal name (such as Navajo, Cherokee, and so forth). In all cases, it is important to use the term native people choose to describe themselves—not the term the speaker thinks is correct or polite.

Reading

- Be prepared to review various literary devices with students, such as figurative language, allusion, dialogue, personification, and characterization.
- Familiarize yourself with the background information on the Long Walk.

- Students may be shocked by the way Navajo children at the boarding school were treated. Be prepared to deal with the strong feelings these scenes may elicit in students.
- Make copies of SR.1 for students to take home.
- Write the purpose for reading on the board/chart paper: *Describe how attending the mission school impacted Native American children in Code Talker.*
- This unit contains audio pronunciations and definitions of the Navajo words and codes that appear throughout *Code Talker*, spoken and explained by a native Navajo speaker. Be prepared to share these recordings with students before or during reading.

Specific links to background information on the Long Walk and the audio recordings can be found in the online resources here: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

DAY 1

CORE CONNECTIONS

45 minutes

Introduce Navajo Culture and History

25 minutes

- To begin, ask students what they know about Native Americans who lived and still live in the United States. Based on students' responses, make sure they know the following information:
 - There are thirty-five states that have federally recognized Native American tribes today. Identify any tribes that may still exist where students live.
 - Tell students that *Code Talker* is a fictional book based on real events that involved the Navajo people.
 - The Navajo people are a group of Native Americans from the southwestern part of the United States. The term *Navajo* comes from the Spanish. Many people whom we refer to as Navajo prefer to call themselves *Diné*, which means "The People" in their native language.
 - Tell students that much of Navajo culture centers on family and community and the love of their land. Traditional Navajo religion focuses on restoring balance and harmony to one's life. Intricate ceremonies and rituals are an important part of Navajo culture. The Navajo have also been producing beautiful woven rugs, blankets, and clothing as well as handmade silver jewelry for hundreds of years.
 - Today, the Navajo Nation is an independent government that operates a large reservation in parts of Arizona, New Mexico, and Utah. Display a map of the Navajo Nation, and point out the states of Arizona, New Mexico, and Utah. About 300,000 Navajo currently live in the United States. The Navajo are the second-largest group of Native American peoples in the United States.
- Provide students with background information about the Long Walk. Display the map of the original extent of Navajo territory in the Southwest.

- The traditional homeland of the Navajo stretched across modern-day Colorado, New Mexico, and Arizona. By the mid-1800s, white settlers had begun moving west of the Mississippi River in large numbers. The U.S. government built forts on Navajo territory. Westward migration was met with resistance from many Navajo, who wanted to remain on their ancestral lands. In the early 1860s, U.S. military leaders responded to the conflict by creating a plan to force all Navajo from their homeland.
- To carry out the plan, the U.S. Army began by destroying Navajo villages, killing their livestock, and burning their crops. With little choice, the Navajo surrendered to U.S. Lieutenant Colonel Christopher “Kit” Carson, who organized the forced removal of the Navajo from their homeland.
- This forced removal, known today as the Long Walk, began in January 1864 and lasted two months during harsh winter conditions. Over 8,000 hungry and exhausted Navajo were marched almost 300 miles from northeastern Arizona and northwestern New Mexico to the Bosque Redondo Reservation in eastern New Mexico. During the march, nearly 200 Navajo died of cold or starvation. Bosque Redondo functioned more as a prison camp than a reservation. The site was not good for growing food, and soldiers were stationed there to ensure the Navajo did not leave.
- The removal of the Navajo to Bosque Redondo was a tragic failure. In 1865 alone, the cost of feeding and guarding the Navajo exceeded \$1 million. Unwilling to continue such spending, by 1868 the U.S. government decided to allow the Navajo to leave Bosque Redondo and return to a small portion of their traditional homeland. Under the terms of the U.S.-Navajo Treaty of 1868, the U.S. government provided the Navajo some basic services—such as food, clothing, and livestock—in exchange for promises of peace. In June 1868, the Navajo began the “Long Walk Home” to their native lands—one of the few tribes allowed to do so. Within a few years, the Navajo were again prospering.

- Explain the history of Indian boarding schools to students.
 - By the late nineteenth century, the population of Native Americans had dwindled from millions to a few hundred thousand. Running out of places to relocate native peoples as white settlers claimed traditionally native lands, the U.S. government proposed instead to assimilate them into mainstream white American culture.

SUPPORT: *Assimilate* means to absorb or integrate into a culture. The purpose of assimilation was to make Native Americans the “same” as Anglo Americans by forcing them to give up their own culture and adopt the dominant culture.

- It was thought that children would be easier to assimilate than adults. The government began to open so-called Indian boarding schools to eliminate all traces of traditional culture from native children’s lives. By 1900, over 300 such schools operated across the United States. More than 25,000 native children—Navajo as well as other groups—attended these schools.
- Children who attended Indian boarding schools were taken from their homes, were forced to cut their hair, wore uniforms rather than traditional clothing, and were forbidden from speaking their native languages or practicing their cultural traditions. They were stripped of their birth names and given Anglo names, which they were

required to use at school. They were instructed in Christian teachings and taught that their traditions were inferior. It was thought this would speed the assimilation process.

- Children were punished harshly if they did not follow rules, and parents could be jailed if they refused to send their children to the schools. The schools were often unsanitary, and disease spread quickly, sometimes resulting in deaths. Many children ran away from the schools; officials placed bounties on them for their return.
- By the 1920s, many government leaders had begun to understand that the schools were filled with problems. A 1928 government report detailed the schools' failures, criticizing their conditions and their teaching methods. The report noted that the students were hungry and unhappy and often subject to strict punishment. Some reforms were introduced—such as better food and clothing—but the schools remained in operation.
- The rise of the Native American movement in the 1960s was the beginning of the end of the Indian boarding schools. Native people demanded the schools be closed. The passage of the Indian Self-Determination and Education Assistance Act in 1975 gave tribes the responsibility of administering their own education programs. By the end of the 1970s, most boarding schools had closed. A few still remain today, though they no longer attempt to assimilate native children into Anglo culture. Instead, schools such as Sherman Indian High School in California teach a standard school curriculum along with Native Studies classes and celebrations of traditional native folkways.

- Discuss some aspects of modern Navajo culture.
 - Explain to students that today, many Navajo continue to integrate traditions into their modern lifestyles. For example, though most Navajo wear contemporary clothing and hairstyles, they often dress in traditional clothing and jewelry for ceremonies and special occasions. Hogans are sometimes built alongside modern houses. Modern Navajo continue to craft handmade jewelry and rugs. The Navajo also volunteer for the U.S. armed forces at an exceptionally high rate—putting into practice the importance the Navajo tradition places on community and service.
 - Many people began to lose the Navajo language as they were encouraged to stop speaking it at the Indian boarding schools. So beginning in 1984, the Navajo Nation has required instruction in Navajo language and culture in all schools within its territory. Nevertheless, fewer and fewer Navajo are learning and speaking their native tongue. In 1980, 93 percent of Navajo spoke the language. By 2010, that percentage had fallen to 51 percent. To reverse this trend, the Navajo have created additional early education programs to teach young children the language. More recently, online courses have been created in an attempt to promote the language. The language can also be seen on public signs across the reservation and heard on broadcasts on the Navajo Nation radio station.
- Make sure students understand that Native American groups and their languages, cultures, histories, and governments are highly diverse. There is no such thing as a generic “Native American culture.” In addition, just as there is diversity among native groups, so is there diversity among individual Native Americans. Native Americans continue to play a vital role in contemporary society. For example, in 2021 Debra Anne Haaland became the first Native American to head a U.S. cabinet position. Today, hundreds of Native

Americans serve in tribal, state, and local governments. Many—including Ben Nighthorse Campbell, Markwayne Mullin, Tom Cole, Sharice Davids, and Yvette Herrell—have served in the U.S. Congress.

Introduce the Book

15 minutes

- Ensure each student has a copy of the book *Code Talker*.
- Read the title with students, and ask students to think about the meaning of the title. Ask students what they think the story is about. Record students' ideas on the board/chart paper so you can review them later. Explain to students that they will find out what a code talker is as they read the story.
- Explain that this book is an example of historical fiction. *Historical fiction* is a literary genre in which the plot occurs in a setting related to a real event from the past. The details and action in the story can be a mix of actual and imaginary events, and characters are often based (at least in part) on real people. Use this link to download the CKLA Online Resources for this unit, where the specific links to historical fiction can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.
- Read aloud the dedication (page v) from the book. Ask students:
 - To whom does the author dedicate this book? (American Indian/Native American soldiers)
 - What claim does the author make in this dedication? What does the phrase “in proportion to their population” mean? (The author claims that, proportionally, Native American soldiers have suffered the highest number of casualties and been the most highly decorated of any other ethnic group. The phrase means that a larger percentage (not overall number) of the Native American population served (and have been honored) in the military than any other group.)
- Have students read the author’s note (pages 215–224) independently. Ask students:
 - Why is it important to respect other languages and cultures? (Answers may vary, but students should understand that all people deserve respect; respect leads to understanding, which leads to peace. Furthermore, in a multicultural society such as the United States, all cultures contribute to the country as a whole and play a part in making the country what it is.)
- Explain to students the *Sapir-Whorf hypothesis*. This is the idea that the native language a person speaks has an influence on their worldview. In this case, a Navajo person’s thoughts and beliefs about the world may be easily understood by other Navajo but not by people whose native language is not Navajo. Explain that one of the most famous examples of the hypothesis is Whorf’s observation that indigenous people who live in the Arctic have several words for snow, many more than people not living in a snowy environment. Whorf implied that because they live in a snowy environment, these people needed multiple words for the different types of snow. However, this is flawed. Skiers, for example, have different words for snow too because expertise also leads to larger vocabularies.

Note to Teacher: In the interest of time, you may choose to assign the reading of the author’s note as homework.

Wrap Up

5 minutes

Think-Pair-Share Have students think about what they learned about World War II, code talkers, and the Navajo people. Ask each student to turn to a partner and share their thoughts. (Answers may vary, but students should discuss concepts and ideas learned about World War II, code talkers, and the Navajo people.)

Tell students they will read the first three chapters of *Code Talker* and will be introduced to the main character, Ned Begay, as a young Navajo boy preparing to attend boarding school.

DAY 2

READING

45 minutes

Read Aloud: Chapter 1: “Sent Away,” Chapter 2: “Boarding School,” and Chapter 3: “To Be Forgotten” [pages 5–22]

Review

5 minutes

- Ask students to recall details about the Navajo people by discussing these questions:
 - Who are the Navajo? (a Native American people)
 - Where do the Navajo live today, and where was their ancestral homeland? (The Navajo live in the Navajo Nation, a reservation in parts of Arizona, New Mexico, and Utah. Their ancestral homeland stretched across Colorado, New Mexico, and Arizona.)
 - Why were Native Americans like the Navajo sent to boarding schools? (Native American children were sent to boarding schools in hopes that they would be assimilated into mainstream American culture)
- Ask students to define the term *literary device*. (A literary device is a technique an author uses to produce a specific effect.)

Introduce the Chapters

5 minutes

- Tell students you will read aloud Chapter 1: “Sent Away,” Chapter 2: “Boarding School,” and Chapter 3: “To Be Forgotten.” Students should follow along in their book as you read.
- Have students turn to Chapter 1, page 5 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *hogan*.
- Have students find the word on page 5 of the book.

- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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 place 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)**

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	hogan mesa clan	sacred rasp calloused mission interpreter herd shear issue
Spanish Cognates for Core Vocabulary		<i>sagrado</i> <i>misión</i>
Multiple-Meaning Core Vocabulary Words	clan	rasp mission herd shear issue
Sayings and Phrases	straight face native tongue	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Describe how attending the mission school impacted Native American children in *Code Talker*.

Read the Chapters

30 minutes

Read the chapters aloud as students follow along in their books. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the

discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

Read Chapter 1: “Sent Away”

[pages 5–6]

[As they read, ask students to note things Kii Yázhí and the Navajo describe as sacred. Ask students to think about what these references tell them about Navajo beliefs and values.]

Inferential Identify clues the author gives on these pages that indicate Kii Yázhí is about to take a trip.

- Kii Yázhí’s mother tells him that his uncle is waiting for him in the wagon. She has dressed beautifully, to give Kii Yázhí an image of her to remember when he is far from home. He is carrying a bundle of clothes and says that he is being sent away.

[pages 7–8]

[Ask students to look for references to strength and weakness in this chapter. Also have students identify similes and metaphors in the chapter.]

SUPPORT: *Gallup* is a small city in western New Mexico, located on the outskirts of the Navajo Nation territory occupying parts of Arizona, New Mexico, and Utah. The boarding school at the Rehoboth Mission was located there. Point out the approximate location of Gallup, New Mexico, on a map of the United States.

Inferential What do you think Kii Yázhí’s uncle means by saying that Kii Yázhí is not going to school for himself but for his family? What does this tell you about Navajo values?

- Responses may vary, but students might suggest that learning the ways of the *bilagáanaa* (white people) will benefit the family because white people write the laws and control the country, so the Navajo are forced to learn something about their ways.

SUPPORT: Point out to students that Kii Yázhí’s uncle refers to the Navajo language as “sacred.” Ask students if they think of their native language as “sacred.” Why or why not?

[pages 9–11]

SUPPORT: Ask students which literary device is being used when Kii Yázhí’s uncle refers to the Long Walk. (An allusion is a reference to another work of literature or art or a historical event.)

Inferential Why does Kii Yázhí’s uncle say it is important for Kii Yázhí to go to school? What does this tell you about Navajo values?

- o His uncle says that by learning English, Kii Yázhí will be able to tell white people who the Navajo are. Kii Yázhí must go to school not for himself but for his family, his people, and the sacred land.

CHALLENGE: Based on what you know about the code talkers, find an example of foreshadowing in the dialogue from Kii Yázhí's uncle at the bottom of page 10. [His uncle says the Navajo will "always be friends of the United States." This foreshadows that the Navajo will work as code talkers in the U.S. military during World War II.]

Read Chapter 2: "Boarding School"

SUPPORT: Explain the concept of *assimilation* to students. In the late 1800s and early 1900s, the U.S. government forced thousands of Native American children to attend boarding schools that were intended to strip them of their native heritage and force them to assimilate, or blend, into white culture.

[pages 12–14]

SUPPORT: Some of your students may benefit from the following supports:

- *Turquoise*, *agate*, and *jet* are colorful precious stones often used in jewelry.
- A *boarding school* is a school where students live instead of living with their families.
- *Mutton* is a kind of meat that comes from adult sheep.

Inferential How do you know that respect and politeness are key virtues in Navajo culture? How do you know that family ties are important to the Navajo?

- o Students may point to the way the Navajo children introduce themselves as an example of the importance of respect and politeness. The way the children are dressed shows how important family is—their parents wanted the children to make sure they know they are precious. The fact that Navajo greetings include mention of one's clan also emphasizes the importance of family.

Note to Teacher: As students read this chapter, ask them to look for further examples of the importance of respect and politeness in Navajo culture.

SUPPORT: *Yáát'eeh* (literally, "it is good/it is well") is the way to say "good morning" or "hello" in the Navajo language. *Dinetah* is the name of the traditional Navajo homeland.

[pages 15–18]

Inferential How does the scene at the bottom of page 15 and top of page 16 show a clash between white culture and Navajo culture? How might the ability to communicate have prevented this misunderstanding?

- o The children keep their heads down because it is impolite to stare in Navajo culture, but the man expects the children to look at him to show they are paying attention, which is expected in white culture. If the Navajo children had been able to communicate with the white man, they might have been able to explain that they were trying to be respectful, not rude.

Inferential How does the text at the bottom of page 16 and top of page 17 tell you that the school is going to transform Kii Yázhí and the other young Navajo children? What clues does the author give that suggest this transformation is not going to be pleasant?

- Possible answers: Kii Yázhí describes older children in the playground. At first, he does not recognize them as Navajos because of their appearance and behavior. They did not give the traditional Navajo greeting. The older children look “emotionless,” suggesting that they are very unhappy.

Read Chapter 3: “To Be Forgotten”

[pages 19–22]

Inferential How does the short sentence that begins this chapter affect your understanding of the impact these events have on the Navajo children?

- The sentence has a strong impact precisely because it is so short. Taking away the children’s hair is traumatizing. The sentence conveys the sense of disbelief that the people at the school could do such a thing.

Note to Teacher: Explain to students that when Kii Yázhí uses the word *grandchildren*, he is addressing the readers.

SUPPORT: Figurative language is language that goes beyond the literal meaning to get a message or point across. Examples include metaphor and simile.

Inferential What figurative language does the author use to suggest the Navajo children are being treated like animals?

- The author says the children were “herded,” a word typically used to describe the way animals are treated. Kii Yázhí uses a simile comparing himself to a sheep about to be sheared. The young children are also treated very roughly.

Literal Identify the various ways the Navajo children are stripped of their identities in this chapter.

- The children’s hair is cut, their traditional clothing is taken, they are told not to speak their native language, and they are given different names.

Literal What “white” name is Kii Yázhí given? How does Mr. Reamer arrive at that name?

- Kii Yázhí is given the name Ned Begay. The first name was given because it is the same as Mr. Reamer’s dead uncle; the last name is an approximation of the pronunciation of *Biye*, which simply means “son of.”

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Describe how attending the mission school impacted Native American children in *Code Talker*.

- Use the following questions to further discuss the chapters.

1. ***Inferential*** How are the Navajo children transformed at the boarding school? How does this make them feel?
 - o The children are stripped of all of their Navajo identity—they lose their hair, their clothing, their jewelry, their language, and even their names. This makes them feel, as Kii Yázhí describes on page 20, “naked and ashamed.”
2. ***Evaluative*** Of all the things the Navajo children lost, which do you think was the most important? If you lost these things, which would you miss the most?
 - o Students’ answers will vary.
3. ***Inferential*** How would you describe Kii Yázhí’s perspective on the events in these chapters?
 - o Answers may vary. Students may say Kii Yázhí is sad, amazed, confused, resigned, or angry.

Take-Home Material

Core Connections

- Have students take home Activity Page 1.1, Letter to Family, to share with their families.

Reading

- Distribute copies of the glossary on Activity Page SR.1. Have students take home the glossary for use as a reference during this unit. Also have students review the core vocabulary words on Activity Page 1.2.

Lesson 2

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: Chapter 4: "Progress," Chapter 5: "High School," and Chapter 6: "Sneak Attack"	<i>Code Talker</i> Activity Page 2.1
DAY 2: Morphology Writing	15 min	Introduce Greek and Latin Roots <i>pseudos</i> , <i>scribo</i> , <i>voco</i>	Roots Anchor Chart Activity Page 2.3
	30 min	Write a Research Essay: Plan	Activity Page 2.4
Take-Home Material	*	Reading, Morphology, Writing	<i>Code Talker</i> , Chapter 7: "Navajos Wanted" and Chapter 8: "New Recruits" Activity Pages 2.1, 2.2, 2.3, 2.4, 2.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Understand how authors develop theme. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10)

Writing

Develop and strengthen writing as needed by planning. (W.7.5)

Write routinely over extended time frames. (W.7.10, WHST.6-8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a-d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5.b)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- The chapters in this lesson contain several scenes in which children are subject to racist comments. There are also several scenes of teachers delivering harsh corporal punishment to children, which may shock students. Be ready to discuss these issues with the class.
- Write the purpose for reading on the board/chart paper: *Analyze the development of the themes of obedience and defiance in Code Talker.*

Morphology

- Display the Roots Anchor Chart from CKLA Grade 7 Unit 1.

DAY 1

READING

45 minutes

Whole Group: Chapter 4: “Progress,” Chapter 5: “High School,” and Chapter 6: “Sneak Attack” [pages 23–37]

Review

5 minutes

- Ask students to define theme. If needed, remind students that the theme is a main idea or message a writer is trying to communicate to readers. The theme of a narrative is often an observation about life.
- Remind students that they have studied themes in previous units. Ask: *What were some themes in Anne Frank’s Tales from the Secret Annex, which we read in Unit 7?* (Possible answers: the importance of family, mortality, fear/bravery, selfishness/duty, isolation, and prejudice)
- Ask students to identify themes in other pieces of writing they have read. (Possible answers: friendship, good versus evil, fear of the unknown)
- Tell students that in this lesson, they will analyze the development of specific themes in *Code Talker*.

- Tell students they will read Chapter 4: “Progress,” Chapter 5: “High School,” and Chapter 6: “Sneak Attack” as a group. Students should follow along as their classmates read sections aloud.
- Have students turn to Chapter 4, page 23 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapters is *tradition*.
- Have students find the word on page 23 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	disciplinarian	tradition defiant formal dismay treachery resent subversion smarting snap
Spanish Cognates for Core Vocabulary		<i>tradición</i> <i>formal</i>
Multiple-Meaning Core Vocabulary Words		formal snap
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Analyze the development of the themes of obedience and defiance in *Code Talker*.

Read the Chapters

30 minutes

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

Read Chapter 4: “Progress”

[pages 23–25]

Inferential What do you think is the meaning of the statement “Tradition is the enemy of progress”? Why do you think this statement is written on a big sign at the boarding school?

- Students may say that the statement means that if you hold on to old ways, you can never move ahead or learn new ways. It is written at the boarding school to encourage the Navajo children to give up their traditions and learn the ways of white people, which the teachers consider to be “progress.”

SUPPORT: A *dormitory* is a building at a boarding school where students live.

Note to Teacher: Have students be on the lookout for the many ways the author describes the Navajo children being treated like animals in these chapters. Have students reflect on how this must have made the children feel. Other examples appear on pages 25 and 26 (“as those of a mole” and children compared to prairie dogs) and page 29 (children compared to monkeys).

Inferential How do Ned and some other students defy or break the school rules? In what ways do some of them obey?

- Ned and the students defy the rules by speaking Navajo to each other. They are also defiant by not crying when they are disciplined and seeming not to mind having their mouths washed out with soap. Some students obey by only speaking Navajo when no other teachers are nearby; others are more open about speaking Navajo. Another way some students are obedient is by studying and doing well in school.

[pages 26–27]

Inferential How might Ned’s determination never to forget the Navajo language be an act of defiance and bravery? How is this different from some of the other children?

- The white people at the school want Ned and the other children to give up their Navajo traditions, including their language. Ned holds on to tradition even more tightly because he is told to give it up. By contrast, some of the other children forget how to speak Navajo because of the excessive punishment.

Inferential How is the last paragraph in this chapter an example of foreshadowing? How does it relate to the concept of tradition vs. progress?

- The paragraph refers to the code talkers, who used the Navajo language the teachers wanted them to give up in order to help win World War II. This suggests that tradition is, in fact, very important—without the traditional Navajo language, the code talkers would not have succeeded in their mission.

Note to Teacher: Point out the *analogy* in the final paragraph of this chapter, in which Ned likens the erasure of the Navajo language to the erasure of words from a blackboard.

Read Chapter 5: "High School"

[pages 28–29]

Inferential In what way could “showing a blank and stupid face” to their teachers be a way the Navajo children showed defiance?

- o Possible answer: The teachers want the children to at least go through the motions of learning; by not doing so, the children are being defiant and disobedient.

Inferential How do you know the teachers at the boarding school are racist toward the Navajo children? [If necessary, explain that one aspect of racism is the belief that different ethnic groups possess different abilities.]

- o Ned says that most teachers expected very little of the Navajo children—probably because they considered the children to be not as intelligent as white children—and that the education the Navajo children received was “much less” than that given to white children.

SUPPORT: Jim Thorpe (1887/8–1953) was a Native American who is considered one of the greatest all-around athletes in sporting history. He was an Olympic champion as well as a professional football and baseball player.

[pages 30–32]

Inferential About how old is Ned at the beginning of page 30? How do you know?

- o Ned has graduated from the mission school and is about to enter high school. He was six years old when he arrived at the mission school. He is probably at least fourteen or fifteen years old by now, as that is the age most students begin high school.

SUPPORT: In 1933, a devastating earthquake (8.4 on the Richter scale) hit Japan. The quake and subsequent tsunami destroyed thousands of homes and killed over 6,000 people. Aftershocks continued for months afterward. [Note that the timing of this historical event does not quite line up with the timeline in the book. In Chapter 5, Ned is in high school when the Japanese earthquake occurs; he is still in high school in Chapter 6 when the 1941 Japanese attack on Pearl Harbor occurs. It seems unlikely that an intelligent student like Ned would have been in high school for more than eight years.]

Literal What racist comment does Mr. Straight make at the bottom of page 31? How does this comment fit with some emerging themes in the book?

- o Mr. Straight says that an “average white student” could not have written a better paper than Ned—suggesting that he is surprised Ned is intelligent because he is Navajo. This comment fits with the emerging themes of racial discrimination and the devaluation of native traditions and cultures.

Read Chapter 6: "Sneak Attack"

[pages 33–35]

Inferential How does Ned’s description of Japan sound similar to his description of the Navajo? How is it different?

- Ned says that no enemies had ever conquered Japan, and he refers to the land as “sacred islands,” much like he refers to the Navajo land as sacred. However, unlike the Navajo, Ned describes the Japanese as fighting in order to take land from others, unlike the defensive fighting the Navajo engage in against the Mexicans in Chapter 1.

SUPPORT: *Americanism* refers to American patriotism, or the attachment to the ideals and traditions of the United States. The Navajo Tribal Council Resolution on Americanism is an actual quote from a June 1940 Navajo Tribal Council meeting. The resolution passed unanimously.

Inferential How would you describe the term *Americanism*, based on the Navajo Tribal Council statement and what you have already learned about the Navajo? How does Americanism relate to some emerging themes in the book? What does the council mean by the term *First Americans*?

- Answers will vary, but students should understand that Americanism is a kind of patriotism or love of the country. We have already seen that the Navajo have a deep love for their sacred land and a strong commitment to community. These are major themes in the book. As indigenous people, the Navajo are among those who can truly call themselves the “first Americans.”

Evaluative The Navajo Tribal Council statement refers to “the great liberties and benefits” that the Navajo have on their reservation. It also promises “loyalty to the system which recognizes minority rights” as well as their way of life. Based on what you have read so far, do you agree that the Navajo enjoyed liberty, freedom, and equality? Was their way of life appreciated or recognized? Explain.

- Most students will observe the great contradiction between these words and the ways the Navajo children have actually been treated so far in the book.

[pages 35–37]

Inferential How does Ned’s encounter with Mr. Straight demonstrate a great difference between Navajo and white culture? How does this relate to some themes in the book?

- When Mr. Straight hears Ned speaking Navajo, he humiliates him by making him wear a dunce cap in front of the class. This is completely contrary to Navajo culture, which strives not to embarrass others. (Note that Ned’s classmates avert their eyes to avoid further humiliating him.) Straight also uses racist terms to refer to Ned and shows no respect for Navajo culture and traditions. These are all major themes in the book.

SUPPORT: A *dunce cap* is a paper cone formerly placed on the head of a pupil at school as a mark of shame.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Analyze the development of the themes of obedience and defiance in *Code Talker*.

To wrap up, ask the following questions:

1. **Inferential** What are some themes you have found so far in your reading of *Code Talker*?

- o Possible answers include defiance vs. obedience, tradition vs. progress, bravery, family and community, and respect.

2. ***Inferential*** How does Bruchac explore the relationship between obedience and defiance?

- o Possible answer: Bruchac explores the relationship between obedience and defiance with the school rules. Students defy the rules by speaking Navajo to each other. They are also defiant by not crying when they are disciplined and seeming not to mind having their mouths washed out with soap. Some students obey by only speaking Navajo when no other teachers are nearby; others are more open about speaking Navajo. Another way some students are obedient is by studying and doing well in school; doing well in school could also be interpreted as an act of defiance, i.e., the students wanted to prove to the white teachers at the school that they were just as smart as anyone else.

3. ***Evaluative*** Which values do you share with the Navajo? Are there any ways your values are different than the Navajo values you have learned about? Explain.

- o Students' answers will vary.

4. ***Evaluative*** If you had been treated the way the Navajo had been treated in the early part of the 1900s, would you feel loyal to the U.S. government? Why or why not? What does the Navajo Tribal Council Resolution on Americanism say about the Navajo people?

- o Students' answers will vary. Accept all reasonable answers.

DAY 2

MORPHOLOGY

15 minutes

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

Introduce Greek/Latin Roots

15 minutes

- Direct students to the Roots Anchor Chart that is displayed in the room.
- Tell students that in this unit they will study the word roots *pseudos*, *scribo*, and *voco*.
- Write the root *pseudos* on the chart, and point out that it is pronounced /soodoes/. Write the meaning of the root on the chart.
- Write the root *scribo* on the chart, and point out that it is pronounced /skreeboe/. Write the meaning of the root on the chart.
- Write the root *voco* on the chart, and point out that it is pronounced /voecoe/. Write the meaning of the root on the chart.
- Explain that each of these roots combined with other roots and affixes form many modern English words. For example, the word *prescription* is a noun that means a written order for medication.

Root	Meaning	Example
pseudos	false, fake	The actress used a <u>pseudonym</u> to hide her identity.
scribo	to write	Can you read the <u>inscription</u> inside the ring?
voco	to call	She has always been a fan of <u>vocal</u> music.

CHALLENGE: As time allows, challenge students to work in pairs to think of additional words with these roots and use them in a context sentence. Have students verify the etymologies of the words they come up with in a dictionary. Invite pairs to share their findings with the class.

- Have students turn to Activity Page 2.3. Briefly review the directions, and do the first sentence together. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write a Research Essay: Plan

Introduce

5 minutes

- Explain to students that they will be writing a research essay that involves presenting information about a subject and that is supported by facts and cited sources.
- Tell students that to create the essay, they will pose a research question on any topic that relates to the reading in either Unit 7 or Unit 8, such as Native Americans, World War II, the Holocaust, code talkers, or even similar current events. The essay will answer that research question.

Review Elements of a Research Essay

10 minutes

- Remind students that the purpose of a research essay is to build knowledge and understanding and to reach conclusions based on facts. The foundation of the essay is a research question that begins with *what, why, or how*.
- Reinforce that the essay that answers this research question must be thoroughly supported by facts whose sources can be provided. State that a concluding statement follows from and supports the information or explanation presented.
- Make clear that students' reports may use multimedia to support the points they want to make or to illuminate some aspect of it.
- To help get students thinking about the task ahead, lead a discussion eliciting what they already know about researching and writing. Ask questions such as the following:
 - How is a research essay different from an argumentative essay? (It is more fact-based—some arguments don't depend on facts, but logic—and it does not necessarily offer an opinion.)
 - Why does it make sense to begin your research with a question? (A quest for answers focuses the research; also, once the question is answered to your satisfaction, you know you're done.)

- Why is it important to carefully check every source? (A research essay is only as good as the facts upon which it is based; such facts must only come from reliable, proven sources.)
- Students will also be provided with a Research Essay Topic Menu to examine as homework that will help them decide upon a topic. This Topic Menu includes possible topics that they can use or that might inspire them.

Examine the Writing Model

10 minutes

- Direct students to the Writing Model on Activity Page 2.4.
- Read the Writing Model aloud.
- Ask students the following:
 - Is it clear what the writer of this report would like the audience to understand about the topic? (The writer introduces the topic in the second sentence when they mention the “vital and possibly game-changing role of Choctaw code talkers in the First World War.”)
 - How would you paraphrase—or put into your own words—the message or understanding? (Choctaw code talkers played a major role in at least one battle of the First World War.)
- Reinforce that while a research report is not an opinion essay, the writer must still settle on a point they wish to make—the takeaway for the reader.
- Ask which kinds of sources the writer uses in the example on AP 2.4, primary or secondary? (both) Which one is primary? (the letter from the colonel)
- Elicit that even though the letter appears on a website, it is a primary source because it was written by the colonel during the time period under investigation.
- Direct students to the Writing Model’s Works Cited section. Remind students that research uses and cites sources—and that the modeling of sources here will provide the basis for their own Works Cited page.
- Direct students to the Research Essay Topic Menu on Activity Page 2.5. Select three topics, and discuss a sample research question for each topic that could be answered in students’ essays.
 - For example: an essay titled “Anne Frank’s Annex,” about the preservation of the Franks’ hiding place in Amsterdam, might ask the research question: “Why was the preservation of this place important?” Or “What purpose does preservation serve?”
 - Another example: an essay titled “Life on the Reservation: Then and Now” might ask the research question: “How has life changed on Native American reservations over the past century?”

SUPPORT: Work with individual students or with a small group, focusing on students who may have trouble with this planning phase of the writing procedure. The subject area they might choose from is very broad, so it may help students to ask such questions as: What kinds of things interest me in general? Is there a topic I already know a lot about but interests me enough to learn more? Is there something in this whole era covered by Units 7 and 8 that has always confused me? What topic would I like to become an expert on?

Note to Teacher: Clearly studying and writing about some of these topics—particularly, perhaps, current events—may be either triggering or unsettling for some students. Refer to the program’s overall guidance for sensitive topics for help in dealing with these students on an individual basis.

Wrap Up

5 minutes

- Discuss with students the power of knowledge. Ask the following:
 - How can knowing the facts about one event or subject help you in understanding another? (Possible answer: Understanding background information about World War II would deepen the reader’s understanding of why the job of the Navajo code talkers was so important.)
 - How are some of the historical events in Units 7 and 8 connected? (Possible answers: The events described in both Unit 7 and Unit 8 take place during World War II. OR The events described in both units illustrate the practice of and effects of discrimination.)
 - Does knowing how these topics connect help you understand the world around you better? Why or how? (Possible answers: Knowing that Germany committed genocide in World War II may sensitize you to similar things happening in the world today. OR Knowing that Native Americans made a substantial contribution to winning the Second World War will expand your awareness of Native Americans as patriotic and courageous U.S. citizens.)
- Have students take home the Writing Model on Activity Page 2.4 to study as homework, as well as the Research Essay Topic Menu on Activity Page 2.5 to complete.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 2.1.
- Assign pages 38–49 in *Code Talker* as reading homework (Chapter 7: “Navajos Wanted” and Chapter 8: “New Recruits”). Have students complete Activity Page 2.2 to summarize the chapters.

Morphology

- Have students take home Activity Page 2.3 and complete it for homework.

Writing

- Have students review Activity Pages 2.4 and 2.5 for homework.

Lesson 3

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: Chapter 9: "The Blessingway" and Chapter 10: "Boot Camp"	<i>Code Talker</i> World War II Map Navajo Audio Pronunciation Guide Activity Pages 3.1, 3.2
DAY 2: Spelling Writing	15 min	Introduce Spelling Words	Activity Page 3.4
	30 min	Write a Research Essay: Plan	Writing Process Chart Activity Page 3.5
Take-Home Material	*	Reading, Spelling, Writing	<i>Code Talker</i> , Chapter 11: "Code School" Activity Pages 3.1, 3.3, 3.4, 3.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10)

Writing

Develop and strengthen writing as needed by planning. (W.7.2.b, W.7.5; WHST.6-8.5)

Generate focused questions for research and conduct research. (W.7.5, W.7.7; WHST.6-8.2.b, WHST.6-8.5, WHST.6-8.7)

Understand research materials, including the meaning of domain-specific words and phrases, visual information, and the difference between primary and secondary sources. (RHST.6-8.4, RHST.6-8.7, RHST.6-8.9, RHST.6-8.10)

Write routinely over extended time frames. (W.7.10, WHST.6-8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5.b)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Read and be prepared to help students summarize the homework reading in *Code Talker*, which includes Chapter 7: “Navajos Wanted” and Chapter 8: “New Recruits.”
- Prepare and display the World War II Timeline and Maps.

Note to Teacher: The text on the maps and timeline may be too small for students to see easily. If you are unable to display or project the maps so that they are legible, you may want to print individual copies for students.

- Familiarize yourself with the background information on the Blessingway, found in the CKLA Online Resources:
- Lesson 3 contains audio pronunciations and definitions of the Navajo words and codes that appear in the day’s reading for *Code Talker*, spoken and explained by a native Navajo speaker. Be prepared to share these recordings with students before or during reading.

Use this link to download the online resources for the unit, where specific links to the World War II timeline and maps, background information on the Blessingway, and the audio recordings can be found: https://www.coreknowledge.org/wp-content/uploads/2022/09/CKLA_G7_U8_TG_Online-Resources-final.pdf.

- Write the purpose for reading on the board/chart paper: *Discuss the impact of the Blessingway in Code Talker.*

Writing

- Prepare and display the Writing Process Chart found on Activity Page SR.3.

READING

45 minutes

Small Group: Chapter 9: “The Blessingway” and Chapter 10: “Boot Camp” [pages 50–67]

Review

5 minutes

Note to Teacher: In schools in which all of the CKLA Grade 7 units are taught, students will already be familiar with World War II since they will have read *Anne Frank’s Tales from the Secret Annex*. Briefly review with students the following major events.

- Using the displayed World War II Timeline and World War II Map, give students a brief view of the beginning of World War II:
 - The war was fought between 1939 and 1945 between the Axis Powers (Germany, Italy, and Japan) and the Allied Powers (Great Britain, France, the Soviet Union, and the United States). Most of the world’s countries were involved in the war in some way.
 - Before the war began, German leader Adolf Hitler and his Nazi Party wanted Germany to rule Europe. After taking land from neighboring countries without resistance, German troops invaded Poland in September 1939. By the summer of 1941, Germany was in control of most of Europe and parts of North Africa.
 - Meanwhile, in East Asia, Japan’s Emperor Hirohito invaded China in 1937 and continued expanding its empire in the Pacific.
 - The United States entered the war in December 1941 after Japan attacked the U.S. naval fleet at Pearl Harbor, Hawaii.
- Conduct a brief discussion about Chapter 7: “Navajos Wanted” and Chapter 8: “New Recruits,” which students read for homework. Direct students’ attention to Activity Page 2.2, and call on selected students to share their summaries of the chapters.
 - Chapter 7: “Navajos Wanted”: Students at the mission school are told they need to sacrifice to help the war effort. Ned is only fourteen years old and assumes the war will be over before he is old enough to enlist. By April 1942, just a few months after the attack on Pearl Harbor, a Marine Corps recruiter is sent to their reservation, looking for men who speak both English and Navajo fluently. Ned and his friends are impressed by the recruiter, his uniform, and the speech he gives. Fifteen-year-old Ned consults with his parents, who ask him to wait through another winter before trying to join the Marines. Ned agrees and returns to school.
 - Chapter 8: “New Recruits”: Twenty-nine men, the first all-Navajo platoon, leave the reservation in May 1942. They don’t know what their “special duty” mission will be. For four months, there is no direct communication from any of these men. People begin to make nervous jokes about what might have happened, since new recruits are usually given a ten-day pass, or permission to leave, after six weeks of boot camp. The Marines, when contacted, will only convey that everyone is “doing well.” Finally, Johnny Manuelito returns as Corporal Johnny Manuelito. Ned is very impressed with the new confidence and maturity he sees in his old friend and decides to join the Marines as soon as he can.

- Tell students they will read Chapter 9: “The Blessingway” and Chapter 10: “Boot Camp” in small groups.
- Tell students that some of the dialogue in these chapters is written in dialect. Explain that *dialect* is a particular form of a language peculiar to a specific region or social group. Writing dialect is often used to represent a character’s speech in the way it really sounds. For example, the drill instructor’s dialogue on page 60 includes the words *yew* (“you”) and *bo-wah* (“boy”). Ask students to give some additional examples of dialect with which they are familiar.
- Have students turn to page 50 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *determined*.
- Have students find the word on page 50 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

**Vocabulary Chart for Chapter 9: "The Blessingway"
and Chapter 10: "Boot Camp"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		determined utmost exile depot eyeball colorful sinister flounder parson
Spanish Cognates for Core Vocabulary		<i>determinado</i>
Multiple-Meaning Core Vocabulary Words		determined eyeball colorful flounder
Sayings and Phrases	hold my tongue out of shape wash out weak sisters on the double	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Discuss the impact of the Blessingway in *Code Talker*.

Establish Small Groups

Before reading the chapters, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 3.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 3.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 3.2 correctly. You may choose to do one of the following to address this:
 - Collect the pages, and correct them individually.
 - Provide an answer key for students to check their own or a partner’s work after they have completed the activity page.
 - Confer with students individually or as a group at a later time.

Read the Chapters

30 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Read Chapter 9: “The Blessingway”

[pages 50–51]

SUPPORT: The Blessingway is a ceremony that continues to be central to Navajo beliefs and practices. The purpose of the ceremony is to instill peace, prevent harm, and bestow the blessings of strength, courage, and protection. If students are interested in learning more, use access the supplemental materials about the Blessingway found in the CKLA Online Resources: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Inferential Who is Big Schoolboy, or Frank Mitchell? What name does Ned use to address him? What does this tell you about Navajo values?

- Big Schoolboy, or Frank Mitchell, is the one who will perform the Blessingway for Ned. Ned refers to him as Hosteen as a sign of respect, which is important in Navajo culture.

Inferential What religion do most Navajo characters in the story practice? Why do you think that is? How has this impacted the importance of traditional Navajo religion? [If necessary, remind students of the concept of assimilation, which was discussed in the lesson for Chapter 1.]

- Most Navajo in the story are Roman Catholic, especially the younger ones who attended the mission school. This suggests that white people converted the Navajo

to Catholicism (or perhaps forced them to accept it). Even though the characters are Roman Catholics, however, they still follow traditional practices such as the Blessingway.

[pages 52–53]

SUPPORT: The Golden Rule is a rule of conduct—treat others as you would like to be treated—that is taught in many different religions throughout the world.

CHALLENGE: Ask students to consider how the Golden Rule relates to some of the Navajo values they have read about so far in *Code Talker*. [Possible response: The Navajo believe people have a duty to care for their family and community, not just for themselves. This belief is very similar to the Golden Rule.]

Inferential Find two passages on these pages that show politeness is an important Navajo value.

- Ned politely lets Hosteen Mitchell tell his story slowly, and he does not ask Hosteen when the Blessingway ceremony will occur because that would be rude.

[pages 54–56]

Inferential Who is present at a Blessingway ceremony? How does this relate to Navajo values you have already read about in *Code Talker*?

- Family, friends, and other well-wishers—people who want you to succeed and be happy. This shows the importance of family and community—the ceremony is not just for the individual; many people take part. It reinforces the bond clan members have with one another.

Inferential What do you think might be the symbolic meaning of the Bathing Song and ritual? What might the sprinkling of the corn pollen symbolize?

- Students' answers will vary. Some might suggest that the Bathing Song symbolizes freshness and purity and that the sprinkling of corn pollen symbolizes life.

Read Chapter 10: “Boot Camp”

[pages 57–60]

SUPPORT: Some of your students may benefit from the following supports:

- *Boot camp* refers to a camp for training military recruits.
- A *hygiene kit* is a collection of items, such as soap, combs, and deodorant, designed to keep one healthy and clean.

Inferential What do you think the men were thinking as they made the trip to Fort Defiance? Why were they thinking this? [If necessary, remind students of the details of the Long Walk they learned about from Chapter 1.]

- The men may have been thinking bitter thoughts about the Long Walk, which covered the same path they were taking to Fort Defiance. The difference is that this time they were going to fight for the United States rather than be exiled.

Note to Teacher: Point out examples of dialect on page 60, such as: y'all, yew, a-talkin, t'yew, and bo-wah. Ask students to look for further examples of dialect in this chapter.

[pages 60–65]

SUPPORT: Some of your students may benefit from the following supports:

- *Calisthenics* are light exercises that promote general fitness.
- *Obstacle course* refers to a military training course that includes fences, walls, and ditches that soldiers must find a way over or through.
- *Blankety-blank* is a slang expression used in place of offensive words (curse words).

Inferential Compare and contrast the Navajo recruits with the white recruits on these pages.

- Unlike the Navajo recruits, the white recruits are not used to being yelled at and therefore probably took the yelling harder than the Navajo. The white recruits were also not in good physical shape. Navajo are used to walking long distances carrying heavy loads; the white recruits are not.

Inferential What assumption does the white sergeant make about Navajo language on page 62?

- When soldiers march in time, they count off in English: one, two, three, four. These are all one-syllable words that can easily be matched step-for-step. However, the Navajo words for these numbers are more than one syllable. The sergeant apparently assumed the Navajo number words would be similar to English number words and easy to march to. This is not the case.

[pages 65–67]

Literal What does Ned learn about white people from Georgia Boy?

- Georgia Boy cannot read. This shows Ned that white people do not know everything. When Ned offers to teach Georgia Boy to read, Georgia Boy eagerly accepts, teaching Ned that people can always learn from each other. Ned also learns that, deep down, white people are no different from Navajo. Their families love them just as Navajo families love their children.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Discuss the impact of the Blessingway in *Code Talker*.

To wrap up, ask the following questions:

1. **Inferential** How does the Blessingway impact Ned? Support your answer.
 - Students' answers will vary, but generally the Blessingway is a positive experience that connects Ned with his loved ones and his culture and gives him a renewed and stronger sense of purpose as he goes off to become a “warrior for America.”

2. ***Inferential*** How does Ned's perspective toward white people change while he is in boot camp?

- Students should note that Ned comes to see white people as much the same as Navajo and not as "superior" as he has been taught they are. In fact, in many instances, the Navajo are "the best" (for example, at some of the military activities). The Navajo soldiers certainly seem stronger and more accepting of the situation at boot camp than the white soldiers.

DAY 2

SPELLING

15 minutes

Greek/Latin Roots *pseudos, scribo, voco*

Introduce Spelling Words

15 minutes

- Explain that students will practice twelve words that contain the Greek/Latin Roots *pseudos*, *scribo*, or *voco*. These words do not follow a single spelling pattern. Tell students they will be assessed on these words and will be asked to write a sentence including one or more of these words in Lesson 9.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then name each letter aloud as you write it.
 - Point out that *pseudonym*, *pseudopod*, and *pseudoscience* are spelled using the *pseudos* root.
 - The words *description*, *prescription*, *conscription*, *inscribe*, and *proscribe* are spelled using the *scribo* root.
 - The words *vocation*, *vocal*, *irrevocable*, and *vocabulary* are spelled using the *voco* root.

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

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.
- Remind students that they can use what they have learned about roots and affixes to help them determine the meaning of these words.

Spelling Word	Definition	Example Sentence
pseudonym	a fake or false name	The undercover officer used a <u>pseudonym</u> to hide her identity.
pseudopod	a false foot	An amoeba uses a <u>pseudopod</u> for locomotion.
pseudoscience	scientific in appearance only	Astrology is a <u>pseudoscience</u> .
description	characterization of something in words	The witness provided an exact <u>description</u> of the defendant.
prescription	a written order for medication, a remedy	My doctor wrote me a <u>prescription</u> for cough medicine.
conscription	forced induction into the military	During the war, many became soldiers through <u>conscription</u> .
inscribe	to write in or on something	What is <u>inscribed</u> on your bracelet?
proscribe	to forbid by law, condemn	The law <u>proscribes</u> the violation of others' civil rights.
vocation	a professional calling	Some people feel they have a <u>vocation</u> to work in health care.
vocal	relating to the voice	Teddy gave a <u>vocal</u> summary of the plan.
irrevocable	unable to be called back or undone	The evil knight's banishment from the kingdom was <u>irrevocable</u> .
vocabulary	store of knowledge of words and their meanings	The larger your <u>vocabulary</u> , the more you know what to call things.

- Tell students the word list will remain on display until the assessment so that they can refer to it until then.
- Have students take home Activity Page 3.4 to practice the spelling words.

WRITING

30 minutes

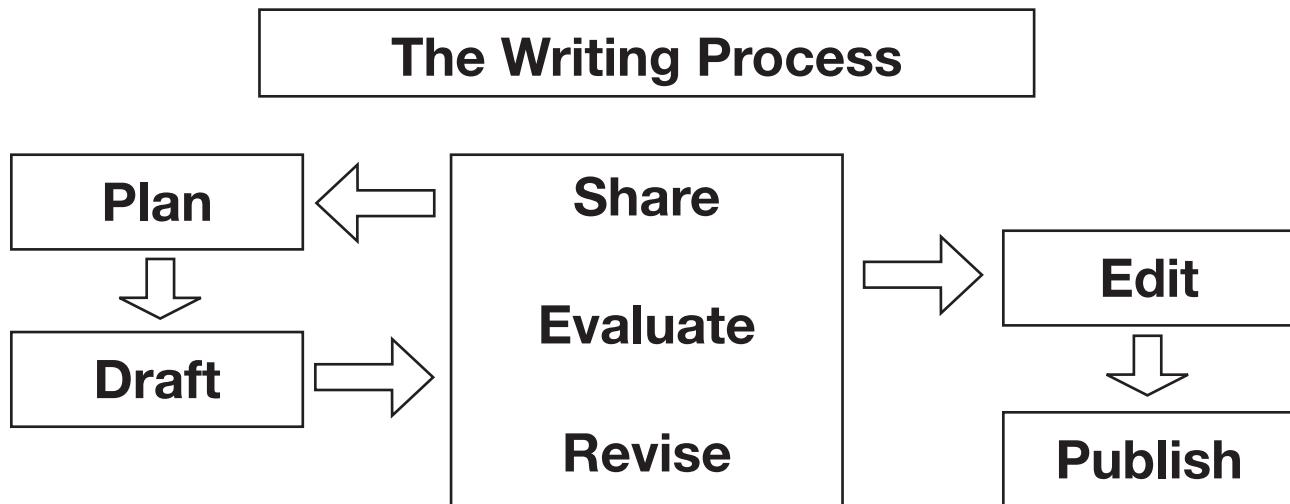
Write a Research Essay: Plan

Introduce the Writing Process

5 minutes

- Direct students to the Writing Process Chart, and walk through the steps with students. Point out that this diagram is also included in the Student Resources on Activity Page

SR.2. Explain that students will follow these steps each time they work on a unit writing assignment. Today students will begin the planning step.



Note to Teacher: You may wish to keep the Writing Process Chart displayed in the classroom for students to refer to throughout the year.

Review Research

5 minutes

- Remind students that they have already decided on their topic and their research question. Now students will begin the research that will answer that question and lead to a conclusion.
- Guide students through what makes a source good or bad.
- URLs that end in .org, .edu, or .gov might be regulated in regard to permissible content and should be checked to ensure they provide generally reliable information.
- Sites like Wikipedia are created by the public and as such are not reliable for citations and should not be used on their own—though if they link to legitimate sources, those citations may be used.
- Make clear that primary sources are the gold standard in research: these are the original documents, statements, or other materials about which historians and researchers write. A photograph of a historical event is a primary source. So is a letter or other writing by historical individuals.
- Tell students that images of primary sources may sometimes be found online—but that they must be JPEGs or other digital files of the original document or image.
- Explain that verbal accounts may also be primary sources—but to have the standing to make a claim about a person, event, place, or movement, a primary source must have direct experience with that subject or event.
- Tell students that secondary sources include the writings of an accredited biographer or historian recognized as knowledgeable in the topic or the account of someone who was not an eyewitness but heard the story of an event—at the time—from a person who was there.

Activity: Research Checklist

20 minutes

- Point out that taking notes like the ones in the Research Checklist on Activity Page 3.5 involves summarizing or paraphrasing information—putting a complex idea or concept into their own words so they can digest and understand it.
- As students use the Research Checklist on Activity Page 3.5 to begin their research, go over ways to test the credibility of the sources they uncover in their searches.
 - Point out that the key way to know a source is legitimate is accountability: a source must be able to stand by its facts. Explain that organizations and publications can be held to account for the facts they publish.
 - Explain further that the real test of a source is common sense.
 - A .com source online can be legitimate—<https://www.britannica.com> is a legitimate encyclopedia, for instance, and its articles can be trusted.
 - Film or audio of an actual event is a primary source and thus can be used to prove points about that subject—so long as this recording is legitimate.
- Emphasize that bad sources are ones that make claims without documentation, failing to stand behind the information they assert as fact. Examples include the following:
 - articles that don't include an author's name or publication date
 - online journals that provide no contact information
 - Wikipedia articles unsupported by independent documentation (these could merely be people's opinions, stated as fact)
 - autobiographies or other print sources that lack footnotes or citations

Note to Teacher: As students continue their research in subsequent lessons, you may choose to schedule a time for your class to visit the school library or media center to conduct their own research. Depending on your students' experience with research, you or the school librarian may need to discuss with them how to locate print resources in the library or how to search for and find reliable sources on the internet.

- Invite students to conduct quick research online or use other provided sources to find some brief information about each of their identified topics, as well as any images or audio files that relate to their topic.

SUPPORT: Monitor students as they begin their research in class. For any questions that come up more than once, lead a brief, whole-class discussion class on the best resolution of that issue.

Wrap Up

5 minutes

- Discuss with students any difficulties or breakthroughs they had in the course of their research. Did the Research Checklist help? How did paraphrasing help?
- Have students continue their research as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 3.1.
- Assign pages 68–75 in *Code Talker* as reading homework (Chapter 11: “Code School”). Have students complete Activity Page 3.3 to take notes on the chapter.

Spelling

- Have students take home Activity Page 3.4 to practice spelling words.

Writing

- Have students use Activity Page 3.5 to help them as they continue their research for homework.

Lesson 4

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent Reading: Chapter 12: "Learning the Code" and Chapter 13: "Shipping Out to Hawaii"	<i>Code Talker</i> "Navajo Code Talkers" video Navajo Audio Pronunciation Guide Activity Pages 4.1, 4.2
DAY 2: Morphology	15 min	Practice Greek and Latin Roots <i>pseudos, scribo, voco</i>	Roots Anchor Chart Activity Page 4.4
Writing	30 min	Write a Research Essay: Plan	Activity Page 3.5
Take-Home Material	*	Reading, Morphology, Writing	<i>Code Talker</i> , Chapter 14: "The Enemies," Chapter 15: "Field Maneuvers," and Chapter 16: "Bombardment" Activity Pages 4.1, 4.3, 4.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop a theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4, L.7.4, L.7.5)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

Develop and strengthen writing as needed by planning. (W.7.5; WHST.6–8.2.b)

Write routinely over extended time frames. (W.7.10; WHST.6-8.10)

Understand research materials, including the meaning of domain-specific words and phrases, visual information, and the difference between primary and secondary sources. (RHST.6–8.2, RHST.6–8.4, RHST.6–8.7, RHST.6–8.9, RHST.6–8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5.b)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Prepare to play the video “Navajo Code Talkers.” You may also wish to preview the optional background information about code talkers and share it with students.
- Display the timeline and maps of the World War II Pacific Theater that you prepared in Lesson 3.
- Lesson 4 contains audio pronunciations and definitions of the Navajo words and codes that appear in the day’s reading for *Code Talker*, spoken and explained by a native Navajo speaker. Be prepared to share these recordings with students before or during reading.

Links to “Navajo Code Talkers” and the audio recordings can be found <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

- Write the purpose for reading on the board/chart paper: *Describe examples of ways that culture is shown to be important in Code Talker.*

Morphology

- Display the Roots Anchor Chart from Lesson 2.

READING

45 minutes

Independent Reading: Chapter 12: “Learning the Code” and Chapter 13: “Shipping Out to Hawaii” [pages 76–94]

Review

10 minutes

- Tell students that the characters are now learning to become code talkers. Play the video “Navajo Code Talkers” for students. This video, which lasts 7:58 minutes, will give students additional background on the Native American code talkers.
- Ask students to define *irony*. (*Irony* is a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true).
- Ask students to think about how the Navajo code talkers using their native language to help the U.S. government is an example of irony. [The U.S. government had tried to force the Navajo to abandon their native language, then later asked them to use their native language to help the war effort.]
- Tell students to look for other examples of irony as they read the chapters in this lesson.

Introduce the Chapters

5 minutes

- Tell students they will read Chapter 12: “Learning the Code” and Chapter 13: “Shipping Out to Hawaii” independently.
- Have students turn to Chapter 12, page 76 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *emphasized*.
- Have students find the word on page 76 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.

- Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		emphasize classified refuge sternly dock disposition morale stalk doom

Vocabulary Chart for Chapter 12: “Learning the Code” and Chapter 13: “Shipping Out to Hawaii”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
		brief chaos green perimeter
Spanish Cognates for Core Vocabulary		<i>clasificado</i> <i>refugio</i> <i>disposición</i> <i>informar</i> <i>caos</i>
Multiple-Meaning Core Vocabulary Words		classified stalk brief green
Sayings and Phrases	breathed a word drove him crazy worth his salt happy-go-lucky	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Describe examples or ways that culture is shown to be important in *Code Talker*.

Read the Chapters

25 minutes

Have students read the chapters independently. After students read each chapter, they can complete the relevant section of Activity Page 4.2.

Note to Teacher: During independent reading, you may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask them questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud.

Read Chapter 12: “Learning the Code”

[pages 76–79]

CHALLENGE: Based on what you have read so far, what is the importance of memory in Navajo culture? Explain. [Possible answer: Memory is very important in Navajo culture. The Navajo people remember their history and recite it to one another. It is also important to them to remember which clans and families they come from.]

SUPPORT: *Brig* refers to a military prison.

Inferential What does Ned say about the Navajo language on page 77? Why is this an example of irony?

- o Ned says that he felt proud that the sacred Navajo language could be used to help America. This is ironic because previously he had been taught that his language was worthless. Now it suddenly has great value.

Note to Teacher: Call attention to Ned’s statement that the Navajos were “the only ones” who could use the code and how much this is a point of pride for him. Ask students to watch for similar statements throughout this chapter.

SUPPORT: The chapters in this lesson contain many geographical references. As needed, use the map provided as part of the CKLA Online Resources to point out the locations of these places to students. *Sulphur Island* is the Japanese name for Iwo Jima. *Suribachi* is a mountain on Iwo Jima where a famous flag-raising ceremony took place during the war.

[pages 79–82]

Inferential Find some examples of irony on page 81.

- o Possible answer: Ned observes that the white people at the boarding school had no use for the Navajo language or customs; now, others did value the Navajo language.

Inferential A major theme of *Code Talker* is the importance of respect for other cultures. How is that theme developed on pages 81–82?

- o Ned discusses how Navajo culture and language now have a chance to save other Americans. Had that culture been destroyed or assimilated into white society, as the U.S. government had attempted to do, many more people would likely have died in the war.

Inferential How does Ned describe the pride he and the other Navajo feel?

- o Ned says that the Navajo’s pride is not boastful or self-important but quiet and humble. They give most of the credit to their ancestors, who passed down the sacred language to them.

Inferential Why do you think Ned goes through the daily ritual he describes at the bottom of page 82?

- o Possible answer: It connects Ned with his people and keeps him in balance.

Note to Teacher: As students read the rest of the text in this lesson, have them watch for other rituals and ceremonies Ned and other soldiers carry out.

[pages 83–84]

Inferential Where did the Navajo soldiers get the money to buy the supplies for their ceremony? Why do you think this is significant?

- The Navajo soldiers got the money from the Marine camp athletic and morale officer. The fact that the Marines financed the ceremony suggests that they have newfound respect for the Navajo and wanted to thank them for the service they were about to perform.

Read Chapter 13: “Shipping Out to Hawaii”

[page 85–88]

SUPPORT: Some of your students may benefit from the following supports:

- Admiral Chester W. Nimitz was commander of the U.S. Pacific Fleet during World War II. The locations mentioned on pages 85–86 and page 88 (the Gilbert Islands, Guadalcanal, the Solomon Islands, Bougainville, and so forth) were all island sites in the Pacific that featured important battles. Use the maps of WWII in the Pacific Theater, provided as part of the CKLA Online Resources to point out the locations of these places to students: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.
- In the U.S. Marines, a *squad* generally consists of nine Marines. A *platoon* consists of three squads. A *company* consists of three platoons. A *battalion* consists of three or more companies. A *regiment* consists of three battalions. A *division* consists of three regiments.
- *To ship out* means to leave one place and go to another for military duties.
- *Scuttlebutt* refers to a rumor or gossip.
- A *mess hall* is a room or building where groups, especially soldiers, eat together.

Inferential How does Captain Manuelito’s embarrassment reflect Navajo culture?

- Captain Manuelito’s fellow soldiers are praising him. Navajo culture teaches people to be humble, not proud and self-important—so the captain’s embarrassment shows that he does not want to appear boastful.

Inferential What is the highest rank any Navajo code talker received? Do you agree with Ned’s inference that racism played a part in this? Explain.

- The highest rank any Navajo code talker received was corporal. Students’ responses to the possible racism will vary.

[pages 89–94]

SUPPORT: Until fairly recently, Roman Catholics traditionally ate only fish (rather than meat) on Fridays as a religious observation. Even today, many Catholics abstain from eating meat on Fridays during Lent. Point out to students that this is a ritual/ceremony practiced by the white soldiers in Ned’s group.

Note to Teacher: Point out to students Ned’s ritual on page 89. Have students compare this ritual to others they have read about in this lesson.

Inferential Who is Father Sky? How does Ned feel after thinking about Father Sky?

- Father Sky is a deity in the Navajo religion. Ned feels more at peace after thinking about Father Sky.

SUPPORT: Some of your students may benefit from the following supports:

- A *convoy* is a group of ships or vehicles traveling together.
- *Embarkation* refers to the act of passengers or crew getting aboard a ship or aircraft.
- The *front line* is the part of an army that is closest to the enemy.
- *Strafe* means to attack with bombs or machine-gun fire from low-flying aircraft.
- The term *LC* on page 92 refers to a landing craft. A *Zero* is a type of warplane used by the Japanese during World War II.

Inferential What finally convinces Lieutenant Hunt that the Navajo code would work? How does his initial skepticism reflect a somewhat racist perspective?

- A message that took four hours to transmit in what Sam calls “white code” was transmitted in just over two minutes by the Navajo. Initially, the lieutenant seemed to think that anything the Navajo might be involved in could not be useful or helpful.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Describe examples or ways that culture is shown to be important in *Code Talker*.

To wrap up, ask the following question:

Inferential How did the chapters you read in today’s lesson emphasize the importance of culture? Support your answer.

- Students may mention: the Navajo language and how its preservation ultimately saved many lives during the war; the many ceremonies and rituals practiced not only by the Navajo soldiers but also by white soldiers (for instance, not eating fish on Friday), which give the soldiers comfort; the respect some white soldiers began showing the Navajo soldiers and the Navajo’s appreciation in return; or Ned’s apprehension at traveling over large bodies of deep water (considered dangerous in Navajo culture).

DAY 2

MORPHOLOGY

15 minutes

Greek/Latin Roots *psuedos*, *scribo*, *voco*

Practice Greek/Latin Roots

15 minutes

- Review with students what they learned about the Greek/Latin roots *pseudos*, *scribo*, and *voco*. Remind students that these roots are found in many modern English words and that learning the roots will help students figure out the meanings of unfamiliar words they encounter.

- Display and review the chart from Lesson 2 to remind students of the meanings of the roots and the examples of words containing them.

Root	Meaning	Example
pseudos	false, fake	The actress used a <u>pseudonym</u> to hide her identity.
scribe	to write	Can you read the <u>inscription</u> inside the ring?
voco	to call	She has always been a fan of <u>vocal</u> music.

- Give students examples of additional words that contain these roots. Define the words, and explain how their meaning is connected to the meaning of the root.
 - Pseudointellectual* is another word that contains the root *pseudos*. *Pseudointellectual* refers to something that appears to be intellectual but is not.
 - Subscribe* is another word that contains the root *scribo*. When you subscribe to something, you write your name down to receive it.
 - Vocalize* is another word that contains the root *voco*. To vocalize something is to give voice to it.

CHALLENGE: As time allows, challenge students to work in pairs to think of additional words with these roots and use them in context in a sentence. Have students verify the etymologies of the words they come up with in a dictionary. Invite pairs to share their findings with the class.

- Have students turn to Activity Page 4.4. Briefly review the directions, and do the first item together. Circulate around the room to be certain that students understand the directions. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write a Research Essay: Plan

Review Research Checklist

5 minutes

- Remind students that it is important to take good notes when conducting research—whether you conduct the research in an actual, brick-and-mortar library or online.
- Underscore that taking notes like the ones in the Research Checklist on Activity Page 3.5 involves summarizing or paraphrasing information—putting a complex idea or concept into their own words so they can digest and understand it.
- Make clear that these summaries—putting someone else’s words into your own—will form a large part of students’ essays and that such paraphrasing also avoids accidentally plagiarizing (or stealing) the work of another writer.
- Tell students that they will continue to use the Research Checklist to make sure their ideas are supported and the extra page to write down sources (or make notes to indicate that they’ve already done it digitally.)

Activity: Research

20 minutes

- Direct students to continue their research using the Research Checklist on Activity Page 3.5.
- Invite students to conduct research online or use other provided sources to find information about their identified topics, as well as any images or audio files that suit their topics.

SUPPORT: Monitor students as they continue their research in class. For any questions that come up more than once, lead a brief, whole-class discussion class on the best resolution of that issue.

Wrap Up

5 minutes

- Discuss with students any difficulties or breakthroughs they had in the course of their research. Did the Research Checklist help? How did paraphrasing help?
- Have students continue their research by completing their Research Checklists as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 4.1.
- Assign pages 95–112 in *Code Talker* as reading homework (Chapter 14: “The Enemies,” Chapter 15: “Field Maneuvers,” and Chapter 16: “Bombardment”). Have students complete Activity Page 4.3 to summarize the chapters.

Morphology

- Have students take home Activity Page 4.4 and complete it for homework.

Lesson 5

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partners: Chapter 17: “First Landing” and Chapter 18: “On Bougainville”	<i>Code Talker</i> World War II Map Navajo Audio Pronunciation Guide Activity Pages 5.1, 5.2
DAY 2: Grammar Writing	15 min	Introduce Transitions	Transitions Chart Activity Page 5.4
	30 min	Write a Research Essay: Plan	Activity Pages 2.4, 5.5, 5.6
Take-Home Material	*	Reading, Grammar, Writing	<i>Code Talker</i> , Chapter 19: “Do You Have a Navajo?” and Chapter 20: “The Next Targets” Activity Pages 5.1, 5.3, 5.4, 5.6
Optional Mid-Unit Comprehension Check	*		Activity Page PP.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4, L.7.4, L.7.5)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

Develop and strengthen writing as needed by planning. (W.7.5)

Introduce a topic and provide a concluding statement. (W.7.2.a, W.7.2.f; WHST.7.2.a, WHST.7.2.f)

Use precise language and maintain a formal style. (W.7.2.d, W.7.2.e; WHST.7.2.d, WHST.7.2.f)

Write routinely over extended time frames. (W.7.10, WHST.6-8.10; RHST.6-8.1)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a-d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Read and be prepared to help students summarize the homework reading in *Code Talker*, which includes Chapter 14: "The Enemies," Chapter 15: "Field Maneuvers," and Chapter 16: "Bombardment."
- The chapters in this lesson contain many scenes of violence and death. Be prepared to support students who may be upset by such scenes.
- Write the purpose for reading on the board/chart paper: *Analyze Ned's motivations in chapters "First Landing" and "On Bougainville" in Code Talker.*
- Display the World War II Map from Lesson 3.
- Lesson 5 contains audio pronunciations and definitions of the Navajo words and codes that appear in the day's reading for *Code Talker*, spoken and explained by a native Navajo

speaker. Be prepared to share these recordings with students before or during reading. Links to the recordings are available in the Online Resources found here: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Grammar

- Prepare and display the Transitions Chart from page 77 of this Teacher Guide.

DAY 1

READING

45 minutes

Partners: Chapter 17: “First Landing” and Chapter 18: “On Bougainville” [pages 113–134]

Review

5 minutes

- Conduct a brief discussion about Chapter 14: “The Enemies,” Chapter 15: “Field Maneuvers,” and Chapter 16: “Bombardment.” Direct students’ attention to Activity Page 4.3, and call on selected students to share their summaries of the chapters.
 - “The Enemies”: During his first days on Guadalcanal, Ned sees only the bodies of dead Japanese soldiers as he avoids the explosives raining down on them. He has little idea of what the enemy is like, having encountered no living Japanese soldiers yet. The unburied Japanese corpses are especially disturbing because of the Navajo belief that a bad spirit sometimes remains around the body. Ned learns that Japanese warriors are expected to fight to the death. The few Japanese who were taken as prisoners at Guadalcanal were mostly laborers, not soldiers. These men seem lost and pathetic to Ned’s friends and provide the perspective that the enemy is just human.
 - “Field Maneuvers”: The Marines have a training exercise on the Big Island of Hawaii. Walking through a long stretch of desert, with a very limited supply of water, Ned and the other Navajo know to suck the juice out of prickly pear cactus along the way to stay hydrated. They pretend to make it through on just the small amount of water supplied while the other Marines fall down helpless until more water is sent out. They have more field maneuvers to practice dealing with heat, rain, humidity, and jungle wildlife. Threats include leeches, scorpions, snakes, and crocodiles. The mosquitoes also carry malaria. Ned has a nonverbal “conversation” with one of the natives on the island, about the love each man has for his homeland.
 - “Bombardment”: Ned is reunited with Georgia Boy before leaving for Guadalcanal. The Allies invade Bougainville, and Ned tells the story of the nicknames they invented for their equipment and for the Japanese planes attacking them. He describes the plan of attack, including how scouts had gone before them to learn more. Things do not go according to plan. When D-Day comes, they begin early, in darkness and silence. Ned describes their fear and their attempts to deal with it. After firing on the beaches with several powerful ships, there was no return fire, so the plan to land and attack is soon to be carried out. Ned says despite all of that, he felt “in [his] bones that there were still enemy soldiers alive on Blue Beach.”

Introduce the Chapters

5 minutes

- Tell students they will read Chapter 17: “First Landing” and Chapter 18: “On Bougainville” with partners.
- Have students turn to page 113 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *battery*.
- Have students find the word on page 113 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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. **flinch, *v.*** to draw back as if in fear or pain (**119**)

Chapter 18: “On Bougainville”

6. **terrain, *n.*** a piece of ground (**120**)
7. **prospect, *n.*** the possibility or likelihood of something happening (**120**)
8. **drawl, *v.*** to speak in a slow, lazy way with pronounced vowel sounds (**drawled**) (**121**)

9. **dispense**, *v.* to give out or distribute something (**dispensing**) (121)
10. **grim**, *adj.* unpleasant; sad (123)
11. **souvenir**, *n.* an object that is kept as a reminder of a person, place, or event (128)
12. **decipher**, *v.* to convert a code into normal language (130)
13. **quiver**, *v.* to tremble or shake (130)
14. **jaunty**, *adj.* having a lively or cheerful manner (131)

Vocabulary Chart for “First Landing” and “On Bougainville”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		battery abruptly ambush broach flinch terrain prospect drawl dispense grim souvenir decipher quiver jaunty
Spanish Cognates for Core Vocabulary		<i>batería</i> <i>abrupto</i> <i>terreno</i> <i>prospecto</i>
Multiple-Meaning Core Vocabulary Words		battery broach prospect grim decipher
Sayings and Phrases	bogged down	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Analyze Ned's motivations in chapters "First Landing" and "On Bougainville" in *Code Talker*.

Read the Chapters

30 minutes

Pair students to read the chapters together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. As students read, circulate around the room, monitoring students' focus and progress. Use the prompts below with pairs who need extra support.

Explain to students that they should read and discuss the chapters together and complete Activity Page 5.2 as they read.

Note to Teacher: The chapters in this lesson contain many geographical references. As needed, use the World War II Map from Lesson 1 to point out the locations of these places to students.

Read Chapter 17: "First Landing"

[pages 113–116]

SUPPORT: The chapters in this lesson contain many terms commonly used in the military. Some are defined/explained in the glossary on Activity Page SR.1. Others are explained below:

- LCVP (page 113): A landing craft, vehicle, personnel boat, a type of landing craft used in World War II.
- 0645 (page 113): Military time for 6:45 a.m. Military time operates on a 24-hour clock. 1:30 p.m. in civilian time would be given as 1330 in military time.
- alligator (page 114): A type of amphibious landing vehicle used in World War II.
- knot (page 114): A unit of speed equal to one nautical mile per hour, or about 1.15 miles per hour.
- Grumman TBF Avenger (page 115): An American aircraft used as a torpedo bomber.
- twenty-two (page 115): A .22 caliber rifle. The ".22" refers to the diameter of the slug used by the rifle, in inches.
- Japanese .77 (page 116): A .77 caliber rifle used by Japanese soldiers.
- aft (page 116): At or near the back of a ship.
- prow (page 116): The front part of a ship.
- starboard (page 116): The right side of a ship.

SUPPORT: The lyrics on page 113 are from the song "Oh, What a Beautiful Mornin'," the opening song from the musical *Oklahoma!*, which opened on Broadway in 1943. The refrain runs: "Oh, what a beautiful mornin'! / Oh, what a beautiful day! / I've got a beautiful feelin' / Ev'rythin's goin' my way."

Literal How long did Ned sit in the landing boat until it was dropped into the water? What did he find most difficult about this?

- Ned sat in the landing boat for about 30 minutes. The most difficult thing for him was not knowing when the landing would begin.

SUPPORT: Point out to students that the American soldier's reference to the Japanese soldiers as "Tokyo Joe" would be considered racist today.

[pages 117–119]

SUPPORT: Some of your students may benefit from the following supports:

- *To surge* means to rise and move, as in waves.
- *Shrapnel* refers to pieces of a bomb, shell, or bullet.
- A *foxhole* is a hole in the ground dug and used by a soldier as a small fort.
- A *pillbox* is a small, enclosed gun emplacement.
- *Resistance* refers to the act of opposing the enemy's advance.
- An *echelon* is a body of troops arranged in a line.
- *Rig* refers to gear or machinery used for a specific purpose.

Inferential What clues can you find on page 117 that indicate Ned was operating more on instinct than on thought during the landing? [If necessary, explain to students that *acting on instinct* means to do something because one is motivated by a powerful internal impulse.]

- Possible answer: Ned does not remember much about the landing—he doesn't remember digging the foxhole, nor does he remember dragging Georgia Boy to safety. He was acting more on instinct than consciously thinking about what he was doing.

Inferential What clues does Ned give in his narrative to indicate that the landing was difficult for the Marines?

- Possible answer: Ned says that the spot of his landing zone, Blue Beach One, was the worst. Hundreds of Japanese soldiers were waiting, and the preliminary air attack had not taken out any of the Japanese pillboxes. The American landing craft were bogged down and broached. The main concentration of Japanese defenders was on Blue Beach One.

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

- Responses will vary, but students should understand that the initial assault on the island is very difficult. The Marines suffer heavy casualties, and the Japanese put up strong resistance. By late afternoon, however, the fighting has subsided a bit, and Ned and his fellow Marines are greeted by some native Solomon Islanders. Ned is reunited with his old friend from boot camp, Georgia Boy. Ned finds it unusual that despite all the chaos and danger, he has not yet seen a single Japanese soldier.

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

- Possible answer: Ned acts mostly by instinct in this chapter. Once Ned landed on the beach and the battle began, his training took over. He does not remember much but simply did what needed to be done. For example, he does not remember digging his foxhole or dragging Georgia Boy to safety.

Read Chapter 18: “On Bougainville”

[pages 120–126]

SUPPORT: Some of your students may benefit from the following supports:

- *Malaria* is an infectious disease spread through mosquitoes.
- An *infiltrator* refers to a spy.
- A *latrine* is a public toilet in a military area.
- *Friendly fire* refers to weapon fire coming from one’s own side, especially fire that causes injury or death to one’s own forces.
- A *beachhead* is a defended position on a beach taken from the enemy by landing forces.

Evaluative How does Ned’s Navajo culture help him avoid taking the Atabrine pills for a while? Was Ned wise to avoid taking the Atabrine pills? Explain your answer.

- Inspired by the moccasin game and the Navajo legend of the day and night creatures, Ned and the other Navajo soldiers manage to hide the pills in their palms for a time after they are dispensed, then dispose of the pills later. Though they were large and tasted terrible, the pills were intended to keep Ned and the other soldiers healthy. He was not wise to avoid taking the pills.

Inferential How does the long paragraph at the bottom of page 125 help build on one of the book’s main themes?

- Possible answer: Ned notes that the dead soldier looks much like one of his cousins back home. One major theme of the book is the common humanity all people share even though they come from different cultures. This incident reinforces that theme.

[pages 126–130]

SUPPORT: Some of your students may benefit from the following supports:

- A *booby trap* is an apparently harmless object containing a hidden explosive device.
- A *bivouac* is a temporary camp without tents or cover.
- A *sniper* is a person who shoots from a hiding place.

Inferential How does the allusion to the birthday of the Marine Corps reinforce one of the book’s main themes?

- Possible answer: This is a ceremony that celebrates something important and remembers people and events from the past. We have seen many other ceremonies—mostly Navajo rituals but others as well—and this scene reinforces the importance of tradition and culture. It also shows that all people and cultures have traditions—and suggests that they are all of equal value.

SUPPORT: The event mentioned in the text was part of the First Barbary War, in which the United States and Sweden fought against North African nations collectively called the Barbary States. In 1805, the U.S. Marines captured the Barbary pirates’ harbor fortress in Tripoli (located in modern-day Libya), an event memorialized in the “Marines’ Hymn” (“. . . to the shores of Tripoli”).

[pages 131–134]

SUPPORT: Some of your students may benefit from the following supports:

- On pages 132–133, the author makes allusions to Joe Kennedy, a prominent American businessperson and politician, and his son, John F. Kennedy (JFK), who would go on to become the thirty-fifth president of the United States. The incident Smitty relates to Ned is historically accurate: Kennedy, a lieutenant in the U.S. Navy, commanded a boat (the *PT-109*) that was rammed and sunk by a Japanese destroyer. Kennedy's actions in saving his surviving crew members made him a war hero. A back injury Kennedy suffered in the incident bothered him for the rest of his life.
- *Doggie* is a Marine slang term for a U.S. Army foot soldier.

Literal Summarize the letter Ned received from his parents in your own words.

- The letter expresses gratitude for the money Ned sends, reassures Ned that his family is well, and tells him that they are praying for his safety and quick return home.

Inferential Look closely at the P.S. Ned's younger sister wrote in the letter. How do her comments suggest that the respect the Navajo code talkers have begun to receive has not yet been extended to all Navajo?

- Possible answer: Ned's sister says that the teachers at the boarding school are “just as bad” as he had told her. This suggests that the teachers still belittle Navajo culture and tell the native children that the Navajo language is worthless.

Inferential What are *fatigues*? Why did Ned send his fatigues home to his family? What does this tell us about Ned?

- Fatigues are military clothing. Ned sent them to his family so they could use them in a protection ceremony. This tells us that Ned wants to continue feeling connected to his family, community, and heritage.

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

- Responses will vary, but students should understand that Ned and the other Marines begin to settle into life on Bougainville despite the mud and mosquitoes. For a time, Ned and the other Navajo soldiers are able to avoid taking the bad-tasting anti-malaria drugs but eventually are forced to take them. Ned tells of the banzai attacks and how nighttime is the most dangerous time for the Marines; anyone leaving his foxhole at night is liable to be shot on suspicion of being a Japanese soldier. Ned finally sees a Japanese man—the dead body of a soldier—and remarks on how much the Japanese man looks like his cousin. An earthquake and fears of booby traps increase the feeling of tension—but a letter from home cheers Ned. He sends his fatigues home so his relatives can perform a protection ceremony with them.

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

- Possible answer: Ned seems more motivated in this chapter by thoughts of home. He receives several reminders that he is still, in many ways, an outsider (for example, one Marine is assigned to him at all times so other Marines won't mistake Ned for a Japanese soldier). Still, he is proud to use his native language to transmit code, recalls

a Navajo legend to play a trick on a soldier trying to give him medicine, and eagerly imagines the protection ceremony that will be held for him back home.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Analyze Ned's motivations in chapters "First Landing" and "On Bougainville" in *Code Talker*.

To wrap up, ask the following question:

1. **Inferential** Do you think Ned's motivations in the chapter "First Landing" are the same as or different from those in the chapter "On Bougainville"? Use your responses on Activity Page 5.2 to explain your answer.
 - o Students' answers will vary. Some may suggest that in "First Landing" Ned relies more on his training and instincts, whereas in "On Bougainville" he is more thoughtful about what he is doing and thinks often of his Navajo heritage. In "First Landing," Ned acts mostly by instinct. Once Ned landed on the beach and the battle began, his training took over. He does not remember much but simply did what needed to be done. For example, he does not remember digging his foxhole or dragging Georgia Boy to safety. In "On Bougainville," Ned seems more motivated by thoughts of home. He receives several reminders that he is still, in many ways, an outsider (for example, one Marine is assigned to him at all times so other Marines won't mistake Ned for a Japanese soldier). Still, he is proud to use his native language to transmit code, recalls a Navajo legend to play a trick on a soldier trying to give him medicine, and eagerly imagines the protection ceremony that will be held for him back home.

DAY 2

GRAMMAR

15 minutes

Transitions

Review Transitions

15 minutes

- Remind students they learned about transition words, phrases, and clauses in Grade 6. Ask students to give an example of a transition and to explain when you might use it.
- Direct students' attention to the Transition Chart, copied from page 77, that you prepared in advance. Remind them students transition words, phrases, and clauses signal a change from one idea to another and that they also show the relationship between the two ideas.
- Read through the chart with students. Explain that transitions fall into three general categories:
 - o Supporting transitions suggest that the idea that follows it supports, or is similar to, the preceding one.
 - For example, if you are writing about reasons you enjoy swimming, you might use the transition *also* to introduce this supporting idea: *Also, swimming is a great way to stay cool while exercising when the weather is hot.*

- Some examples of supporting transitions are *and*, *also*, *as well as*, *additionally*, *furthermore*, *moreover*, and *in fact*.
- Contrasting transitions suggest that the idea that follows it contradicts or moves in the opposite direction from the preceding one.
 - For example, if you are writing about how you dislike exercising in hot weather, you might use a transition such as *but* to introduce this contrasting idea: *Running in the heat makes me sweaty and uncomfortable, but swimming keeps me cool and happy.*
 - Some examples of contrasting transitions are *however*, *but*, *yet*, *although*, *instead*, *on the other hand*, and *by contrast*.
- A third type of transition suggests that the relationship between two ideas is one of cause and effect.
 - For example, if you are writing about how you dislike exercising in hot weather, you might use a transition such as *because* to explain why hot weather discourages you from exercising: *When it's hot, I exercise less because I get overheated and uncomfortable and don't enjoy myself.*
 - Some examples of cause/effect transitions are *because*, *therefore*, *as a result*, *consequently*, *if...then*, *due to*, *as a consequence*, and *which has the effect*.

Supporting Transitions	Contrasting Transitions	Cause/Effect Transitions
also	but	because
and	however	therefore
as well as	yet	as a result
additionally	although	if...then
furthermore	instead	due to
moreover	on the other hand	as a consequence
in fact	by contrast	which has the effect

- There are many effective one-word transitions. However, creating phrases and clauses allows writers to tailor transitions to specific situations and to add detail and complexity in the development of their ideas.
 - Contrasting transitional phrase: **Despite being the youngest member of the swimming team**, Alyssa was unanimously elected captain.
 - Cause/effect transitional clause: By far the event **that had the greatest positive impact on the morale of the soccer team** was getting a new coach.
- Have students turn to Activity Page 5.4. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

Write a Research Essay: Plan**Make an Outline****5 minutes**

- Direct students to the Outline Model on Activity Page 5.5. Read through the Outline Model with students, showing how it was used to create the Writing Model on Activity Page 2.4.
- Have students consider their chosen topic. Ask the following:
 - Why did you pick your topic?
 - Was there a point you wanted to make?
 - Did you want to learn more about the subject?
- Explain that any of these reasons is fine but that to begin, students will need to rough out an outline with points they will support by research—always knowing that they may discover facts that alter their essay’s shape and possibly even its conclusion.

Note to Teachers: If needed, review the difference between primary and secondary sources, and explain that students will need to incorporate both types into their report. Review briefly what makes an online source credible or questionable. Remind students that brick-and-mortar libraries come with real-life assistants who can help guide them to resources, both in print and online.

Activity: Create an Outline**15 minutes**

- Suggest that the reason for an outline is to help students organize their thoughts.
- Tell students that positing a conclusion at the beginning will create a target for their outline to aim at—even if the research dictates changes to that conclusion.
- Discuss ways to introduce a topic, such as a startling statement or rhetorical question—reminding students that this first paragraph must set up the topic while clearly communicating the research question.
- Talk with students about how they might organize the ideas in their essay. Explain that it is common to present information about a person or event chronologically. Tell students that even with ideas, often one will lead to another—using chronological order whenever possible helps bring clarity to the writing.
- Point out that the writer explains how the research answered the research question in the conclusion.
- Explain that the writer may conclude that what they supposed at the beginning was true at the end or that they might have discovered that the actual facts made the question they asked not really to the point, as happened in the Writing Model: while there was no proving the Choctaw changed the course of the war, these troops had a vital role to play and set in motion a useful strategy for future wars.

- Have students use the prompts on Activity Page 5.6 to create material for a Roman numeral/letter form of outline that explains their topic while leading toward a conclusion about that topic.

SUPPORT

- Make sure students remember to take notes even after their outlines are completed.
- Explain that research is similar to a journey—you may not pass a particular place again, so it's wise to make a record while you're there.

Wrap Up

10 minutes

- Remind students that a conclusion does not need to be dramatic or surprising but that it should present information in a way that brings out anything that might be new or useful for their audience—in this case, their fellow classmates.
- Have students who have not yet completed the Roman numeral version of their outlines do this as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 5.1.
- Assign pages 135–145 in *Code Talker* as reading homework (Chapter 19: “Do You Have a Navajo?” and Chapter 20: “The Next Targets”). Have students complete Activity Page 5.3 to summarize the chapters.

Grammar

- Have students take home Activity Page 5.4 and complete it for homework.

Writing

- If students did not complete Activity Page 5.6 during the writing lesson, have them complete it for homework.

Mid-Unit Comprehension Check

You may wish to pause one day before proceeding to Lesson 6 so you can assess students' reading comprehension thus far. During the next class, administer the Mid-Unit Comprehension Check (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment, including having students reread chapters.

Lesson 6

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: Chapter 21: "Guam" and Chapter 22: "Fatigue"	<i>Code Talker</i> Navajo Audio Pronunciation Guide Activity Pages 6.1, 6.2
DAY 2: Grammar Writing	15 min	Introduce Punctuating Citations	Punctuating Citations Chart Activity Page 6.4
	30 min	Write a Research Essay: Draft	Activity Pages 2.4, 6.5
Take-Home Material	*	Reading, Grammar, Writing	<i>Code Talker</i> , Chapter 23: "Pavavu" and Chapter 24: "Iwo Jima" Activity Pages 6.1, 6.3, 6.4, 6.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

Draft a research essay. (W.7.5, W.7.7, W.7.8, W.7.9, W.7.9.b; WHST.6–8.1.d, WHST.6–8.1.e, WHST.6–8.2, WHST.6–8.2.a, WHST.6–8.2.c, WHST.6–8.2.d, WHST.6–8.2.e, WHST.6–8.2.f, WHST.6–8.5, WHST.6–8.7, WHST.6–8.8, WHST.6–8.9; RH.6.8.1)

Write routinely over extended time frames. (W.7.10, WHST.6–8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (L.7.1, L.7.1.c, L.7.2, L.7.2.a)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Read and be prepared to help students summarize the homework reading in *Code Talker*, which includes Chapter 19: “Do You Have a Navajo?” and Chapter 20: “The Next Targets.”
- The chapters in this lesson contain many scenes of violence and death. Be prepared to support students who may be upset by such scenes.
- The chapter “Fatigue” addresses the issue of battle fatigue, now often referred to as post-traumatic stress disorder (PTSD). Topics surrounding mental health issues can be sensitive. Be prepared to address the issue with students who are troubled by these scenes. Use this link to download the CKLA Online Resources for this unit, where the specific links to information about battle fatigue can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.
- As necessary, review the Long Walk with students by referring back to the material covered in the Core Connections lesson.
- Be prepared to discuss the Enemyway ceremony with students.

- Lesson 6 contains audio pronunciations and definitions of the Navajo words and codes that appear in the day's reading for *Code Talker*, spoken and explained by a native Navajo speaker. Be prepared to share these recordings with students before or during reading.

Use this link to download the Online Resources, where specific links to battle fatigue, PTSD, the Long Walk, the Enemyway, and the audio recordings can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

- Write the purpose for reading on the board/chart paper: *Compare and contrast the Guam occupation and the Long Walk in Code Talker.*

DAY 1

READING

45 minutes

Small Group: Chapter 21: “Guam” and Chapter 22: “Fatigue” [pages 146–162]

Review

5 minutes

- Conduct a brief discussion about Chapter 19: “Do You Have a Navajo?” and Chapter 20: “The Next Targets.” Direct students’ attention to Activity Page 5.3, and call on selected students to share their summaries of the chapters.
 - “Do You Have a Navajo?”: The code talkers return to Hawaii. There are more changes and additions to be made to the code, which has almost doubled in size already. New words are needed to describe new military terms and situations of war. At one point, the phony messages sent by Japanese soldiers had so confused one of the American captains that he sent orders to fire on American troops—thinking they were the enemy. To clear up the confusion, he asked, “Do you have a Navajo?” Navajo code talkers were more and more in demand. Some code talkers even carried messages by hand. It was dangerous and important work.
 - “The Next Targets”: In 1944, Ned is in the Third Marine Division, assigned to a mission in Guam. His task force and another one are led by General Holland “Howling Mad” Smith. He is also reunited with Smitty and Georgia Boy. Ned talks about Saipan and how glad he is that he was not sent into that battle. He mentions that all the other code talkers who were sent there came back alive but that hundreds of Marines died there. He notes that Saipan was the first island the Marines invaded that still had a civilian population. He describes the intense resistance of the Japanese soldiers, many of whom also died in battle. Some civilians committed suicide rather than face monsters (Americans) who they believed would torture them.

Introduce the Chapters

5 minutes

- Tell students they will read Chapter 21: “Guam” and Chapter 22: “Fatigue” in small groups.
- Have students turn to page 146 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *pulverized*.
- Have students find the word on page 147 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 6.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 21: "Guam" and Chapter 22: "Fatigue"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		pulverize wisecrack splice skirmish evacuate fatigue second-hand stretcher
Spanish Cognates for Core Vocabulary		evacuar fatiga
Multiple-Meaning Core Vocabulary Words		pulverize
Sayings and Phrases	cooped up patch up dead run	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Compare and contrast the Guam occupation and the Long Walk in *Code Talker*.

Establish Small Groups

Before reading the chapters, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 6.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 6.2. Make arrangements to check that students in Small

Group 2 have answered the questions on Activity Page 6.2 correctly. You may choose to do one of the following to address this:

- o Collect the pages, and correct them individually.
- o Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
- o Confer with students individually or as a group at a later time.

Read the Chapters

30 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Note to Teacher: The chapters in this lesson contain many geographical references. As needed, use the map provided as part of the CKLA Online Resources to point out the locations of these places to students.

Read Chapter 21: "Guam"

[pages 146–148]

Literal What is the setting at the beginning of the chapter? What is hard for Ned?

- o Ned has been sent back to the little islands of Kwajalein and Eniwetok to await the invasion of Guam. Waiting and not knowing what is going to happen is hard for Ned.

SUPPORT: This chapter makes allusions to a number of individuals who served in the Pacific Theater, including the following:

- Admiral Raymond Ames Spruance (page 146): Commanded U.S. Navy forces at a number of important battles, particularly the Battle of the Philippine Sea in 1944.
- Admiral Richard Lansing Conolly (page 147): Led the landing on Guam in 1944 and the Lingayen Gulf in 1945.
- Major General Allen Hal Turnage (page 149): Led the 3rd Marine Division at Bougainville in 1943 and Guam in 1944.
- General Holland McTyeire "Howling Mad" Smith (page 151): Commanding General at Pearl Harbor in 1944 and led troops into the Battle of Iwo Jima in 1945.

SUPPORT: As stated in *Code Talker*, the Chamorros are the native people of Guam. About 50,000 Chamorro descendants are estimated to live on Guam today. Ned's allusion to the Chamorros and World War II is historically accurate.

Inferential Why does Ned have special sympathy for the Chamorros? How does this fit in with one of the major themes of the book? Why do you think it took a long time for him to think anything good about the Japanese?

- Ned has special sympathy for the Chamorros because, like the Navajo, they were a native people who were treated cruelly by another, majority, group—in this case, the Japanese. Ned compares the Japanese treatment of the Chamorros to the U.S. government's treatment of the Navajo people. Ned found it hard to forgive the Japanese for this. A major theme of the book is the importance of respecting all cultures; that theme is reiterated here.

[pages 149–153]

SUPPORT: Some of your students may benefit from the following supports:

- *Bridge* refers to the elevated, enclosed portion of a ship where the captain and officers direct operations.
- *Small arms* refer to portable firearms, such as pistols, rifles, and light machine guns.
- *Top brass* are people in authority or of high military rank.

Note to Teacher: Make sure students understand that the word *fire* on page 151 refers to gunfire, not flames.

Inferential Why might Ned have been reminded of the Long Walk as he travels through the “broken towns” of Guam? [If necessary, remind students of the details of the Long Walk from Chapter 1.]

- Possible answer: Ned mentions the native people of Guam who had been “slaughtered” by the Japanese. He might have remembered the way the U.S. government killed the Navajo people on the Long Walk.

Inferential How is the night setting described on pages 152–153 different from that described earlier in the chapter? What name did Ned give this kind of attack in Chapter 17?

- Once again, as on Bougainville, nighttime is the time for enemy attacks—this is much different from earlier in the chapter, when the main source of problems for the soldiers at night were crabs. In Chapter 17, Ned referred to this kind of attack as a *banzai* attack or suicide attack.

[pages 153–158]

Inferential How does Ned relate the Japanese occupation of Guam to the Long Walk? According to Ned, do Americans treat the Chamorros differently from the Japanese?

- Ned again compares the Japanese killing of the Chamorros to the U.S. government's killing of the Navajo and other native peoples. He says the situation was actually worse for the Chamorros because they had no way to escape the Japanese, while the Navajo could run to the hills. After the American soldiers secure Guam, Ned describes many kindnesses they extend to the Chamorros—particularly to the orphan boy named Johnny.

SUPPORT: *Dog tags* refer to a soldier's metal identity tag, worn on a chain around the neck. In time of warfare, the *Graves Registration Service* has the job of retrieving, identifying, transporting, and burying the bodies of American soldiers and other personnel killed in the line of duty. The term *CO* (bottom of page 156) refers to the commanding officer—the officer in charge of a military unit.

Read Chapter 22: “Fatigue”

[pages 159–160]

SUPPORT: Some of your students may benefit from the following supports:

- A *motor pool* is a group of motor vehicles controlled by an agency or army and used as needed.
- A *Medic* refers to a soldier who gives first aid at combat sites.
- A *scalpel* is a sharp knife used by a surgeon.

Literal What does the word *fatigue* mean?

- *Fatigue* is extreme exhaustion or tiredness.

Inferential In an earlier chapter, Ned sends his combat fatigues home so his friends and relatives can use them in a protection ceremony. [If necessary, refer students to page 134 in Chapter 18.] Based on the title of this chapter, why do you think a soldier’s combat clothes are called *fatigues*?

- Students should recognize the connection between the difficult, tiring (fatiguing) work of a soldier and the name of the clothes the soldier wears.

Inferential What do the second-hand tanks and trucks symbolize for Ned? Why?

- They symbolize the Marines. Ned says that the Marines have a lot in common with the second-hand vehicles—they are always being patched up, dropped somewhere, and told to do the best they can with what they have. They do what needs to be done.

Inferential How does Ned’s description of his wound reveal Navajo values? Recall Ned’s earlier description of how Navajo react when they are wounded in battle. [If necessary, direct students’ attention to page 69 in Chapter 11.]

- Ned is humble about the incident. He says it is hardly worth mentioning and that other soldiers fought and suffered more than he did. Bravery and strength are important values that Ned expresses here. He suffers in silence.

[pages 161–162]

Inferential Based on Ned’s description, how would you describe the symptoms of battle fatigue?

- Answers will vary but should include symptoms such as an inability to focus; sleep disturbances; sensitivity to loud noises; and extreme anxiety, sadness, and nervousness.

Inferential How is the Navajo response to soldiers with battle fatigue different from those who call the soldiers “fakers and cowards”? How do you explain the difference?

- The Navajo are sensitive to soldiers suffering from battle fatigue because their ancestors’ past experience with war has taught them to understand it. In fact, a Navajo legend describes Monster Slayer, a Navajo god, suffering from a similar feeling after killing monsters that were hurting the people.

SUPPORT: The purpose of the Enemyway ceremony is to rid the body of evil. It is often directed toward warriors who suffer from memories of battle.

Literal What are the three beings that Monster Slayer was unable to kill?

- o Monster Slayer was unable to kill “Poverty, Old Age, and Hunger.”

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Compare and contrast the Guam occupation and the Long Walk in *Code Talker*.

To wrap up, ask the following questions:

1. **Inferential** What makes Ned think of the Long Walk when he sees the way the Japanese have treated the Chamorros? How is their experience similar to the Navajo’s experience during the Long Walk? Is it different in any way? Use your responses on Activity Page 6.2 to explain your answer.
 - o Students’ responses will vary, but all should recognize that both the Navajo and the Chamorros were native people who were killed and hurt by other cultures who thought themselves superior. Ned does note that the Navajo were at least able to escape to the hills, while the Chamorros were trapped on a small island and could not easily escape the Japanese.
2. **Inferential** Does Ned identify with Monster Slayer? Explain.
 - o Possible answer: Ned does identify with Monster Slayer. They are both trying to rid the world of terrible forces that hurt others, but they also both pay a heavy price for doing so—especially regarding their mental health.

DAY 2

GRAMMAR

15 minutes

Punctuating Citations

Introduce Punctuating Citations

15 minutes

- Remind students they learned about citations in research papers in Grade 6. Ask if students remember the purpose of citations (to show the source of information used in research writing).
- Remind students that citations appear in two places in a research paper: in a Works Cited page at the end of the paper and at point of use in the paper itself. Complete citations appear in the Works Cited page. They require a special use of commas, periods, and colons:

- o When listing a book, give the following information in this order:
 - the author's last name, followed by a comma, then the first name, followed by a period
 - the title, in italics, followed by a period
 - the place of publication, followed by a colon; the publisher, followed by a comma; and the copyright date, followed by a period

Book	Sáenz, Benjamin Alire. <i>Aristotle and Dante Discover the Secrets of the Universe</i> . New York: Simon and Schuster, 2012.
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- o When listing an article from a periodical, give the following information in this order:
 - the author's last name, followed by a comma, then the first name, followed by a period
 - the title, followed by a period, all in quotation marks
 - the name of the periodical in italics, followed by a period
 - the date, followed by a colon, and the page range (indicated with an en dash), followed by a period

Article	Byrne, Lucy Sweeney. "Poetics by Aristotle: An Essential Read." <i>The Irish Times</i> . November 2020: B2–B3.
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- o When listing an article from a website, give the following information in this order:
 - the title of the website, followed by a comma
 - the title of the article, followed by a comma, all in quotation marks
 - the date accessed, with commas after the day and year
 - the URL, followed by a period

Web Article	Britannica Kids, "Aristotle," accessed June 29, 2022, https://kids.britannica.com/kids/article/Aristotle/352779 .
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- Have students turn to Activity Page 6.4. Briefly review together the directions. Tell students to complete the items. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write a Research Essay: Draft

Draft a Research Essay

5 minutes

- Before students begin their drafts, go over the steps they'll need to go through as they organize their text:

- o Settle on the exact wording of their research question.
 - Have students consider how the research question worked out in the Writing Model.
 - Urge students to discuss whether they think their questions are probing enough.
 - Underscore for students that a good research question will set them in search of something that's not immediately obvious.
 - For example: Claims that the Savoy Ballroom was the “greatest ballroom in the world” or that the Choctaw code talkers changed the course of a war are probably unprovable—but both of these “rhetorical questions” led to research that uncovered useful and fascinating truths about the topics.
- o Gather their well-sourced information in one place.
- o Craft an introduction for their topic that communicates the research question.
- o Craft a clear conclusion that responds to the research question. Ask:
 - How will your question be answered?
 - Did the research lead you to question the ideas you had about the topic when you set out on this journey?
 - Would it be better to change the research question or to leave it as it is and explain what you learned in the conclusion? (Point out that either way can work—the more the reader knows about the writer’s thinking, the more informative the essay might be.)
- As a concrete example, point to how the introduction works in the Writing Model on Activity Page 2.4. (The opening paragraph introduces the topic with reference to a subject students are familiar with, explains how this essay is about something slightly different, then posits the research question: Did the Choctaw code talkers make a “marked difference” in the outcome of World War I?)
- Next, use the conclusion of the Writing Model to show how it ties into the introduction and the research question. (Note that the writer acknowledges that the research question was probably not a fair one—but that the research did prove the value of the Choctaw contribution to the war.)

Activity: First Draft

20 minutes

- As students begin their drafts on Activity Page 6.5, remind them to consult any research notes they’ve made that might help them explain an idea or a point they want to make as they write.
- Remind students of the value of using precise language: the right word can create an image or make a complicated idea clearer.
- Tell students specific language also enlivens writing and keeps the reader engaged.
- State that a research essay must employ a formal style. Make it clear that this does not mean students can’t use contractions, but they need to avoid slang (“ain’t”; “LOL”), idioms (“a month of Sundays”), and colloquial phrases (“dontcha know”).

- Point out that an example of formal style with which students are familiar is the language in their textbooks.
- As students write, circulate around the room, monitoring their progress and providing guidance and support as needed.

SUPPORT: The blank page can be intimidating. Make sure that students struggling with getting started make full use of the tools they have already generated:

- The research checklist can remind students of things that excite them about writing this essay.
- The answers to the prompts that students used to generate their outline may spark ideas about how to phrase things.
- The outline itself should give students confidence that they have a structure to fall back on.

Wrap Up

5 minutes

- Discuss with students that the primary goal of first drafts is getting the words down on paper—they can always revise the work later to improve wording or incorporate any new ideas or thinking that comes along.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 6.1.
- Assign pages 163–175 in *Code Talker* as reading homework (Chapter 23: “Pavavu” and Chapter 24: “Iwo Jima”).
- Have students complete Activity Page 6.3 as homework.

Grammar

- Have students take home Activity Page 6.4 and complete it for homework.

Writing

- If students did not complete Activity Page 6.5 during the writing lesson, have them complete it for homework.

Lesson 7

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: Chapter 25: "In Sight of Suribachi" and Chapter 26: "The Black Beach"	<i>Code Talker</i> Photo of the Iwo Jima Flag Raising Copy of "The Ballad of Ira Hayes" World War II Map Navajo Audio Pronunciation Guide Activity Page 7.1
DAY 2: Grammar Writing	15 min	Practice Transitions and Punctuating Citations	Transitions Chart Activity Pages 7.2, 7.3
	30 min	Write a Research Essay: Draft	Activity Pages 2.4, 7.4
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 7.1, 7.3, 7.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

Gather relevant information from a variety of sources. (WHST.6-8.7, WHST.6-8-8, WHST.6-8.9)

Draft a research essay. (W.7.5, W.7.7, W.7.8, W.7.9, W.7.9.b; WHST.6-8.1.d, WHST.6-8.1.e, WHST.6-8.2, WHST.6-8.2.a, WHST.6-8.2.c, WHST.6-8.2.d, WHST.6-8.2.e, WHST.6-8.2.f, WHST.6-8.5, RH.6.8.1)

Write routinely over extended time frames. (W.7.10, WHST.6-8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2, L.7.2.a)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Read and be prepared to help students summarize the homework reading in *Code Talker*, which includes Chapter 23: “Pavavu” and Chapter 24: “Iwo Jima.”
- The chapters in this lesson contain many scenes of violence and death. Be prepared to support students who may be upset by such scenes.
- Chapter 26: “The Black Beach” introduces the character Ira Hayes, a real individual who helped raise the flag over Mount Suribachi during the Battle of Iwo Jima. He is present in the famous photo of the Marines raising the flag, and a song about him—“The Ballad of Ira Hayes”—is a country music standard. Familiarize yourself with the background information on Ira Hayes—as well as information about the Battle of Iwo Jima.
- Display the photo from the Iwo Jima flag raising.
- Prepare to play a version of “The Ballad of Ira Hayes.”
- Lesson 7 contains audio pronunciations and definitions of the Navajo words and codes that appear in the day’s reading for *Code Talker*, spoken and explained by a native Navajo speaker. Be prepared to share these recordings with students before or during reading.

Use this link to download the online resources for the unit, where specific links to the flag raising at Iwo Jima including the photo, Ira Hayes, and the audio recordings are available for each lesson at links in the Online Resources found here: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

- Write the purpose for reading on the board/chart paper: *Analyze the use of sensory language in Code Talker.*

Grammar

- Display the Transitions Chart from Lesson 5.

READING

45 minutes

Whole Group: Chapter 25: “In Sight of Suribachi” and Chapter 26: “The Black Beach” [pages 176–195]

Review

5 minutes

- Conduct a brief review of Chapter 23: “Pavavu” and Chapter 24: “Iwo Jima.” Direct students’ attention to Activity Page 6.3, and call on selected students to share their summaries of the chapters.
 - “Pavavu”: Ned and Smitty wish each other a “Happy New Year” at the beginning of 1945. They are now on the tiny island of Pavavu, where some of the Marines get malaria, despite the use of DDT. The code talkers continue to add to their secret code, including terms for underwater missions. Ned mentions the secrets that need to be kept in wartime. He is very disturbed by the Japanese suicide missions and the kamikaze pilots who believe they are flying with a “holy wind.” Japanese propaganda continues to assure the Japanese people of their upcoming success in the war. Ned talks about meeting with Japanese soldiers after the war and describes the way they were thinking during World War II.
 - “Iwo Jima”: The biggest Marine force ever assembled is preparing to attack the Japanese stronghold of Iwo Jima. The small island of Iwo Jima becomes a very deadly battleground, with more than 20,000 Japanese dead and many Marines dead, too. The willingness of the Japanese soldiers to kill and die in battle is summed up in part by two lines from General Kuribayashi’s “Courageous Battle Vow” that said: “Each man will make it his duty / To kill ten of the enemy before dying.”

Introduce the Chapters

5 minutes

- Tell students they will read Chapter 25: “In Sight of Suribachi” and Chapter 26: “The Black Beach.”
- Remind students that *sensory language* contains words that connect the audience to the five senses: touch, sight, sound, smell, and taste. Tell students that they are going to look closely at the sensory language in today’s chapters.
- Have students turn to page 176 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *distilleries*.
- Have students find the word on page 177 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 7.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 25: "In Sight of Suribachi" and Chapter 26: "The Black Beach"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		distillery monitor looming ricochet terrace sharp tang objective stem isolated
Spanish Cognates for Core Vocabulary		<i>terraza</i> <i>objetivo</i>
Multiple-Meaning Core Vocabulary Words		distillery monitor terrace sharp tang stem
Sayings and Phrases	sitting ducks	

Note to Teacher: Pronunciations and definitions of Navajo words in *Code Talker* are spoken and explained by a native Navajo speaker in an audio recording located in the Online Resources found at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Read the purpose for reading from the board/chart paper:

Analyze the use of sensory language in *Code Talker*.

Read the Chapters

30 minutes

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 7, refer them to Activity Page 7.1 or the glossary on Activity Page SR.1.

Note to Teacher: The chapters in this lesson contain many geographical references. As needed, use the World War II Map from Lesson 3 to point out the locations of these places to students. Have students read aloud or silently. Pause at each point indicated to explain or clarify the text.

Read Chapter 25: “In Sight of Suribachi”

Note to Teacher: Move through this chapter quickly. Consider reading the first part of the chapter and summarizing the rest of the chapter for the students.

[pages 176–177 to the break]

Inferential Find at least one metaphor and one simile on these pages.

- Students’ responses will vary. Possible examples include: “After the Canal, this’ll be a piece of cake” (metaphor); “made those other Pacific Islands feel like little bits of hell on earth” (simile); “high explosives poured from the sky like metal rain” (simile).

Literal Identify at least three examples of sensory language on these pages.

- Students’ responses will vary. Possible examples include: “sound of air being ripped apart around them,” “seen buddies killed right next to them,” or “the beam of my flashlight caught the glint of metal.”

Note to Teacher: A summary of the rest of the chapter follows:

The Marines land at Iwo Jima, where heavy bombs have already pulverized the island for the previous five months. Furthermore, and in addition to the largest landing force the Marines have ever assembled, the Fifth Fleet that was sent in is the largest that has ever sailed the Pacific. The Marines go in feeling prepared for the battle. Despite all of this, and despite previous successes, Ned puts away his breakfast, figuring he will need it later—and because he has seen what happens to nervous Marines who get seasick. He also performs the corn pollen ritual to keep in balance and stay connected to his people. Ned recalls the words of General “Howling Mad” Smith, who predicted Iwo Jima would be “the bloodiest fight in Marine Corps history.” At first, the landing goes without incident. Then, suddenly, the Marines come under intense attack.

Read Chapter 26: “The Black Beach”

[page 183 (first three paragraphs)]

Literal Identify at least two examples of sensory language in this section.

- Students’ responses might include the description of the island “blanketed with smoke and dust”; a shell that “came streaking down out of the sky”; the image of the “bouncing, spinning, ricocheting shell”; or the “crackling sound” of his radio.

SUPPORT: Personification is giving human qualities to a nonhuman, such as an animal or an object.

Inferential Find an example of personification in this section. Explain.

- The idea that Johnny’s radio “crackled into life” is an example of personification. Radios are not living things.

[page 183 (last paragraph)–184 (first paragraph)]

Inferential Find two examples of figurative language in this paragraph.

- o Possible answers: “what had seemed like a walk in the park” (simile); “had turned into a swim in a sea of fire” (metaphor).

Literal Find words and phrases in this paragraph that appeal to the senses.

- o Possible answers include “sea of fire,” “raining,” “blue-green vapor lines,” “stitched,” “dull thud,” “slap,” “punch,” “cries of pain,” “burning pieces of lead.”

Inferential How does the sensory language in this paragraph impact your understanding of the action?

- o Possible answer: The language helps the author more fully express the overwhelming sensory overload and chaos of battle, making the scene more realistic for the audience.

[page 184–first paragraph on page 185]

Inferential How does Smitty describe climbing up the rise? Why doesn’t Ned respond? How does the language here impact your understanding of the setting and situation?

- o Smitty says climbing up the sandy bank is like trying to swim up a waterfall. Ned does not respond because his mouth is full of sand. Students may answer that this language provides a vivid picture of the difficulties the soldiers are having in this setting and situation.

[page 185–break on page 187]

Literal Find words, phrases, and images in this section that appeal to (1) sight, (2) smell, and (3) sound.

- o Among the many possible examples are: (1) Sight—Marines running through fire; wounded men limping forward; a burning tank flipped upside down; the still, lifeless faces of dead soldiers. (2) Smell—odor of sulfur; burning gasoline; sharp tang of gunpowder; stench of burning skin. (3) Sound—Navajo voices speaking strongly; whirr of shrapnel, snap of rifles; ping of bullets; loud screams; banging pots and pans.

Inferential Which sounds does Ned find calming? Why?

- o He finds comfort in the sound of the sacred Navajo language. Even amidst the chaos, the code talkers speak calmly. This connection to his heritage reassures Ned. He feels it is the language of the code talkers that holds everything together.

[continue page 187–break on page 189]

SUPPORT: The events described on page 188 are accurate. The flag-raising depicted here is not the more-famous scene involving Ira Hayes. This is the first flag-raising. Information about this lesser known event, including a photo, can be found at <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Inferential To what does Ned compare the Marines’ celebration at the bottom of page 189? What kind of literary device is this?

- o Ned says having the American flag go up was like New Year’s Eve, which is usually a night of great celebration. Ned is using a simile here.

[page 189–break on page 193]

Inferential How does the sensory language in this section impact your understanding of events?

- Students' responses will vary. Many will likely focus on the details regarding Georgia Boy's severe injury, which make the scene particularly graphic and therefore realistic.

SUPPORT: The rules of war, also known as international humanitarian law, can be found in the CKLA Online Resources for this unit: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>. The rules of war clearly prohibit targeting medical personnel or civilians.

[pages 193–195]

SUPPORT: The historical allusions on pages 194 and 195 are accurate. Refer to the materials about Ira Hayes in the CKLA Online Resources for this unit: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Inferential Contrast Ira Hayes's experience and memories of the war with Ned's. How do you account for the difference?

- From Ned's perspective, Ira Hayes was unable to get the sights and sounds of the war out of his mind. He was not able to forget what he saw—unlike Ned. This seems to be the key difference. Ned frequently talks about how he does not remember the worst of the battles and how he thinks this is a good thing. Ira Hayes's experience seems to bear that out.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Analyze the use of sensory language in *Code Talker*.

To wrap up, ask the following questions:

1. **Inferential** How did the use of sensory language enhance your understanding of events in today's reading?
 - Students' responses will vary but should focus on how the sensory language brought to life the events Ned and the other soldiers experienced and made the conditions on Iwo Jima seem more vivid, real, and relatable.
2. **Inferential** How does the experience of Ira Hayes demonstrate the connection between our senses and our memory?
 - Possible answer: Ira Hayes was unable to forget the things he saw and heard in battle. Therefore, these memories stayed on his mind much of the time. He likely felt as if he were experiencing battle over and over again, even after the war ended. He apparently drank to excess in an unsuccessful attempt to find peace.
3. **Evaluative** Of all the instances of figurative and sensory language used in today's reading, which one stood out to you the most? Why?
 - Students' responses will vary.

Transitions and Punctuating Citations**Practice Transitions and Punctuating Citations**

15 minutes

- Remind students that they learned about transitions and punctuating citations in Lessons 5 and 6. Direct students to the Transitions Chart displayed in the classroom:
 - Transition words, phrases, and clauses show the logical connection between ideas in sentences, between sentences, and between paragraphs. Transitions are a road map showing the organization of a piece of writing and tracking the development of its ideas from beginning to end.
- Direct students to the Biking Essay with Transitions on Activity Page 7.2. Read through the chart with students.
 - Point out that the second sentence in the first paragraph provides a transition from the main idea of the essay to the supporting ideas that follow.
 - The first word in each of the next three paragraphs connects the paragraph back to the main idea, shows each paragraph's place in the development of the argument, and introduces the topic of the paragraph.
 - Point out the contrasting transition in the last sentence of the second paragraph.
 - Point out the cause/effect and supporting transitions in the third sentence of the third paragraph.
 - Point out the cause/effect transition in the second sentence of the last paragraph.

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!

- Remind students that citations appear in two places in a research paper. The complete citation appears on a Works Cited page. Specific references to the work appear at point of use in the body of the paper.
 - In the body of the paper, include the author's last name and the page number(s) from which the quotation or paraphrase is taken.
 - The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in parentheses. Quotations should appear in quotation marks.
 - Example: According to Smith, code talkers came from many different tribes (37).
 - Example: Code talkers came from many tribes (Smith, 37).
 - Example: Smith writes that “quite a few tribes contributed code talkers to the war effort” (37).
- Have students turn to Activity Page 7.3. Briefly review together the directions. Circulate around the room to be certain that they understand the directions. Tell students to complete the remainder of the activity page for homework.

Write a Research Essay: Draft**Review Research and Writing****5 minutes**

- Explain to students that, inevitably, as they create the first draft of their research essay, they will begin to identify points that require more support—which will require more research.
- Point out that in the Writing Model on Activity Page 2.4, the writer realized the research question itself was too broad, or an unfair or unprovable question—and yet the writer stuck with that question because the research had led to a deeper understanding of what a contribution like that of the Choctaw code talkers actually meant.
- Make sure students understand, though, that this is the time to reassess and reevaluate their own research questions. Ask: Is your question too broad? Too narrow?
- Read this sentence from the Writing Model: “When America joined the war in Europe, in 1917, Choctaw Indians were among the ‘Doughboys’ who answered the call.” Ask students if they know what a “doughboy” is—it’s unlikely any will answer anything other than the Pillsbury Doughboy.
- Point out that this sentence needs support—and hence, more research.
- Explain that no one is exactly sure where the nickname came from but that it refers to U.S. soldier in World War I.
- Provide support for doing additional research and for the role of their earlier note-taking in conducting this research. Give these concrete examples:
 - Notes I took during research gave me clues to where I might find more resources.
 - A link I didn’t need at the time proved invaluable when I realized part of my topic wasn’t supported with enough facts.
 - My original conclusion was too narrow to cover all the things I discovered along the way; something I jotted down in my notes turned out to be useful in rewriting that last paragraph.

Note to Teacher: As they do their revisions, it may be a good time to remind students that the school librarian or other library staff may be invaluable in providing help with their extra research—as well as knowledge of what is and isn’t a good source.

Activity: Additional Research Guide**20 minutes**

- Explain that as students discover places that need additional support or new ideas they want to include but have not yet researched, it will help to keep a separate set of notes about just these items.
- Point out that students can use the Additional Research Guide on Activity Page 7.4 to map out what they will need and then fill in the citations for the sources they find to fill in these gaps.
- As students work, circulate around the room, monitoring students’ progress and providing guidance and support as needed.

SUPPORT: There may be students who find no weaknesses in the research they've done so far.

- Encourage students to consider that no first draft is perfect and that, having finished that stage of the writing process, it is always useful to find even small things that can be improved.
- Provide a few examples:
 - You have only one source for a critical fact. Finding a second source would make your essay stronger.
 - You have one firsthand account of a famous event—but how much richer would it be to have another eyewitness report that confirms that account or even one that challenges it?
 - The conclusion as you've written does all it needs to do—but could it do more? If you rewrote it, would it leave a more lasting impression for the reader?

Wrap Up

5 minutes

- Discuss with the class how revisions to the first draft of a research report can take many different forms, from adding additional sources to improving the flow of the body text with better transitions or making the introduction catchier.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 7.1.

Grammar

- Have students take home Activity Page 7.3 and complete it for homework.

Writing

- If students did not complete Activity Page 7.4 during the Writing lesson, have them complete it for homework.

Lesson 8

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent Reading: Chapter 27: “Okinawa” and Chapter 28: “The Bomb”	<i>Code Talker</i> World War II Map Activity Pages 8.1, 8.2
DAY 2: Spelling	15 min	Practice Spelling Words	Activity Page 8.3
Writing	30 min	Write a Research Essay: Share, Evaluate, Revise	Activity Pages 8.4, 8.5
Take-Home Material	*	Reading, Spelling, Writing	Activity Pages 8.1, 8.3, 8.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

Review how the writing assignment will be marked. Conduct a peer review of student drafts. Revise drafts on the basis of feedback. (W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9.b; WHST.6–8.2, WHST.6–8.4, WHST.6–8.5, WHST.6–8.6, WHST.6–8.7, WHST.6–8.8, WHST.6–8.9.b)

Write routinely over extended time frames. (W.7.10, WHST.6–8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a-d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- The chapters in this lesson contain many scenes of violence, suicide, and self-mutilation. Be prepared to support students who may be upset by such scenes.
- The chapters in this lesson discuss the role of Japanese emperor Hirohito in the war effort as well as the dropping of the atomic bombs on Hiroshima and Nagasaki.

Be prepared to discuss how the author, Joseph Bruchac, incorporates these events in the book, as well as some of the historical events from previous chapters. Use this link to download the CKLA Online Resources for this unit, where the specific links to information about Emperor Hirohito and the atomic bombs are found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

- Write the purpose for reading on the board/chart paper: *Analyze how Joseph Bruchac incorporates historical events in Code Talker.*

DAY 1

READING

45 minutes

Independent Reading: Chapter 27: “Okinawa” and Chapter 28: “The Bomb” [pages 196–206]

Review

5 minutes

- Remind students that the author, Joseph Bruchac, has included allusions to historical events throughout the book. Call on student volunteers to identify a few (for example, the Long Walk, the attempt by the U.S. government to assimilate Native Americans, the Navajo code talkers, various battles in the Pacific Theater, the story of Ira Hayes).

Introduce the Chapters

10 minutes

- Tell students they will read Chapter 27: “Okinawa” and Chapter 28: “The Bomb” independently.
- Have students turn to page 196 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *armada*.
- Have students find the word on page 196 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 8.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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**)

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	armada	burr ominous impending casualties sanction unconditional coup
Spanish Cognates for Core Vocabulary		<i>casualidades</i>
Multiple-Meaning Core Vocabulary Words		burr sanction coup
Sayings and Phrases	bold-faced lies zero hour lose heart	

Read the purpose for reading from the board/chart paper:

Analyze how Joseph Bruchac incorporates historical events in *Code Talker*.

Read the Chapters

25 minutes

Have students read the chapters independently. After students read each chapter, they can complete the relevant section of Activity Page 8.2.

Note to Teacher: During independent reading, you may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask them questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud.

Note to Teacher: The chapters in this lesson contain many geographical references. As needed, use the World War II Map from Lesson 3 to point out the locations of these places to students.

Read Chapter 27: "Okinawa"

[pages 196–199]

SUPPORT: *Kamikaze* is a word pertaining to the use of a plane for suicide missions in World War II or to describe the pilot flying the plane.

Literal According to Ned, why does the war continue despite successive Japanese defeats?

- o Ned says that the Imperial Command, led by the Japanese military, refuses to surrender.

Inferential Why is Ned surprised to see Georgia Boy?

- o The last time Ned saw him, Georgia Boy had been badly wounded. Ned probably thought he had died from his injuries.

Note to Teacher: Make sure students understand that the words *cracker* (a slang term for a poor white person) and *Jap*, as used by Georgia Boy on page 198, are considered offensive today.

Inferential Who is Tokyo Rose? What is she trying to do in her broadcasts? Why are the soldiers amused by her?

- o Tokyo Rose is a Japanese radio personality who tries to convince American soldiers to give up fighting. Her purpose is to demoralize the American troops. The soldiers are amused by her because they know the Japanese have been defeated time and time again and the war is soon to end, so her ominous predictions do not have much impact on them.

SUPPORT: Tokyo Rose (birth name Iva Toguri) was an American citizen and daughter of Japanese immigrants to the United States. She hosted a Japanese radio program (called *Zero Hour*) that broadcast propaganda messages to U.S. troops in the Pacific Theater during World War II. Tokyo Rose was the name troops gave her; she called herself "Ann" during her broadcasts.

Toguri was visiting Japan to tend to a sick relative just before the Japanese attack on Pearl Harbor. Unable to leave Japan after the war began, she took a job with Radio Tokyo and reluctantly agreed to host the *Zero Hour* program. Soldiers generally enjoyed her broadcasts, and Toguri often took a joking manner on her program—even signaling to troops that this was, in fact, propaganda.

She returned to the United States after the war and was convicted of treason in 1949. She served six years in prison, after which time she settled in Chicago. In 1976, U.S. president Gerald Ford issued an executive pardon for Toguri, as many witnesses who testified in her trial had been pressured to scapegoat her as a traitor. She died in 2006 as an American citizen.

SUPPORT: The G.I. Bill (officially the Servicemen's Readjustment Act of 1944) was a law that provided many benefits for returning World War II veterans, including low-cost mortgages, low-interest loans to start a business or farm, and payments to pursue further education.

[pages 199–203]

Literal What is initially unusual about the landing on Okinawa?

- o The soldiers encounter no resistance from the Japanese. Within hours, troops reach objectives that were expected to take days.

SUPPORT: Georgia Boy makes an allusion to the 1943 World Series, an annual baseball championship, in which the New York Yankees easily defeated the St. Louis Cardinals (four games to one). The following year, the World Series featured the St. Louis Cardinals against the St. Louis Browns, with the Cardinals winning four games to two. (The Browns were notorious for finishing near the bottom of the American League standings most years.) In 1954, the Browns franchise relocated to Baltimore and became known as the Baltimore Orioles.

Inferential How did the Battle of Okinawa turn out to be much like the Battle of Iwo Jima?

- The Battle of Okinawa, like the Battle of Iwo Jima, was fierce and brutal, costing thousands of American and Japanese lives.

SUPPORT: Mitsuru Ushijima was the Japanese Army commander in southern Okinawa during the U.S. invasion. As stated in *Code Talker*, he committed ritual suicide to prevent capture upon the Japanese defeat.

Inferential Based on Ned's comments, do you see any similarities between the feelings the Japanese people have for their homeland and the feelings the Navajo have for their homeland? Explain.

- Possible answer: Both the Japanese and the Navajo seem to love their homeland deeply and are willing to fight to defend it.

SUPPORT: The Japanese *Thought Police*, or *Tokkō*, suppressed criticism of the Japanese government and encouraged Japanese citizens to spy on one another. A similar group, the *Kempeitai*, had the power to kill or arrest people in occupied territories who were suspected of being anti-Japanese.

Inferential How does Ned make a contrast between Japanese citizens and their leaders? What made it difficult for Japanese citizens to make their voices heard?

- Ned says that the Japanese people wanted the war to end but that the leaders refused to give up. Japanese citizens could not make their voices heard because people who criticized the government were imprisoned. Also, the Japanese were taught that their emperor was a god and was therefore beyond criticism.

Inferential What does Ned's opinion of Japanese emperor Hirohito seem to be? Compare and contrast his perspective toward Hirohito with that of American president Franklin D. Roosevelt (FDR). How does Ned compare the Japanese and American governments?

- Ned seems to think that Emperor Hirohito is out of touch with what is actually going on in the war. The military leaders actually hold the power in Japan; Hirohito is weak and ineffectual. By contrast, he and the other soldiers deeply mourn the death of President Roosevelt, whom they seem to respect greatly. Ned says that the U.S. government kept secrets from its enemies, while the Japanese government kept secrets from its own people and lied to them about what was happening in the war.

SUPPORT: Franklin Delano Roosevelt was president throughout most of World War II. He died suddenly on April 12, 1945, at his retreat in Warm Springs, Georgia. As stated in *Code Talker*, Roosevelt's polio was kept a secret. Polio is a disease affecting the central nervous system that can cause temporary or permanent paralysis. Roosevelt used a wheelchair much of the time, but this was carefully hidden in photos appearing in American newspapers.

Evaluative Why do you think Roosevelt's polio was kept a secret? Do you think this was justified? Have you ever justified keeping a secret? Why?

- Students' answers will vary. They may say that people might have considered Roosevelt "weak" if they knew he had polio, which might have hampered his ability to lead the country during the war.

[pages 203–204]

SUPPORT: Sam Little Fingernail makes an allusion to the Battle of the Little Bighorn (June 25, 1876), in which a group of Lakota Sioux and Cheyenne defeated a U.S. Army regiment under the command of Lieutenant Colonel George Armstrong Custer. The battle was the greatest Native American victory against the U.S. government in the Plains Indian War, but the victory was short-lived. Within five years, nearly all Sioux and Cheyenne had been relocated to reservations.

Inferential Why do you think Ned refers to the war as a "white man's war"?

- Students' responses may vary, but most will likely answer that the war was started by governments led by white people and fought to preserve the economic and political interests of white people. The Japanese, of course, had a large hand in the war as well. But Native Americans were certainly not responsible for the war.

Read Chapter 28: "The Bomb"

[pages 205–206]

Inferential How is Emperor Hirohito's weakness exposed in the first paragraph of this chapter?

- Hirohito is supposed to be the leader of Japan and considered a god, but when he urges the Supreme Military Council to seek peace, they ignore his message. This shows that he is not really in command of the country.

Inferential How do the Marines celebrate the end of the war? How do these scenes of celebration support some of the major themes of *Code Talker*?

- The Navajo soldiers dance and play drums, as we have seen them do many times in various ceremonies. Some other Marines joined in. Others celebrated "in their own way." These different responses support the idea that all cultures are valuable and should be respected and the idea that no one culture is superior to another.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Analyze how Joseph Bruchac incorporates historical events in *Code Talker*.

To wrap up, ask the following question:

1. **Inferential** How does Joseph Bruchac's use of historical allusions impact your understanding of *Code Talker*? Support your answers.
 - Students' responses will vary, but they should cite specific examples of historical allusions and connect them to the action in the book and how they impact Ned and the other soldiers. Students should refer to allusions referenced in this Teacher Guide, including events like the 1943 World Series and the Battle of the Little Bighorn.

SPELLING**15 minutes****Greek/Latin Roots *pseudos*, *scribo*, *voco*****Practice Spelling Words****15 minutes**

- Tell students they will practice writing spelling words.
- Remind students that these words contain the Greek/Latin roots *pseudos*, *scribo*, or *voco*.
- Have students turn to Activity Page 8.3. Explain that students will work with a partner to create sentences for each of these words. Each sentence should contain a transition word or phrase that logically fits the idea the sentence expresses.
- Remind students that they will complete their spelling assessment in Lesson 9.
- Collect completed Activity Page 8.3 to review and grade at a later time.

WRITING**30 minutes****Research Essay: Share, Evaluate, Revise****Review the Rubric and Peer Review Checklist****15 minutes**

- Review that the main purpose of this research essay is to frame a research question about some aspect of the material covered in Units 7 and/or 8 and answer that question with a well-researched essay that has a clear introduction, body text with transitions, and a conclusion that is supported by facts and information drawn from reliable sources.
- Have students turn to the Research Essay Rubric on Activity Page 8.4, and go over each of the categories with students. Explain that students will use the rubric to evaluate their essays and determine where they need to revise and edit.
- Introduce the Peer Review Checklist on Activity Page 8.5. Explain that students will use this checklist to help review a classmate's work. Read through the instructions on both sides of the checklist, and make sure students understand what they are to do.

Conduct a Peer Conference**15 minutes**

- Have students read their essays aloud to their peers. Explain that hearing the work read aloud will help students discover and cut unnecessary material. Students should use the Research Essay Rubric and Peer Review Checklist to evaluate one another's essays.
- When students have completed their review of their peer's essay, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Peer Review Checklist on Activity Page 8.5.

SUPPORT: Encourage students to make their remarks constructive—first drafts are called this for a reason. There is bound to be room for improvement. Explain that the strength of a research essay lies with the relevance and reliability of the sources. Suggest questions to consider as students review and then revise.

- Does the writer support each point with reliable research?
- Are the writer's points integral to answering the research question?
- Is the language of the essay formal but engaging?
- Does the writer use transitions between paragraphs or sections of the essay?
- Does the essay as a whole constitute an answer to the research question?
- Is the conclusion supported by the body of the essay?

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 8.1.

Spelling

- Have students take home Activity Page 8.3 to practice spelling words.

Writing

- If students did not complete Activity Page 8.5 during the Writing lesson, have them complete it for homework.

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Read-Aloud: Chapter 29: “Going Home”	<i>Code Talker</i> Activity Pages 9.1, 9.2
DAY 2: Spelling Writing	15 min	Spelling Assessment	Activity Page 9.3
	30 min	Write a Research Essay: Edit	Activity Pages 2.4, 9.4
Take-Home Material	*	Reading	Activity Pages 9.1, 9.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Ask and answer literal, inferential, and/or evaluative questions. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10)

Understand how authors develop theme. (RL.7.2)

Understand how authors use language. (RL.7.1, RL.7.4, L.7.4, L.7.5)

Analyze how an author develops characters and how elements of a story interact. (RL.7.1, RL.7.3)

Analyze how an author develops and contrasts points of view. (RL.7.1, RL.7.6)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. (RL.7.9)

Writing

With some guidance and support from peers and adults, develop and strengthen writing by editing. (W.7.5, WHST.6-8.5)

Write routinely over extended time frames. (W.7.10, WHST.6-8.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1, L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Analyze the development of theme over the course of the text in Code Talker.*

DAY 1

READING

45 MINUTES

Read-Aloud: Chapter 29: “Going Home” [pages 207–214]

Review

5 minutes

- Tell students that in this lesson they are going to think about important themes from *Code Talker*.
- Ask student volunteers to explain what a story’s *theme* is (*its main subject or underlying message*).
- Ask students to identify some themes they have already identified in the book (*possible examples include obedience and defiance; the importance of diversity; the impact of culture on values and behavior; the connection of language and identity; and so forth*).

Introduce the Chapter

5 minutes

- Tell students you will read aloud Chapter 29: “Going Home.” Students should follow along in their books as you read.
- Have students turn to page 207 in *Code Talker*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *pitiful*.
- Have students find the word on page 207 of the book.
- Explain that the glossary contains definitions of all the vocabulary words in this book. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 9.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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 considered secret (**213**)

Vocabulary Chart for Chapter 29: “Going Home”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		pitiful career branches glare reform declassified
Spanish Cognates for Core Vocabulary		<i>carrera</i> <i>reforma</i>
Multiple-Meaning Core Vocabulary Words		pitiful branches glare reform
Sayings and Phrases	twenty-year men	

Read the purpose for reading from the board/chart paper:

Analyze the development of theme over the course of the text in *Code Talker*.

Read the Chapter

20 minutes

Read the chapter aloud as students follow along in their books. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Read Chapter 29: “Going Home”

[pages 207–211]

Inferential Find a scene on page 207 that helps develop the theme that all people are alike in the most important ways.

- o Possible answer: Ned says that many of the Japanese survivors of the atomic bombs look as if they might have been Navajo and that it is hard for him to consider them his enemies.

Inferential Navajo's love and respect for the land—and their willingness to fight for the United States—has been stressed throughout *Code Talker*. Find a passage on page 208 that reinforces this theme.

- Ned says that many Navajo stayed in the military after World War II ended. He also states that many Navajo served in the Korean and Vietnam Wars.

Literal Why did some Native Americans settle in New Zealand and Australia? How does this support a major theme of *Code Talker*?

- Some Native Americans settled in Australia and New Zealand because they did not face racial discrimination there as they did in the United States. The negative consequences of racial discrimination is a major theme of *Code Talker*.

SUPPORT: During World War II, the Allied Powers (the Soviet Union (Russia), the United States, Great Britain, and France) fought against the Axis Powers (Germany, Italy, and Japan). After World War II ended, tensions between the Soviet Union and the other Allied Powers increased as the Soviets took control of Eastern Europe and installed communist governments in those nations, beginning the Cold War—the rivalry between the United States and the Soviet Union.

Inferential What happens when Ned enters a bar near his reservation for a drink? How does this incident support some of the major themes in *Code Talker*?

- When he orders a Coke at a bar near his reservation, Ned is refused service. He is insulted and subject to racist remarks. These are recurring themes in *Code Talker*.

Inferential What is the “battle” to which Ned refers at the top of page 211? How does the final paragraph before the break on this page develop several important themes from *Code Talker*?

- The battle Ned refers to is the battle against discrimination, prejudice, and hate. He decides to become a teacher so he can help preserve Navajo traditions, language, and culture. The importance of language and identity and the connection between one's self and one's culture are major themes in *Code Talker*.

[pages 211–214]

Inferential The importance of community and service are major themes in *Code Talker*. How are these themes reinforced in this section?

- Possible answer: Ned becomes a teacher and works hard for his community, fighting for educational reform and making sure the next generation learns about the Navajo way. He is persistent. He never gives up.

Inferential How do you think Ned feels when details about the code talker program are finally declassified?

- Possible answer: Ned feels proud because people can finally learn about the role he and the other code talkers played in the war, which gives much-needed recognition to the service the Navajo provided the United States.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

Remind students of the purpose for reading:

Analyze the development of theme over the course of the text in *Code Talker*.

Remind students that a story's theme is the message the writer is trying to send to readers. Divide the class into small groups, and direct students' attention to Activity Page 9.2. Ask each group to identify and agree on an important theme from the text and write it in the top box of the graphic organizer. In the second box, students should provide at least three examples from *Code Talker* that support the theme. Finally, students should work together to write a paragraph explaining how the theme is developed in the third box.

When students have finished, bring the class back together to share their thoughts and ideas. Wrap up by asking the following question:

Evaluative How does knowing a theme help you to better understand or appreciate the story?

- o Answers will vary but may express that knowing the theme helps readers connect characters' actions, feelings, or ideas in the story.

DAY 2

SPELLING

15 minutes

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

Assessment

15 minutes

- Have students turn to Activity Page 9.3 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. pseudonym	Many performers use a <u>pseudonym</u> .
2. pseudopod	An amoeba uses a <u>pseudopod</u> in its movement.
3. pseudoscience	Phrenology—the “reading” of skull shape—is a <u>pseudoscience</u> .
4. description	Write up a <u>description</u> of your proposed project.
5. prescription	What is your <u>prescription</u> for the rise in crime?
6. conscription	Do you think we will ever again have <u>conscription</u> in this country?
7. inscribe	<u>Inscribe</u> the serial number on this computer.
8. proscribe	Which behaviors do the school rules <u>proscribe</u> ?

9. vocation	Training in a <u>vocation</u> can be a wise career move.
10. vocal	People use their <u>vocal</u> cords to talk.
11. irrevocable	Her expulsion from the academy was <u>irrevocable</u> .
12. vocabulary	Have you learned the <u>vocabulary</u> words for this unit?

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write a sentence using two of the spelling words. Remind students to use at least one transition word, phrase, or clause.
- Remind students also to check their work for appropriate structure, capitalization, and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students' errors.

Spelling Analysis Chart

- Students might make the following errors:
 - pseudonym, pseudopod, and pseudoscience: using “sue” or “psue” for /soo/
 - description, description, conscription, vocation: using “shun” or “sion” for /shun/
 - vocal: using “cle,” “kle,” or “kal” for /kəl/
 - irrevocable: using “er” for /ir/; using “bel” or “bul” for /bəl/
 - vocabulary: using “e” or “a” for /u/
- Also, examine the sentence for errors in structure, capitalization, and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words but not single-syllable words?

WRITING

30 minutes

Write a Research Essay: Edit

Edit

15 minutes

- Explain that students will now use the Editing Checklist to edit their revised drafts.
- Emphasize that students should do a final check to make sure they have not plagiarized another writer’s work. Define plagiarism as using the exact same words of another writer as if they were your own.
- Briefly discuss the implications of plagiarism in light of academic honesty and students’ work in high school and college.

Review Citations

15 minutes

- Review the use of citations—making clear that in each citation the student must include:
 - a) the source, b) where in the source the supporting or quoted material can be found (i.e., page number or location in a website), c) who wrote or compiled the source material, as well as d) the source’s publication date.
- Explain that when citing a website, students must note the date on which they accessed the site to retrieve the information.
- Steer students to the Writing Model to see an example of how to order the information in their citation.

- Point out that ideas or statements from other words must be paraphrased if they are not directly quoted or cited. Give this example:
 - In a secondary source, I found the phrase “a chief of the Choctaw—who died in 1837—made the prophecy that ‘the Choctaw War Cry would be heard in many foreign lands.’”
 - I wanted to keep the quotation that the source repeats but put the rest in my own words so as not to plagiarize—so I paraphrased it to read: “a Choctaw chief predicted that ‘the Choctaw War Cry would be heard in many foreign lands.’”

SUPPORT: Encourage students to edit with a focus on organization, supporting ideas, and avoiding plagiarism.

- For students who have difficulty with the latter, suggest they compare their text to the text of the sources listed on their Research Checklist.
- Remind students that paraphrasing or summarizing is a useful skill for taking notes as well—putting an idea or description into their own words can be a way of digesting the material, which can lead to a fuller understanding of underlying concepts.
- Have students take home Activity Page 9.4 to complete as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 9.1.

Writing

- If students did not complete Activity Page 9.4 during the Writing lesson, have them complete it for homework.

Lesson 10

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Unit Assessment	35 min	Unit Assessment	Activity Page 10.1
Unit Feedback Survey	10 min	Unit Feedback Survey	Activity Page 10.2

ADVANCE PREPARATION

- Erase or cover any morphology and grammar charts displayed in the classroom prior to the assessment.

UNIT ASSESSMENT

35 minutes

- Make sure each student has a copy of Activity Page 10.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two literary selections from Zitkala-Sá, a Native American writer, and accompanying questions. In the selections, “The Land of Red Apples” and “The Cutting of My Long Hair,” Zitkala-Sá describes her experiences at a missionary school.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students’ time to read and meet the expectations for text complexity at Grade 7. The texts feature core content and domain vocabulary that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed to require deep analysis of the text, rather than focusing on minor points. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, "The Land of Red Apples" (literary text) and "The Cutting of My Long Hair" (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, "New Research on Text Complexity," (CoreStandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Inferential</i>	A and C	RL.7.1, RL.7.3
2 <i>Inferential</i>	B	RL.7.1, RL.7.4, L.7.4, L.7.5
*3 Part A <i>Inferential</i>	B	RL.7.1, RL.7.3
*3 Part B <i>Inferential</i>	Possible answer: The rosy-cheeked woman does not treat Zitkala-Sá the same way as Zitkala-Sá's mother would have. Native American mothers do not toss their children up and down like toys. The fact that the rosy-cheeked woman does not know or care about this suggests a lack of respect for Native American values and traditions.	RL.7.1, RL.7.3, RL.7.9
*4 Part A <i>Inferential</i>	D	RL.7.1, RL.7.3

Item	Correct Answer(s)	Standards
*4 Part B <i>Inferential</i>	Underline the words “placed me at a white table loaded with food.”	RL.7.1, RL.7.3
5 <i>Inferential</i>	A	RL.7.1, RL.7.3
*6 Part A <i>Inferential</i>	B	RL.7.1, RL.7.4, L.7.4, L.7.5
*6 Part B <i>Inferential</i>	Circle the words “brown faces.”	RL.7.1, RL.7.4, L.7.4, L.7.5
7 <i>Inferential</i>	C	RL.7.1, RL.7.3
8 <i>Inferential</i>	Possible answer: Zitkala-Sá tells us that she had expected to be happy at the school. She thought she was travelling to a “wonderful land of rosy skies.” However, once she arrived at the school, her perspective changed. The way the white people treated her—combined with her long journey—left her tired and unhappy. If the school had been what she had expected, Zitkala-Sá would not have cried herself to sleep.	RL.7.1, RL.7.3
9 <i>Literal</i>	A	RL.7.1, RL.7.6
10 <i>Literal</i>	C	RL.7.1, RL.7.6
*11 Part A <i>Inferential</i>	A	RL.7.1, RL.7.3, RL.7.9
*11 Part B <i>Inferential</i>	Underline the words “Among our people, short hair was worn by mourners, and shingled hair by cowards!”	RL.7.1, RL.7.3, RL.7.9
12 <i>Inferential</i>	Zitkala-Sá is defiant and vows to resist having her hair cut; Judéwin is resigned and says that the white people are too strong to struggle against.	RL.7.1, RL.7.6
13 <i>Inferential</i>	Possible answer: The white people at the school want the Native American students to look and act more like white students. Very long hair is considered an “Indian” custom and therefore must be eliminated. The people at the school are trying to strip away as many aspects of native culture as they can.	RL.7.1, RL.7.9

Item	Correct Answer(s)	Standards
14 <i>Inferential</i>	B	RL.7.1, RL.7.3
15 <i>Inferential</i>	D	RL.7.1, RL.7.3
*16 Part A <i>Inferential</i>	C	RL.7.1, RL.7.3
*16 Part B <i>Literal</i>	Underline the words “like a wooden puppet” and “like a coward’s.” Circle the words “I was only one of many little animals driven by a herder.”	RL.7.1, RL.7.4, L.7.4, L.7.5
17 <i>Inferential</i>	D	RL.7.1, RL.7.2

Writing Prompt Scoring

The writing prompt addresses CCSS W.7.4, L.7.2, L.7.5, and L.7.6.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: a comparison of their experiences and textual evidence. Response has no errors in grammar, spelling, and punctuation.	Student writes a mostly clear response. Response includes most of the following: a comparison of their experiences and textual evidence. Response has minimal errors in grammar, spelling, and punctuation.	Student writes a response that has some omissions in a comparison of the use of their experiences and textual evidence. Response has a number of errors in grammar, spelling, and punctuation.	Student writes a response that has many omissions in a comparison of the use of their experiences and textual evidence. Response has many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.7.1 and L.7.2.

1. Because
2. and
3. so
4. nevertheless OR still
5. but
6. Also OR In addition

7. C
8. CE
9. S
10. C
11. CE
12. S
13. Hearndon, James. *Tribes of the Americas*. Iowa City: University of Iowa Press, 2016.
14. American Indian History, “The Cherokee in Alabama,” accessed January 7, 2022, <https://AmIndHist.com/TheCherokeeinAlabama>.
15. Hearndon writes that tribes were “all too often” forced to move from their original homelands to places farther west (288).

Morphology Answer Key

The Morphology section addresses CCSS L.7.3 and L.7.4.

1. vocalize
2. description
3. pseudonym
4. vocation
5. inscribe
6. conscript
7. pseudo-intellectual
8. prescription
9. pseudoscience
10. revocation
11. convocation
12. pseudopod

UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 10.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students’ responses and comments. Consider how you might teach the next unit differently to improve learning and students’ experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

End-of-Unit Comprehension Check

Use the first day of the Pausing Point to administer the optional assessment of general comprehension acquired by reading the chapters from Lessons 6–9. Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately thirty to forty-five minutes.
- Tell students to read and answer the questions about *Code Talker*. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology) and spelling assessment. Use each student’s scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

If the student does not misread words, but reads haltingly, a lack of fluency may impede comprehension. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Grammar, Morphology, and Spelling

For additional practice with the grammar, morphology, and spelling skills taught in this unit, you may wish to have students complete the Grammar and Morphology/Spelling Pausing Point activity pages provided in the Activity Book (PP.3–PP.4).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 7, consult the CKLA Grade 6 Ancillary Materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page 8.4 (Research Essay Rubric), Activity Page 9.4 (Research Essay Editing Checklist), and their completed research essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Research Essay Rubric and Research Essay Editing Checklist are also included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Research Essay Rubric and Research Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in the *Code Talker* unit, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources (i.e., links to websites other than the Core Knowledge Foundation) to determine suitability for the students with whom you work.

- *Code Talker* emphasizes the importance of preserving the native language of indigenous Americans. In 1990, the U.S. government passed the Native American Languages Act, which established federal policy to preserve, protect, and promote Native American rights to use their languages. Have students research and write a two- to three-page report on the act and what native peoples are doing to keep their languages alive. Students can use Activity Page E.1 to list the sources they used to write their reports.

- Boarding schools like the one attended by Ned Begay and the other Navajo children in *Code Talker* were a real part of the U.S. government's attempt to assimilate Native Americans into white American culture. Ask students to prepare a multimedia presentation on the history of the assimilation campaign, including its effects on Native American culture. After they complete their presentations, have students use Activity Page E.2 to record their thoughts and feelings about the process of forced cultural assimilation.
- *Windtalkers* is a 2002 film starring Nicolas Cage that is based on the story of Navajo code talkers during World War II. Ask students to watch the movie and use Activity Page E.3 to compare/contrast it to the book. Students should conclude their analysis by explaining which version they found most compelling and why.
- The ceremonies and traditions of the Navajo people are important to Ned Begay. Ned takes particular comfort in the songs of the Blessingway, which are meant to instill peace and prevent harm.

Listen to Navajo ceremonial and prayer songs. Students should pick one song and listen to it first, then write a response to the song on Activity Page E.4 as they listen to it a second time. Finally, students should write their own song or poem that might be used in a blessing ceremony to convey a sense of peace, strength, or similar blessing.

- Ask pairs of students to recreate the work of code talkers by constructing and translating a message in the Navajo language based on the narrative in Chapter 12: “Learning the Code.” Messages should be no longer than ten words. After pairs have created a message, have them trade messages with another pair to decode. Students can use Activity Page E.5 to create their coded messages.

Use this link to download the Online Resources, where specific links to Navajo ceremonial songs and the Navajo Dictionary can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-8-Code-Talker/OnlineResources>.

Teacher Resources

In this section, you will find:

- Glossary for *Code Talker*
- The Writing Process
- Research Essay Writing Model
- Research Essay Rubric
- Research Essay Peer Review Checklist
- Research Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

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 (**briefed**)

broach, *v.* to veer and pitch forward wildly (**broached**)

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

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 (**dispensing**)

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 (**doctored**)

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 (**drawled**)

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

E

emphasize, *v.* to stress as important (**emphasized**)

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

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

eyeball, *v.* to look at closely (**eyeballing**)

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 (**herded**)

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

prospect, *n.* the possibility or likelihood of something happening

pulverize, *v.* to completely defeat or destroy (**pulverized**)

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 (**issued**)

Q

quiver, *v.* to tremble or shake

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 (**ricocheted**)

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 (**monitoring**)

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

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 (**snapped**)

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 (**stalked**)

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

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

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

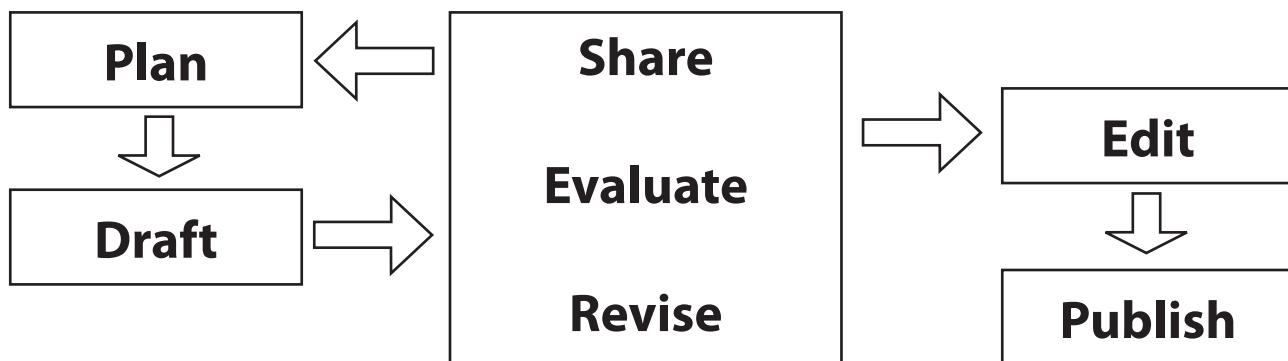
unconditional, *adj.* not subject to any special terms or conditions

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

W

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

The Writing Process



Research Essay Writing Model

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 even, in the early 1800s, a Choctaw chief predicted that “the Choctaw ‘War Cry’ would be heard in many foreign lands.” (Texas Military Forces Museum) So 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 they 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)

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)

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 would probably 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.

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>

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.

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:

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.	

Proofreading Symbols

Λ	Insert
•	Insert period
Λ,	Insert comma
\\'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
underline b cap	Capitalize
Blc	Make lowercase (small letter)
~	Delete
rwd.	Reword
←	Move according to arrow direction
Transpose	Transpose
[Move to the left
]	Move to the right
^a	Add a letter

Activity Book Answer Key

NAME: _____ DATE: _____

2.3 TAKE-HOME
CONTINUED

12. An example of something proscribed by law is
Sample response: stealing

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Activity Book | Unit 8 11

NAME: _____ DATE: _____

3.2 ACTIVITY PAGE

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?
The Blessingway ceremony is meant to instill peace and to prevent harm and to bestow the blessings of strength, courage, and protection. Ned's family wants him to have extra protection because he is about to join the Marines and fight in World War II.

2. How does this chapter compare Christianity with traditional Navajo beliefs?
Though most of the Navajo characters in the story are Roman Catholics, they still honor the traditional Navajo ways. Both Roman Catholicism and Navajo religion place great importance on ceremonies. In addition, the Christian teaching of the Golden Rule—care for others in the community, not just yourself—echoes Navajo beliefs about the importance of community.

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3. What are some major components of the Blessingway ceremony?
Answers will vary but should mention the ritual bathing at the beginning of the ceremony, the sprinkling of corn pollen, and the songs that last all through the night and into the dawn.

4. How does Ned feel after receiving the Blessingway?
He feels at peace. He feels loved and cared for, and his emotions are "in balance." He is now ready to become a "warrior for America."

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NAME: _____ DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

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?
The trip to boot camp follows the same path as that taken by the Navajo on the Long Walk when they were exiled by the U.S. government. It is ironic in that, this time, Ned and the other Navajo men are being called on to serve the very government that has treated them so badly.

2. In what way are the drill instructors at boot camp similar to the teachers at the boarding school?
Both the drill instructors and the teachers at the boarding school yelled at the Navajo students and, in many cases, treated them disrespectfully. Even if they did not intend to be disrespectful, the drill instructors were often oblivious to Navajo culture (e.g., cutting off hair, not understanding the language).

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Activity Book Answer Key

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

Unlike the Navajo recruits, the white recruits are not used to being yelled at and therefore probably took the yelling harder than the Navajo. The white recruits were also not in good physical shape. Navajo are used to walking long distances carrying heavy loads; the white recruits are not. The white recruits also hate the food at boot camp while the Navajo recruits think it is fine. However, most of the white recruits seem to know how to swim; none of the Navajo recruits do.

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

Ned learns that white people do not know everything and that people can always learn from each other. He also learns that white men are no different from Navajo in many of the most important ways.

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Grade 7 | Core Knowledge Language Arts

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

Ned mentions the Cherokee, Chickasaw, and Cheyenne.

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

Ned again mentions how difficult it is to master the Navajo language. He also makes a point of stressing that it is the Navajo themselves, not white soldiers, who develop the code. He is proud of the code and wants the right people to be recognized for creating it.

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Grade 7 | Core Knowledge Language Arts

3.3

ACTIVITY PAGE

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?

Ned says that he and the Navajo soldiers are fiercely determined to defend their land and that they are doing this not only for themselves but for everyone in America.

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

Student responses will vary.

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Activity Book | Unit 8 23

4.2

ACTIVITY PAGE

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.

Formerly, non-native people wanted to wipe out the Navajo language; now they want to use it to help save the United States.

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

Students' answers will vary but might include modesty, reverence for land and language, community, and quiet pride/confidence.

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Activity Book Answer Key

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?

Formerly, some non-native people thought the Navajo and their culture were useless; now that they have been exposed to it, many are becoming curious and more appreciative of the culture.

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

Students' answers will vary, but they should recognize that the ceremonies provide a sense of strength and balance to the lives of the participants. They are also a way the Navajo share a bit of their culture with others not familiar with their culture and traditions.

4.2 ACTIVITY PAGE
CONTINUED

NAME: _____

DATE: _____

Chapter 13: "Shipping Out to Hawaii"

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

Ned thinks the corporal will receive a promotion for his work with the code talkers.

However, Manuelito does not receive a promotion—possibly because the code talker program remained classified after the war but possibly also because of lingering racism against Native Americans.

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

The book has presented many different journeys taken by Ned and/or the Navajo: the Long Walk, the trip to boarding school, the trip to boot camp, the trip to code school, and now shipping out to Hawaii. In each, Ned has become stronger and more resolved to hold on to his Navajo heritage. The journeys have been painful but have also helped him in some ways.

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

Answers might include strength, devotion to one's culture, duty, and respect.

4.3 TAKE-HOME

NAME: _____

DATE: _____

Summary of Chapter 14: "The Enemies," Chapter 15: "Field Maneuvers," and Chapter 16: "Bombardment"

In the space below, fill in details about important events in "The Enemies," "Field Maneuvers," and "Bombardment."

"The Enemies"

During his first days on Guadalcanal, Ned sees only the bodies of dead Japanese soldiers as he avoids the explosives raining down on them. He has little idea of what the enemy is like, having encountered no living Japanese soldiers yet. The unburied Japanese corpses are especially disturbing because of the Navajo belief that a bad spirit sometimes remains around the body. Ned learns that Japanese warriors are expected to fight to the death. The few Japanese who were taken as prisoners at Guadalcanal were mostly laborers, not soldiers. These men seem lost and pathetic to Ned's friends and provide the perspective that the enemy is just human.

"Field Maneuvers"

The Marines have a training exercise on the Big Island of Hawaii. Walking through a long stretch of desert, with a very limited supply of water, Ned and the other Navajo know to suck the juice out of prickly pear cactus along the way to stay hydrated. They pretend to make it through on just the small amount of water supplied while the other Marines fall down helpless until more water is sent out. They have more field maneuvers

Activity Book Answer Key

to practice dealing with heat, rain, humidity, and jungle wildlife. Threats include leeches, scorpions, snakes, and crocodiles. The mosquitoes also carry malaria. Ned has a nonverbal "conversation" with one of the natives on the island, about the love each man has for his homeland.

"Bombardment"

Ned is reunited with Georgia Boy before leaving for Guadalcanal. The Allies invade Bougainville, and Ned tells the story of the nicknames they invented for their equipment and for the Japanese planes attacking them. He describes the plan of attack, including how scouts had gone before them to learn more. Things do not go according to plan. When D-Day comes, they begin early, in darkness and silence. Ned describes their fear and their attempts to deal with it. After firing on the beaches with several powerful ships, there was no return fire, so the plan to land and attack is soon to be carried out. Ned says despite all of that, he felt "in [his] bones that there were still enemy soldiers alive on Blue Beach."

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4.4 TAKE-HOME

NAME: _____

DATE: _____

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
provoke

2. a person whose job is writing things down scribe

3. a false, deceptive, or irregular form pseudomorph

4. a meeting of people who are called together convocation

5. unremarkable in appearance nondescript

6. an original document (especially one written by hand)
manuscript

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

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

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

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10. to call or take back a previously given privilege revoke
11. to call upon a person, law, or rule as an authority for doing something
invoke
12. a defective segment of DNA that looks like a gene but is not
pseudogene

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5.2 ACTIVITY PAGE

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.

Responses will vary, but students should understand that the initial assault on the island is very difficult. The Marines suffer heavy casualties, and the Japanese put up strong resistance. By late afternoon, however, the fighting has subsided a bit, and Ned and his fellow Marines are greeted by some native Solomon Islanders. Ned is reunited with his old friend from boot camp, Georgia Boy. Ned finds it unusual that despite all the chaos and danger, he has not yet seen a single Japanese soldier.

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

Possible answer: Ned acts mostly by instinct in this chapter. Once Ned landed on the beach and the battle began, his training took over. He does not remember much but simply did what needed to be done. For example, he does not remember digging his foxhole or dragging Georgia Boy to safety.

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Activity Book Answer Key

9. We had high hopes for our field trip. However, things didn't work out as planned.

10. Because this is a holiday, there is no school today.

11. Although the team played poorly in the first half, they made a comeback in the second.

12. They are going to give us lunch, as well as pay us for the work.

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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.
Students' responses will vary, but all should recognize that both the Navajo and the Chamorros were native people who were hurt and killed by other cultures who thought themselves superior. Ned does note that the Navajo were at least able to escape to the hills, while the Chamorros were trapped on a small island and could not easily escape the Japanese.

Chapter 22: "Fatigue"

1. What does Ned compare himself and the other Marines to? Why?
He compares himself and the other Marines to the second-hand vehicles in the motor pool—not necessarily shiny and new but still able to perform as needed.

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NAME: _____

DATE: _____

6.2

ACTIVITY PAGE

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?

Students might cite several different scenes, including the Navajo soldiers' kindness and respect toward the native Chamorros; their bravery and strength; their belief that all people are essentially alike; and the stoicism Charlie Begay shows over his quite severe injury.

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

Possible answer: Ned's selective memory is a coping mechanism that allows him to continue to function. If he could clearly remember the details of the horrors of war, he would likely be deeply upset and sad much of the time.

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NAME: _____

DATE: _____

6.2

ACTIVITY PAGE
CONTINUED

2. What is battle fatigue?

Students' responses will vary, but all should recognize that battle fatigue is an acute response to the stress of being in battle. Common symptoms include an inability to focus; sleep disturbances; sensitivity to loud noises; and extreme anxiety, sadness, and nervousness. Another name for battle fatigue is PTSD.

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

The purpose of the Enemyway ceremony is to rid the body of evil and restore the body to balance, which is important in Navajo culture. It is often directed toward warriors who suffer from memories of battle.

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Activity Book | Unit 8 55

Activity Book Answer Key

NAME: _____
DATE: _____

6.3 TAKE-HOME

Summary of Chapter 23: "Pavavu" and Chapter 24: "Iwo Jima"

In the space below, fill in details about important events in "Pavavu" and "Iwo Jima."

"Pavavu"

Ned and Smitty wish each other a "Happy New Year" at the beginning of 1945. They are now on the tiny island of Pavavu, where some of the Marines get malaria, despite the use of DDT. The code talkers continue to add to their secret code, including terms for underwater missions. Ned mentions the secrets that need to be kept in wartime. He is very disturbed by the Japanese suicide missions and the kamikaze pilots who believe they are flying with a "holy wind." Japanese propaganda continues to assure the Japanese people of their upcoming success in the war. Ned talks about meeting with Japanese soldiers after the war and describes the way they were thinking during World War II.

"Iwo Jima"

The biggest Marine force ever assembled is preparing to attack the Japanese stronghold of Iwo Jima. The small island of Iwo Jima becomes a very deadly battleground, with more than 20,000 Japanese dead and many Marines dead, too. The willingness of the Japanese soldiers to kill and die in battle is summed up in part by two lines from General Kuribayashi's "Courageous Battle Vow" that said: "Each man will make it his duty / To kill ten of the enemy before dying."

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NAME: _____
DATE: _____

7.3 TAKE-HOME

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

Sample response: First, I made sure I looked my best when I arrived at the shop. Then, Sample response: before I tried to help anyone myself, I watched the other people working at the shop to see how they spoke to the customers.

Sample response: In addition to that, I wanted to see exactly how my coworkers put together ice-cream cones and sundaes. I had thought it would be hard,

Sample response: but, Sample response: seeing how easy it was for the others, I realized it would be easy for me too. Sample response: Because 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.

Rasmussen, Susan. *Code Talker*. Houston: Rice University Press, 2018.

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NAME: _____
DATE: _____

6.4 TAKE-HOME

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.

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.

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>.

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>.

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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>.

History Online, "The Navajo Language," accessed July 8, 2022, 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.

Rasmussen writes that code talkers were "critically important" to American success in World War II (57).

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Activity Book Answer Key

NAME: _____ DATE: _____

8.2 ACTIVITY PAGE

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?
Tokyo Rose is a Japanese radio personality who tries to convince American soldiers to give up fighting. Her purpose is to demoralize the American troops. The soldiers are amused by her because they know the Japanese have been defeated time and time again and the war is soon to end, so her ominous predictions do not have much impact on them.

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?
Commanders estimate that there will be over one million American casualties if the Allies invade Japan. Based on the intensity of Japanese resistance on Iwo Jima and Okinawa, he expects the Japanese to fight even more forcefully to defend their homeland.

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3. Why does Ned conduct a pollen ritual after he learns of the death of President Roosevelt?
He greatly admires Roosevelt and wants to do something to express his sorrow as well as to support the president's family. Therefore, he turns to his heritage to perform a ceremony that has great meaning for him.

4. Why do you think Sam Little Fingernail alludes to his great-grandfather and the fight with Custer?
Possible answer: Sam and the other Native Americans are likely very proud of the Lakota Sioux and Cheyenne victory at the Battle of the Little Bighorn. It is ironic that Native Americans are fighting for the United States after the way the U.S. government has treated them. The reference to Custer reinforces the irony of Native Americans being called into U.S. military service—as well as their willingness to serve.

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8.2 ACTIVITY PAGE

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?
Students' responses will vary but should mention points such as the ferocious resistance that Japanese soldiers displayed to defend tiny islands such as Iwo Jima and Okinawa, the refusal of Japanese military leaders to surrender in the face of certain defeat, Japanese cultural traditions against surrender, and the prospect of up to one million American casualties during an invasion of the Japanese mainland.

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?
Students should mention allusions such as the Japanese military lying to Hirohito about the events of the war, Hirohito's subsequent ignorance, and the Supreme Military Council ignoring Hirohito's request to seek peace.

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8.3 TAKE-HOME

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. Sample response: Instead of writing my actual name, I used a pseudonym.

2. Sample response: The organism appeared to extend a foot; however, it was a pseudopod.

3. Sample response: Although some people consider palm reading a science, it is in fact a pseudoscience.

4. Sample response: The witness gave a description of the assailant to the police, and he was arrested the next day.

5. Sample response: My doctor wrote me a prescription, as well as recommending three days of bed rest.

6. Sample response: Conscription was used to increase the number of soldiers during the Vietnam War, but today military service is voluntary.

7. Sample response: The sculptor inscribed her name on the statue, as well as the date of its completion.

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Activity Book Answer Key

8. Sample response: Discrimination is not only unfair; it is also proscribed by federal law.

9. Sample response: Vera went to school to learn her vocation; additionally, she worked for years as an apprentice to a master.

10. Sample response: I prefer vocal performers, yet I have to admit that I like some guitar soloists.

11. Sample response: Audrey appealed the committee's decision, but they told her it was irrevocable.

12. Sample response: Erin reads extensively; as a consequence, she has a large vocabulary.

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DATE: _____

9.2

ACTIVITY PAGE

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.

Students' responses will vary but should be based on events from the book.

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NAME: _____
DATE: _____

9.3 ASSESSMENT

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

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

Sample response: Because of her well-developed vocabulary, Inez was able to give a detailed and accurate description of the situation.

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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.

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Activity Book Answer Key

NAME: _____
DATE: _____

10.1 CONTINUED

ASSESSMENT

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

Possible answer: The rosy-cheeked woman does not treat Zitkala-Sá the same way as Zitkala-Sá's mother would have. Native American mothers do not toss their children up and down like toys. The fact that the rosy-cheeked woman does not know or care about this suggests a lack of respect for 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.

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NAME: _____
DATE: _____

10.1 CONTINUED

ASSESSMENT

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?

Possible answer: Zitkala-Sá tells us that she had expected to be happy at the school.

She thought she was travelling to a "wonderful land of rosy skies." However, once she arrived at the school, her perspective changed. The way the white people treated her—combined with her long journey—left her tired and unhappy. If the school had been what she had expected, Zitkala-Sá would not have cried herself to sleep.

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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."

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NAME: _____
DATE: _____

10.1 CONTINUED

ASSESSMENT

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?

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- 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?

Possible answer: Zitkala-Sá tells us that she had expected to be happy at the school.

She thought she was travelling to a "wonderful land of rosy skies." However, once she arrived at the school, her perspective changed. The way the white people treated her—combined with her long journey—left her tired and unhappy. If the school had been what she had expected, Zitkala-Sá would not have cried herself to sleep.

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.

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DATE: _____

10.1 ASSESSMENT
CONTINUED

12. How do Zitkala-Sá and Judéwin react differently to the news about the haircut?
Zitkala-Sá is defiant and vows to resist having her hair cut; Judéwin is resigned and says that the white people are too strong to struggle against.

13. Why do you think the white people at the school want to cut off the native girls' long hair?
Possible answer: The white people at the school want the Native American students to look and act more like white students. Very long hair is considered an "Indian" custom and therefore must be eliminated. The people at the school are trying to strip away as many aspects of native culture as they can.

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.

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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.

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NAME: _____
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10.1 ASSESSMENT
CONTINUED

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.

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NAME: _____
DATE: _____

A.5 ASSESSMENT

Grammar

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

1. Because the bus was delayed, we had to wait for an hour in the rain.

2. The weather was perfect, and the fish were definitely biting.

3. The rain has stopped, so we can finally go for a walk.

4. All signs pointed to her having no chance to win the race; nevertheless OR still, she made up her mind to give it her best try.

5. Warm weather is coming, but it's not quite here yet.

6. Both tires on my bike were flat. Also OR In addition, 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. C

8. Due to the large number of books I have to carry, I need to get a bigger backpack. CE

9. Let's work on solving our problems, as well as being more polite. S

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Activity Book | Unit 8 **103**

Activity Book Answer Key

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

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

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

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.

Hearndon, James. *Tribes of the Americas*. Iowa City: University of Iowa Press, 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://AmIndHist.com/TheCherokeeAlabama>.

American Indian History, "The Cherokee in Alabama," accessed January 7, 2022,

<https://AmIndHist.com/TheCherokeeAlabama>.

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.

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.

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

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

Morphology Score: _____ of 12 points.

Total Score for Unit Assessment: _____ of 48 points.

NAME: _____

DATE: _____

A.6 ASSESSMENT

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 vocalize

2. a characterization or picture of something in words description

3. a fake or false name pseudonym

4. a calling in life vocation

5. to write upon or in something inscribe

6. to write down a person's name as a soldier or member of the military, without giving the person a choice conscript

7. something that appears to be intellectual but is not pseudo-intellectual

8. a written order for medication or some other treatment prescription

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

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

NAME: _____

DATE: _____

PP.1 ASSESSMENT

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

Activity Book Answer Key

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

They defy the rules by speaking Navajo to each other. They are also defiant by not crying when they are disciplined and seeming not to mind having their mouths washed out with soap. Some students obey by only speaking Navajo when no other teachers are nearby; others are more open about speaking Navajo.

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 *bilagáana* teachers tried to erase—the way you wipe words from a blackboard—would one day be needed by important white men.

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?

A Blessingway ceremony instills peace and prevents harms to people and bestows the blessings of strength, courage, and protection. Ned's parents want him to have the ceremony because he is about to join the armed services to fight in World War II.

The ceremony emphasizes the importance of family and community.

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: _____

PP.1

ASSESSMENT
CONTINUED

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

The paragraph refers to the code talkers, who used the Navajo language the teachers wanted them to give up in order to help win World War II. This suggests that tradition is, in fact, very important—without the traditional Navajo language, the code talkers would not have succeeded in their mission.

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

NAME: _____

DATE: _____

PP.1

ASSESSMENT
CONTINUED

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.

Unlike the Navajo recruits, the white recruits are not used to being yelled at and therefore probably take the yelling harder than the Navajo. The white recruits are also not in good physical shape. Navajo are used to walking long distances carrying heavy loads; the white recruits are not.

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 tolle me it read. So mebbe y'could read me this letter I just got fun 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."

Activity Book Answer Key

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?

Georgia Boy cannot read. This shows Ned that white people do not know everything. When Ned offers to teach Georgia Boy to read, Georgia Boy eagerly accepts, teaching Ned that people can always learn from each other. Ned also learns that, deep down, white people are no different from Navajo. Their families love them just as Navajo families love their children.

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

The code talkers sent secret military messages via radio using code words in the Navajo language. Navajo were recruited because the Navajo language is very difficult to learn and understand and few non-Navajo can speak it.

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

Possible answer: Ned notes that the dead soldier looks much like one of his cousins back home. One major theme of the book is the common humanity all people share even though they come from different cultures. This incident reinforces that theme.

Mid-Unit Assessment Score: _____ of 19 points.

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PP.1

ASSESSMENT
CONTINUED

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.

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NAME: _____

DATE: _____

PP.2

ASSESSMENT

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?

Ned has special sympathy for the Chamorros because, like the Navajo, they were a native people who were treated cruelly by another larger group—in this case, the Japanese. Ned compares the Japanese treatment of the Chamorros to the U.S. government's treatment of the Navajo. A major theme of the book is the importance of respecting all cultures; that theme is reiterated here.

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

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Activity Book Answer Key

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?

The Navajo are sensitive to soldiers suffering from battle fatigue because their ancestors' past experience with war has taught them to understand it. In fact, a Navajo legend describes Monster Slayer, a Navajo god, suffering from a similar feeling after killing monsters that were hurting the people.

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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 Kinlahsheen, 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

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PP.2
CONTINUED

ASSESSMENT

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?

The soldiers found the canned goods the Navajo (and other Americans) had helped collect to send to Japanese earthquake victims years earlier. They were angry because the food had not gone to those in need but to the Japanese army instead.

8. With which of the senses is the word *stench* most closely related?

- A. taste
- B. smell
- C. touch
- D. sight

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PP.2
CONTINUED

ASSESSMENT

NAME: _____

DATE: _____

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

Tokyo Rose is a Japanese radio personality who tries to convince American soldiers to give up fighting. Her purpose is to demoralize the American troops. The soldiers are amused by her because they know the Japanese have been defeated time and time again and the war is soon to end, so her ominous predictions do not have much impact on them.

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?

Ned seems to think that Emperor Hirohito is out of touch with what is actually going on in the war. The Japanese Thought Police prevent ordinary Japanese citizens from protesting the war, and the course of the war is kept from Hirohito. Ned believes the military leaders actually hold the power in Japan; Hirohito is weak and ineffectual. The military ignores Hirohito when he urges them to seek peace terms.

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Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Unit 8

Code Talker

by Joseph Bruchac

Teacher Guide

GRADE 7



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