

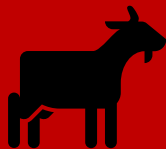
Lesson Plan

3rd Grade

Navajo Code Talkers

The Unbreakable Code

Author-Sara Hoagland Hunter, Illustrator-Julia Miner



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd	Lesson: The Unbreakable Code, the Navajo Code Talkers

<p>OBJECTIVES: CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> K-W-L <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group 									
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; Copies of <i>The Unbreakable Code</i> Navajo Code Talkers K-W-L Worksheet; Copies of <i>The Unbreakable Code</i> Graphic Organizer; Copies of <i>The Unbreakable Code</i> Reflection Questions; Copies of <i>The Unbreakable Code</i> Word Search Puzzle; Copies of the Write Your Name in Navajo Activity; Copies of the Navajo Code Breakers Coloring Sheet</p>									
<p>Engage: Hook the students</p>	<p>Handout copies of The Unbreakable Code K-W-L. Tell students to complete the What I Know and the What I Want to Know sections of the K-W-L(parts 1 and 2). Play the YouTube read aloud book, <i>The Unbreakable Code</i>, Author-Sara Hoagland Hunter, Illustrator-Julia Miner; https://youtu.be/2ZcNoIVJqAA</p>									
<p>Explore: Students make sense of a concept through observations.</p>	<p>Students will complete the Graphic Organizer for <i>The Unbreakable Code</i> identifying the characters, setting, problems and solutions. Students will reflect on how the young Navajo children felt when they were removed from their homes and moved to boarding schools. Students will complete an activity utilizing the Navajo Code Language to write their first and last name. Students will complete <i>The Unbreakable Code</i> Word Search Puzzle. Students will complete the third part of the K-W-L. Handout copies of the Navajo Code Breakers Coloring Sheet</p>									
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">World War II</td> <td style="width: 33%;">decipher</td> <td style="width: 33%;">intercept</td> </tr> <tr> <td>The Long Walk</td> <td>diversity</td> <td>recruits</td> </tr> <tr> <td>code</td> <td>boarding school</td> <td>enlisted</td> </tr> </table>	World War II	decipher	intercept	The Long Walk	diversity	recruits	code	boarding school	enlisted
World War II	decipher	intercept								
The Long Walk	diversity	recruits								
code	boarding school	enlisted								
<p>Elaborate: Students apply what they have learned.</p>	<p>Students will describe how the Navajo Code Talkers were willing to serve in the United States military, even though many had been treated badly. The student will explain the impact of the Navajo Code Talkers on the outcome of World War II.</p>									
<p>Evaluate: assessment.</p>	<p>Teachers should choose which activities to use as formal/informal assessments.</p>									
<p>Enrichment/Service-Learning Project</p>	<p>Students will brainstorm a way to serve in their local community in honor of the Navajo Code Talkers. See a list of potential projects on the last page.</p>									

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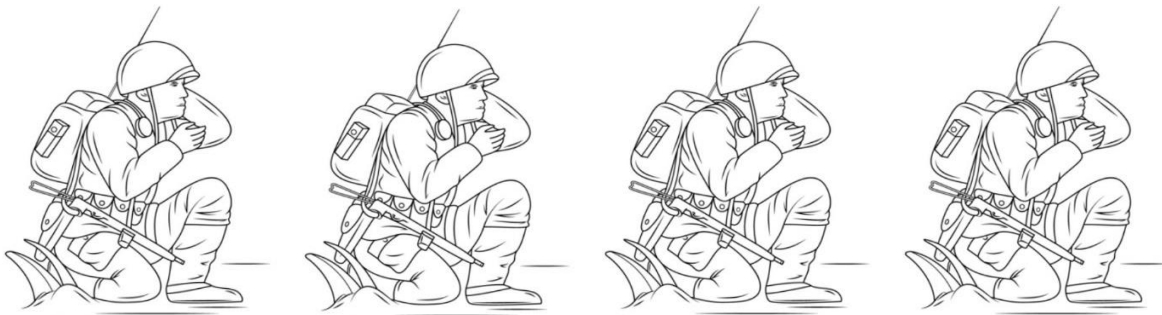
The Unbreakable Code Navajo Code Talkers
K-W-L

What I KNOW:

What I WANT to KNOW:

What I LEARNED:

A large graphic organizer shaped like the number '1'. The top horizontal bar is divided into three sections corresponding to the labels above. The vertical stem of the '1' is a double-line border. The bottom horizontal bar is a single-line border. The interior of the '1' is a large blank space for writing.



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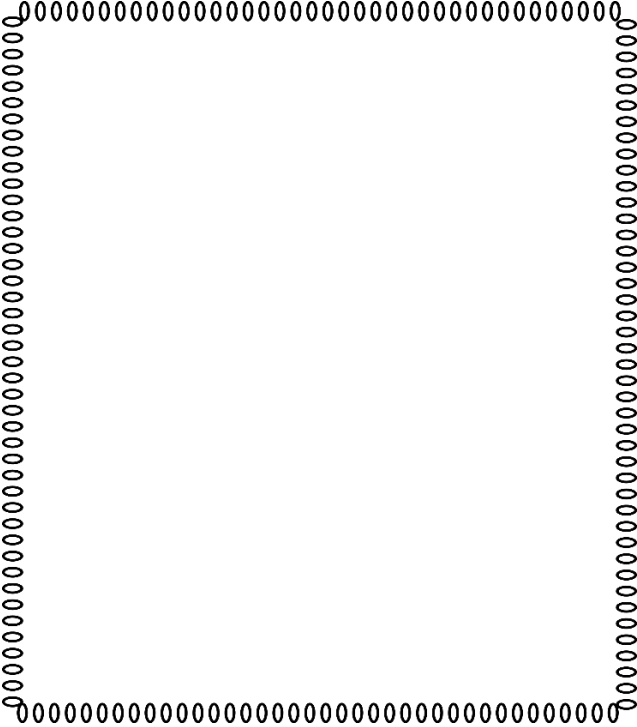
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3rd Grade

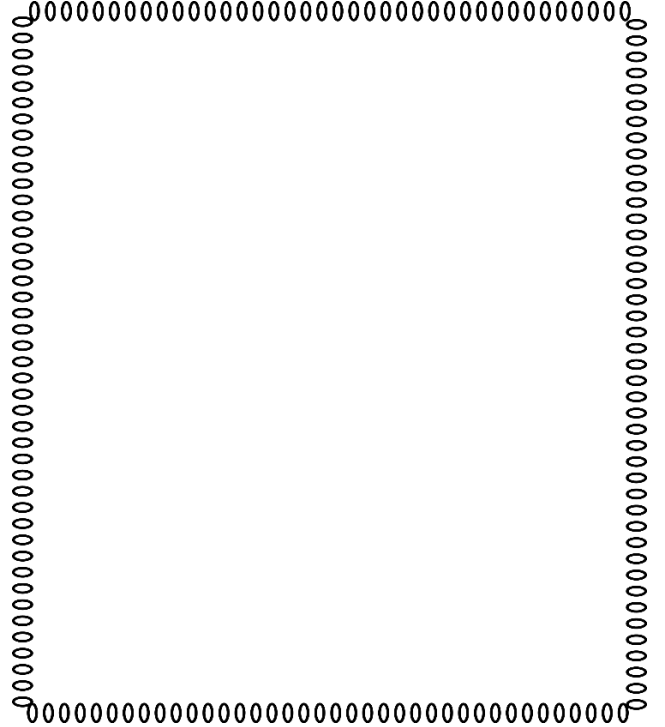
Name _____

The Unbreakable Code Graphic Organizer

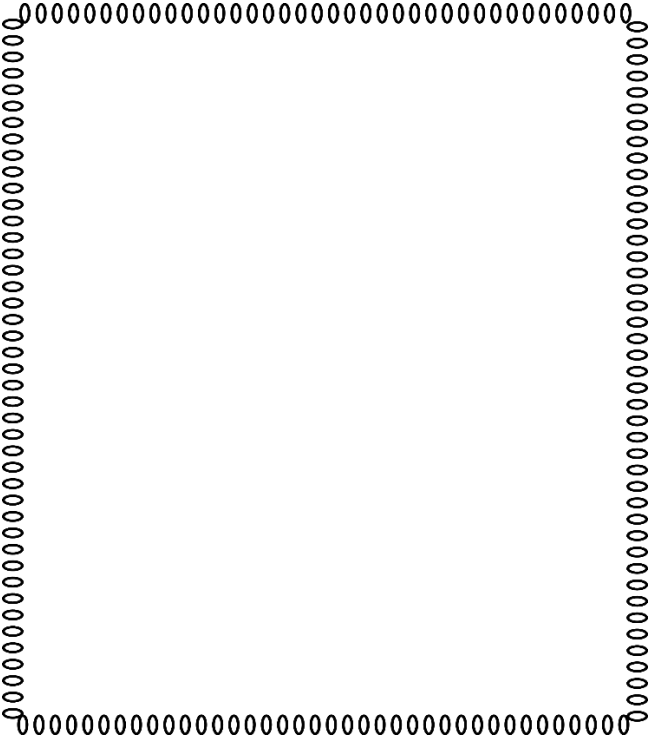
CHARACTERS



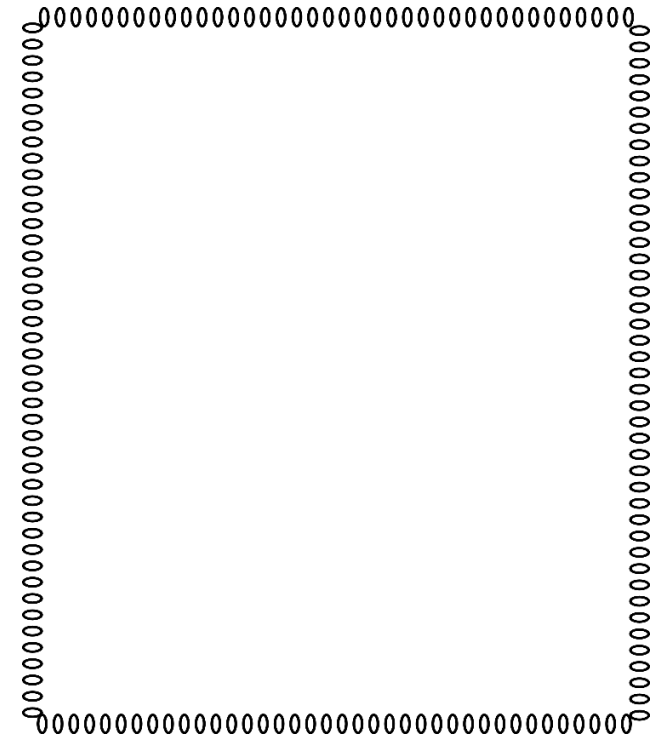
SETTING



PROBLEM



SOLUTION



**Wreaths Across America
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Reflection Questions *The Unbreakable Code*

1. How would you feel if a stranger told you they changed your name, then they cut your hair, and took your clothes away?

2. How would it feel to be forced to speak a language that wasn't yours?

3. What do you think life was like for families with children at the boarding school?

4. Why is it important to understand and value other cultures?

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The Unbreakable Code Word Search

Q	A	R	M	T	S	U	R	I	B	A	C	H	I
B	O	A	R	D	I	N	G	S	C	H	O	O	L
Z	W	D	S	X	E	D	C	R	O	F	U	V	T
R	G	I	B	Y	H	N	U	J	D	M	R	I	F
E	B	O	O	T	C	A	M	P	E	K	M	O	L
C	L	P	H	A	I	R	C	U	T	Q	O	D	A
R	A	Z	W	S	X	E	D	C	A	R	T	E	G
U	F	W	A	L	L	E	T	V	L	T	H	C	G
I	B	Y	H	N	U	J	M	I	K	S	E	O	K
T	O	J	A	P	A	N	E	S	E	H	R	D	L
S	P	Q	A	Z	W	S	M	A	R	I	N	E	S
O	P	E	R	A	T	I	O	N	S	P	X	E	D

Navajo	radio	code talkers	boarding school
Marines	haircut	bootcamp	decode
recruits	operations	Our Mother	Mt. Suribachi
Japanese	flag	ship	wallet

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Answer Key

The Unbreakable Code Word Search

Q	A	R	M	T	S	U	R	I	B	A	C	H	I
B	O	A	R	D	I	N	G	S	C	H	O	O	L
Z	W	D	S	X	E	D	C	R	O	F	U	V	T
R	G	I	B	Y	H	N	U	J	D	M	R	I	F
E	B	O	O	T	C	A	M	P	E	K	M	O	L
C	L	P	H	A	I	R	C	U	T	Q	O	D	A
R	A	Z	W	S	X	E	D	C	A	R	T	E	G
U	F	W	A	L	L	E	T	V	L	T	H	C	G
I	B	Y	H	N	U	J	M	I	K	S	E	O	K
T	O	J	A	P	A	N	E	S	E	H	R	D	L
S	P	Q	A	Z	W	S	M	A	R	I	N	E	S
O	P	E	R	A	T	I	O	N	S	P	X	E	D

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Write Your First & Last Name in Navajo Code Activity

For example, the name **Sally**:

Dibeh/Wol-la-chee/Dibeh-yazzi/Dibeh-yazzi/Tsah-as-zih
S A L L Y

First Name:

Last Name:

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Terms in English and Navajo language

Alphabet (English)	Code language (English)	Code language (Navajo)
A	Ant	Wol-la-chee
B	Bear	Shush
C	Cat	Moashi
D	Deer	Be
E	Elk	Dzeh
F	Fox	Ma-e
G	Goat	Klizzie
H	Horse	Lin
I	Ice	Tkin
J	Jack	Tkele-cho-gi
K	Kid	Klizzie-yazzi
L	Lamb	Dibeh-yazzi
M	Mouse	Na-as-tso-si
N	Nut	Nesh-chee
O	Owl	Ne-ash-jsn
P	Pig	Bi-sodih
Q	Quiver	Ca-yeilth
R	Rabbit	Gah
S	Sheep	Dibeh
T	Turkey	Than-zie
U	Ute	No-da-ih
V	Victor	a-keh-di-glioni
W	Weasel	Gloe-ih
X	Cross	Al-an-as-dzoh
Y	Yucca	Tsah-as-zih
Z	Zinc	Besh-do-gliz

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Code Talkers were of Native American decent and served in World War I and World War II. Their bravery and hard work helped the United States win World War II.



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Find A Way to Serve

1. Draw pictures or make cards for servicemen and women overseas or veterans at a local VA Hospital or VA Home. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
2. Make cards for Senior citizens in your community for the various holidays. Teachers/Parents can help their children by:
 - * contacting local nursing homes, senior centers and VA Homes to determine the procedure they have for community involvement, the numbers of residents, etc.
 - * setting up a calendar as a reminder for your child letting them know when holidays are coming.
 - * providing materials: crayons, paper, coloring sheets for younger students
 - * setting up a time for delivery of the cards to the facility, or help your child mail the cards at the Post Office.
3. Decorate placemats to be used for Senior citizens during the holidays with a special note or picture! Many agencies deliver meals to Seniors who have mobility problems and are on a fixed income. Teachers/Parents can help their children by:
 - * contacting local agencies that provide meals for Seniors, coordinate with the agency to provide placemats for an upcoming holiday
 - * talking with your child's teacher to see if this could be a classroom project
 - * provide materials,
4. Donate gently used or new stuffed animals to a local fire department or police station to give to children in emergencies.
5. During your birthday month, donate cake mix, frosting, candles, and an age-appropriate toy in a box. Donate items to a local food pantry or school social worker for families in need of a birthday cake. Let your child decorate the bag/box with a birthday message. Parents can help their children by:
 - * contacting a local food bank or their child's school to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
6. Collect school supplies, coloring books/crayons or games to donate to local homeless shelters or local children's hospitals.
 - * contacting a local food bank or their children's hospital to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
7. Make a no-sew fleece blanket for a child in need with [Project Linus](#), or a Veteran in need with [Soldiers' Angels](#). Parents can help their children by:
 - * log on to the Project Linus or Soldiers' Angels to check out the specifications for the blankets,
 - * help their child purchase materials
 - * help their child make the blanket if necessary
 - * take their child to ship or deliver the blanket