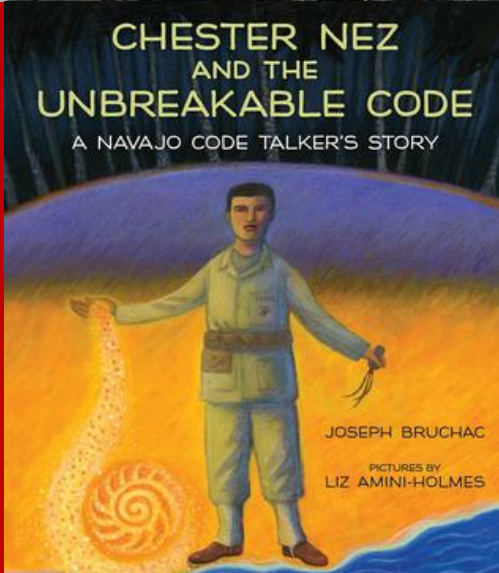


Lesson Plan

5th Grade

The Code Talkers



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 5 th Grade	Lesson: The Code Talkers, American Indian Heritage Month or Veterans Day

<p>OBJECTIVES: CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Write/Pair/Share <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 Write/Pair/Share Activity; Copies of the Silent Reading Activity, Department of the Interior article-<i>Honoring Native American Code Talkers</i>; Copies of the Code Talkers Questions; Copies of the Terms in English and Navajo Language; Copies of the Code Talkers Activities Worksheet</p>									
<p>Engage: Hook the students</p>	<p>Play the YouTube Read Aloud <i>Chester Nez and the Unbreakable Code-Navajo Code Talker's Story</i>, Author-Joseph Bruchac, Illustrator-Liz Amini-Holmes https://youtu.be/40MrkcoxSx8 Hand out Write/Pair/Share Activity. Write/Pair/Share Activity-Tell the students they have 5 minutes to write their answer to the following question: Make a list of three big changes forced on the Navajo children. What was the purpose of these changes? At the end of 5 minutes, pair the students with a partner, tell the students to read their written response to their partner.</p>									
<p>Explore: Students make sense of a concept through observations.</p>	<p>Handout copies of the Silent Reading Activity, the Department of the Interior article <i>Honoring Native American Code Talkers</i>. Handout the copies of the Code Talkers Questions.(Questions come from the book and the silent reading activity.) Students will complete the questions. Handout the copies of the Terms in English and Navajo Language. Handout copies of the Code Talkers Activities Worksheet. Students will complete the Code Talkers Activities.</p>									
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">tribal</td> <td style="padding-right: 20px;">encrypt</td> <td>Post Traumatic Stress Disorder(PTSD)</td> </tr> <tr> <td>irony</td> <td>decrypt</td> <td>declassify</td> </tr> <tr> <td>Long Walk</td> <td>Iwo Jima</td> <td></td> </tr> </table>	tribal	encrypt	Post Traumatic Stress Disorder(PTSD)	irony	decrypt	declassify	Long Walk	Iwo Jima	
tribal	encrypt	Post Traumatic Stress Disorder(PTSD)								
irony	decrypt	declassify								
Long Walk	Iwo Jima									
<p>Elaborate: Students apply what they have learned.</p>	<p>Students will examine the life of Navajo Code Talker, Chester Nez and how he responded to challenges during his life. Students will also evaluate the contributions of other Code Talkers during 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 their local community in honor of the Navajo Code Talkers. See a list of potential projects on the last page.</p>									

**Wreaths Across America
Lesson Plan**

Teacher:	Date:
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Name _____

Write-Pair-Share

**You will have 5 minutes to write your answer to the following question:
Make a list of three big changes forced on the Navajo children. What was the purpose of these changes?** At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

---cut here-----cut here-----cut here---

Name _____

Write-Pair-Share

**You will have 5 minutes to write your answer to the following question:
Make a list of three big changes forced on the Navajo children. What was the purpose of these changes?** At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

Wreaths Across America

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Teacher:	Date:
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Honoring Native American Code Talkers

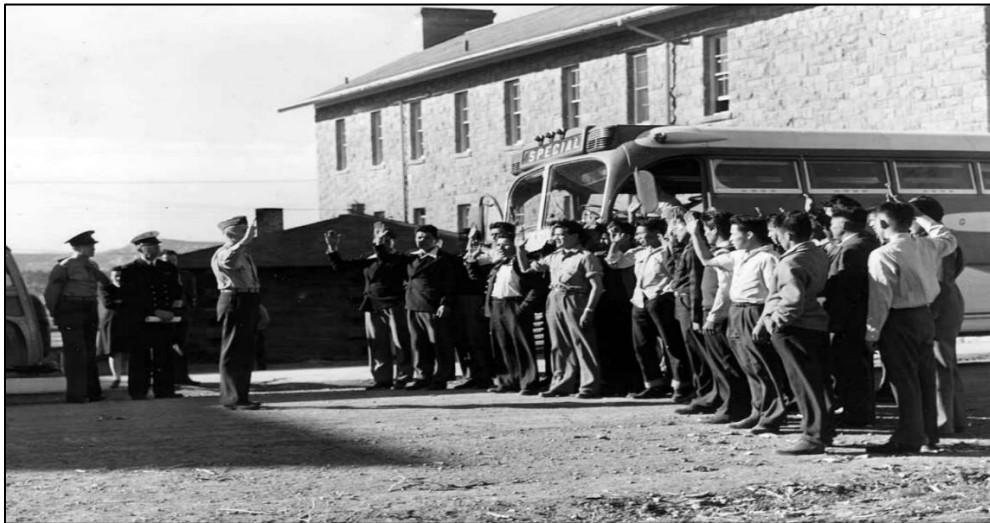
US Department of the Interior

During times of war, secure communications can mean the difference between life and death; victory and defeat. In World War I and World War II, the United States military relied on a unique series of codes to keep its messages safe from the enemy. These codes weren't based on cutting-edge technology or complex mathematical equations, though. Finding their origins in Native American languages, these codes were spoken by a brave group of men recruited from tribal communities across the country. Those men became known as Code Talkers.

In World War I, soldiers of Native American descent, mostly Choctaw, used their tribal languages to transmit messages by telephone. Though not used extensively, the actions of these men confused the Germans and helped win several battles in France.

When the United States entered World War II, the military again called on Native Americans to be Code Talkers. Fearing that some of the previously used languages may have been studied by the Germans and Japanese between the wars, military leaders looked for a new code that was more complex. For the U.S. Marine Corps, the Navajo language quickly became the answer. It isn't a written language and very few people not of Navajo origin understood it.

In 1942, the Marine Corps began recruiting and training Navajo men to be Code Talkers. Carl Gorman was one of the first Navajo to join up. "For us, everything is memory, it's part of our heritage. We have no written language. Our songs, our prayers, our stories, they're all handed down from grandfather to father to children -- and we listen, we hear, we learn to remember everything. It's part of our training."



The first 29 Navajo Code Talkers created a phonic alphabet and used word substitution to develop an all but unbreakable code. "Fighter plane" became "hummingbird." "Turtle" became "tank." "Battleship" became "whale."

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Other branches of the military recruited Native Americans from the Assiniboine, Cherokee, Cheyenne, Chippewa, Choctaw, Comanche, Cree, Crow, Hopi, Kiowa, Menominee, Meskwaki, Mississauga, Muscogee, Osage, Pawnee, Sac and Fox, Seminole and Sioux tribes to create similar military codes based on their own languages.



After the codes were established, trained Code Talkers joined combat units around the world. The Navajo and Hopi were assigned to service in the Pacific. Comanches fought the Germans in Europe, and the Meskwakis fought them in North Africa. Code Talkers from other tribes fought at various locations in Europe, the Pacific, North Africa and elsewhere. Because the code was considered to be so important, many Code Talkers were assigned guards and weren't allowed to move around alone.

Fighting in the battles of Guadalcanal, Tarawa, Tinian, Saipan and the D-Day invasion of Normandy, Code Talkers saved lives by signaling enemy movements, transmitting orders, and coordinating attacks under fire. Major Howard Cooper, a signal officer commanding Code Talkers, said "Were it not for the Navajos, the Marines would never have taken Iwo Jima."

The Code Talkers were proud of their accomplishments in combat and communications. Navajo Thomas Begay would later say about the codes, "It means a lot to me. Nobody -- Japanese, no one -- ever decoded it."

Despite earning the respect of their fellow soldiers and marines, Code Talkers received no recognition on the home front. Their code and actions remained classified until 1968. As their role in the war became better known, Code Talkers have been celebrated in movies and television shows, and many have been awarded medals from Presidents and Congress.

Wreaths Across America

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Name _____

The Code Talkers Questions

1. Which Native American tribe used their tribal languages to transmit messages by telephone during World War I?
2. What happened to Chester, and the other children when they spoke Navajo at the Fort Defiance boarding school?
3. When the youngest children at Fort Defiance had nightmares, what did Chester do?

What does that say about his character?
4. What reason did the matron give the students as to why they must speak English?

What did Chester think about what the matrons said?
5. How did Chester find out the United States was at war?
6. What did Chester think about defending the United States?
7. Why did the U.S. Marines choose the Navajo language as code in World War II?
8. When the Marine Recruiters went to Fort Defiance in 1942, what kind of people were they looking for?
9. How many Navajo were selected to join the Code Talkers?

Wreaths Across America Lesson Plan

Teacher:	Date:
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10. What did the Marines do with the Code Talkers after their basic training?

11. What did the other branches of the military do after the Marines started the Navajo Code talkers?

12. How did the United States military use the codes created by the Native Americans?

13. How many Navajo ended up serving as code talkers during World War II?

14. How did Chester feel when he returned from the war?

15. When did the United States military finally declassify the code?

16. What is the irony in the story of Chester and the other Navajo Code Talkers?

17. How did Chester respond to the challenges in his life:
 - a. at the boarding school?

 - b. when he heard about the war?

 - c. during the war?

 - d. after the war?

Wreaths Across America

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Answer Key

Name _____

The Code Talkers Questions

1. Which Native American tribe used their tribal languages to transmit messages by telephone during World War I?

Choctaw

2. What happened to Chester, and the other children when they spoke Navajo at the Fort Defiance boarding school? **The matrons at the school would wash their mouth out with yellow soap and tell them speaking Navajo was bad.**

3. When the youngest children at Fort Defiance had nightmares, what did Chester do? **Chester would try to calm their fears.**

What does that say about his character? **Chester was kind and patient and wanted to help the younger children. He reminded them they were not alone, that they still had families back at home.**

4. What reason did the matron give the students as to why they must speak English? **The matron told the students they must only use English to survive in the white man's world.**

What did Chester think about what the matrons said? **Chester thought they might be right, so he learned English.**

5. How did Chester find out the United States was at war? **The principal called all of the students together and told them the United States had been attacked by the Japanese Empire.**

6. What did Chester think about defending the United States? **Chester knew the United States had been at war with the Navajo years before, but he was a part of the United States and he believed he should fight to defend it.**

7. Why did the U.S. Marines choose the Navajo language as code in World War II? **A former missionary's kid who served in the military recommended they use Navajo. Navajo isn't a written language and very few people who were not of Navajo origin understood it.**

8. When the Marine Recruiters went to Fort Defiance in 1942, what kind of people were they looking for? **The recruiters wanted Navajo who could speak both Navajo and English.**

9. How many Navajo were selected to join the Code Talkers? **29**

10. What did the Marines do with the Code Talkers after their basic training? **They put them in a room and told them to come up with a code in Navajo that they could match up to the English alphabet.**

11. What did the other branches of the military do after the Marines started the Navajo Code talkers? **The other branches recruited Native Americans from the Assiniboine, Menominee, Meskwaki, Mississauga, Muscogee, Osage, Pawnee, Sac and Fox,**

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Seminole and Sioux tribes to create similar military codes based on their own languages.

12. How did the United States military use the codes created by the Native Americans?

Code Talkers joined combat units around the world. Code Talkers saved lives by signaling enemy movements, transmitting orders, and coordinating attacks under fire.

13. How many Navajo ended up serving as code talkers during World War II? 400

14. How did Chester feel when he returned from the war? Chester saw many terrible things in battle, he had seen too much death. The Navajo were not allowed to talk about the code, and what they had done to help save the war.

15. When did the United States military finally declassify the code? 1968

16. What is the irony in the story of Chester and the other Navajo Code Talkers? The Navajo children were sent to boarding schools where they were taught that the Navajo language was bad, and they were forced to speak English. When the military needed help to win World War II, they depended on Navajo who were fluent in English and Navajo.

17. How did Chester respond to the challenges in his life: (answers will vary, but should include text-based answers defining his character)

a. at the boarding school?

b. when he heard about the war?

c. during the war?

d. after the war?

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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-glini
W	Weasel	Gloe-ih
X	Cross	Al-an-as-dzoh
Y	Yucca	Tsah-as-zih
Z	Zinc	Besh-do-gliz

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Name _____

Code Talker Activities

1. Directions: Using the Navajo Code Words, write your first and last name. For example,

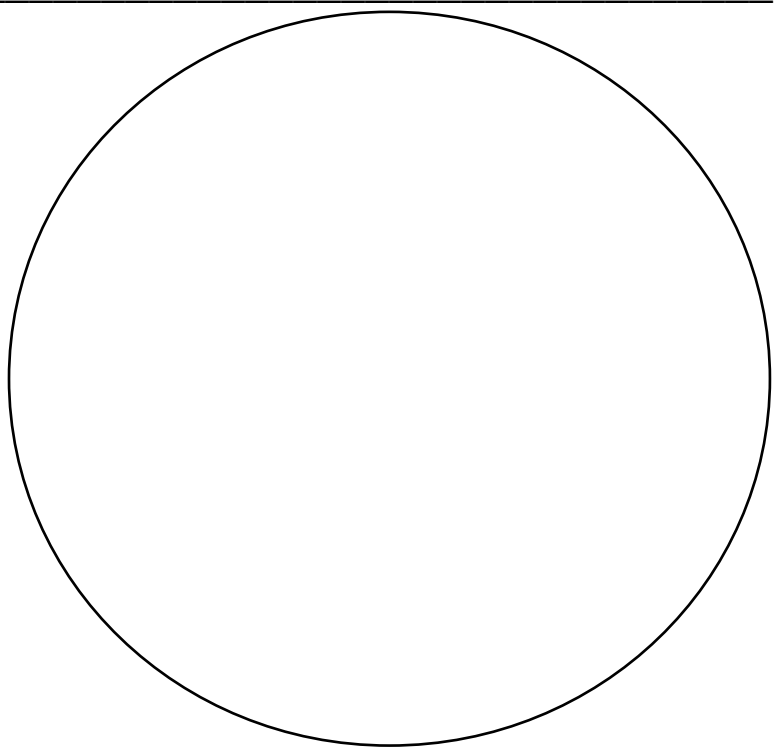
Erica

Dzeh Gah Tkin Moashi Wol-la-chee

First Name _____

Last Name _____

2. The picture below is a design for a challenge coin for the Crow-Creek Tribe Code Talkers. In the space provided design your own challenge coin for the Code Talkers.



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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 to your child letting them know when certain 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