

# Lesson Plan

## 9<sup>th</sup> & 10<sup>th</sup> Grade

### Navajo Code Talkers WWII



#### NAVAJO CODES NAME OF PLANES



PLANES	WO-TAH-DE-NE-IH	AIR FORCE
DIVE BOMBER	GINI	CHICKEN HAWK
TORPEDO PLANE	TAS-CHIZZIE	SWALLOW
OBS. PLAN	NE-AS-JAH	OWL
FIGHTER PLANE	DA-HE-TIH-HI	HUMMING BIRD
BOMBER PLANE	JAY-SHO	BUZZARD
PATROL PLANE	GA-GIH	CROW
TRANSPORT	ATSAH	EAGLE



# Wreaths Across America

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<p><b>OBJECTIVES:</b> NATIONAL CURRICULUM STANDARDS for SOCIAL STUDIES: 1. Culture 4. Individual Development &amp; Identity 5. Individuals, Groups &amp; Institutions 6. Power, Authority &amp; Governance 10. Civic Ideals &amp; Practices CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> K-W-L</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; students will need access to a tablet, laptop, or computer; earphones and the internet to complete this assignment; Copies of The Navajo Code Talkers K-W-L; Copies of Instagram Code Talker Activity; Copies of the Character of a Code Talker Worksheet; Copies of the Navajo Code Talkers PowerPoint Instructions/Grading Rubric; Copies of the Navajo Code Chart; Copies of the Navajo Code Talker Word Search Puzzle.</p>
<p><b>Engage:</b> Hook the students</p>	<p>Handout copies of The Navajo Code Talkers K-W-L. Tell students to complete the K &amp; W sections of the K-W-L Worksheet. (parts 1 and 2). Play the following video clips from the historical fiction novel <i>Code Talkers: A Novel About the Navajo Marines of World War Two</i>, Author-Joseph Bruchac.  <a href="https://youtu.be/1VJs6D7yu0s">https://youtu.be/1VJs6D7yu0s</a> Preface: Listen My Grandchildren (4:42)  <a href="https://youtu.be/UYzh9gOa0cM">https://youtu.be/UYzh9gOa0cM</a> Chapter 1, Sent Away (11:21)  <a href="https://youtu.be/ZtzXxuArDIU">https://youtu.be/ZtzXxuArDIU</a> Chapter 2, The Boarding School (11:04)            Explain to students the clips they just listened to are from a work of historical fiction, now they are going to listen to actual code talkers who served in the USMC during WWII.</p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Pair students into groups of two. Assign each group one of the Navajo Code Talkers who were interviewed by the Library of Congress. (They are listed below with a link to each interview. Students will use a tablet, laptop, or computer and the internet to research their assigned Navajo Code Talker. The following link is for the LOC website, students can access their code talker here: <a href="https://guides.loc.gov/navajo-code-talkers/profiles">https://guides.loc.gov/navajo-code-talkers/profiles</a>  <a href="#">Dan Akee</a> <a href="#">Edward Anderson</a> <a href="#">Thomas H. Begay</a> <a href="#">Wilfred E. Billey</a> <a href="#">Chester Nez</a> <a href="#">Samuel W. Billison</a> <a href="#">Thomas Claw</a> <a href="#">Teddy Draper, Sr.</a> <a href="#">Roy O. Hawthorne</a> <a href="#">Samuel Tom Holiday</a> <a href="#">Jack Jones</a> <a href="#">Joe Hosteen Kellwood</a> <a href="#">John Kinsel, Sr.</a> <a href="#">Keith M. Little</a> <a href="#">Alfred K. Newman, Sr.</a> <a href="#">Merril L. Sandoval</a> <a href="#">Robert Yazzie</a> <a href="#">Albert Smith</a> <a href="#">George Smith</a> <a href="#">Samuel Jesse Smith, Sr.</a> <a href="#">Bill H. Toledo</a>            Handout the Instagram Code Talker Activity and copies of the Character of a Code Talker Worksheet. Students should complete both worksheets. Handout the Navajo Code Talkers PowerPoint Instructions &amp; Grading Rubric. Students will listen to the primary source video clip of their Code Talker and create a PowerPoint presentation they will deliver orally to the class. Handout the Navajo Code Word Search Puzzle. Students will complete the K-W-L.</p>
<p><b>Explain:</b> Vocabulary may differ by primary source.</p>	<p>Long Walk    draft                            hogan                            boot camp            sanction    Axis Powers                            Allied Powers                            classified</p>
<p><b>Elaborate:</b> Students apply what they have learned.</p>	<p>Students will examine the life of Navajo Code Talkers and how they responded to challenges during their lives and evaluate their contributions during World War II by completing the assignments in this lesson.</p>
<p><b>Evaluate:</b> assessment.</p>	<p>Teachers should choose which activities to use as formal/informal assessment.</p>
<p><b>Enrichment/Service-Learning Project</b></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  
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**Navajo Code Talkers  
K-W-L**

**What I KNOW:**

**What I WANT to KNOW:**

**What I LEARNED:**

The chart is a large rectangular frame composed of a decorative border of small circles. It is divided into three vertical columns by two vertical lines of the same decorative border. The top of each column is aligned with the corresponding label: 'What I KNOW:', 'What I WANT to KNOW:', and 'What I LEARNED:'. The bottom of the chart is a single horizontal line of the decorative border.

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## Instagram Code Talker Activity

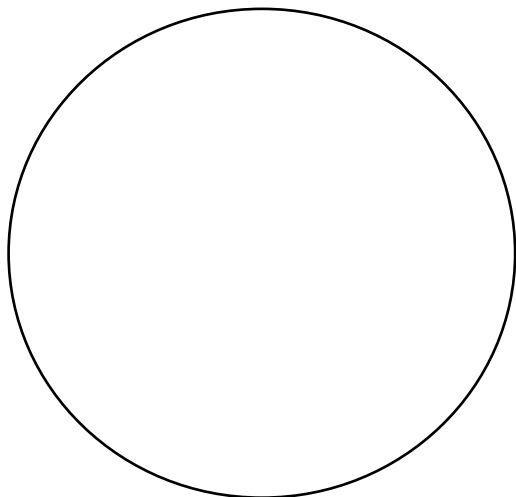
**Directions:** Create an Instagram profile for your Code Talker. In the space provided create a social media handle. In the circle, draw a picture of what you think his profile picture would look like. Fill in his Bio information. In the 6 “posts” boxes, draw 3 different images representing **major events** from your Code Talkers life. In the other 3 boxes, write comments they would post about each event.

@

post

followers

following



Name:

Bio:


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## Character of a Navajo Code Talker Worksheet

Which Code Talker were you assigned?

What is his strongest character trait?

In the space provided below, list **THREE**-character traits of your Code Talker, cite evidence of each character trait from the Library of Congress video.

Character Trait	Cite Evidence from the Primary Source Video:
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>

What is the most important thing others should know about your Code Talker?

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### Navajo Code Talker PowerPoint and Oral Presentation

**Remember this is an informational Power Point that you and your partner will deliver orally to the class.**

**Text** – Use bulleted lists or short statements to emphasize main points. Text could include definitions, key points, captions, or essential facts.

#### **What information should be included?**

- Where and when were they born? What was their name in Navajo?
- What was their life like as a child?
- Did they attend boarding school? Which boarding school? For how long? What life was like for them in the boarding school?
- Why did they join the Marines? What reason(s) did they give?
- What kind of training did they receive in the Marine Corps? Were they one of the first 29?
- Where did they serve during World War II?
- What did they do when they returned from the war?
- Did they receive recognition for their service? When? What kind of recognition?
- Date of death if applicable-you can Google your Code Talker, read obituaries, and other articles about them online for information you need.
- One slide in your presentation should include a one sentence message about your Code Talker created in Navajo Code using the Navajo Code Chart.
- Make sure to have a cites referenced slide, it should be your last slide.

**Images** – illustrate or highlight your main point. Some slides may only require an image with a caption to provide a visual for whatever you are presenting orally. For example, if they attended Ft. Defiance Boarding School, you could include a picture of the school, then talk about what life was like for them at the boarding school, how long they attended, etc. You may include short audio and visual media.

**Graphs or Tables** – present complicated information or numerical figures in a clear and easily digestible manner.

#### **Some Tips for Writing a PowerPoint presentation, do:**

- Choose a single background for the entire presentation.
- Use simple, clean fonts.
- Use a font size that can be seen from the back of the room.
- Write in bulleted format and use consistent phrase structure in lists.
- Provide essential information only. Use key words to guide the reader/listener through the presentation.
- Use direct, concise language. Keep text to a minimum.
- Provide definitions when necessary.
- Use white space to set off text and/or visual components.
- Make sure each slide logically leads to the next.
- Use a heading for each slide.

#### **Don't:**

- Clutter the slide with a lot of graphics.
- Use complicated fonts.
- Add superfluous information.
- Put down every word you are going to say.
- Use images if they will distract.
- Use hard to read color combinations, like black on blue. Try to use high contrast combinations.

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**GROUP #** \_\_\_\_\_

Name \_\_\_\_\_ Name \_\_\_\_\_

### Navajo Code Talker PowerPoint Grading Rubric

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
<b>Content (45 points)</b>	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
<b>Presentation (40 points)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

**Comments:**

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### Navajo Code Chart

Directions: One slide in your presentation should include a one sentence message about your Code Talker created in Navajo Code using the following chart. Other students in the class will decode your message. New words should be capitalized in your message. **Note:** If a word has a dash ( - ), then the connected words are one Navajo word.

Alphabet	Navajo Word	Literal Translation	Alphabet	Navajo Word	Literal Translation
<b>A</b>	Wol-la-chee	ant	<b>K</b>	Klizzie-yazzie	kid
<b>A</b>	Be-la-sana	apple	<b>L</b>	Dibeh-yazzie	lamb
<b>A</b>	Tse-nill	axe	<b>L</b>	Ah-jad	leg
<b>B</b>	Na-hash-chid	badger	<b>L</b>	Nash-doie-tso	lion
<b>B</b>	Shush	bear	<b>M</b>	Tsin-tliti	match
<b>B</b>	Toish-jeh	barrel	<b>M</b>	Be-tas-tni	mirror
<b>C</b>	Moasi	cat	<b>M</b>	Na-as-tso-si	mouse
<b>C</b>	Tla-gin	coal	<b>N</b>	Tsah	needle
<b>C</b>	Ba-goshi	cow	<b>N</b>	A-chin	nose
<b>D</b>	Be	deer	<b>O</b>	A-kha	oil
<b>D</b>	Chindi	devil	<b>O</b>	Tlo-chin	onion
<b>D</b>	Lha-cha-eh	dog	<b>O</b>	Ne-ahs-jah	owl
<b>E</b>	Ah-jah	ear	<b>P</b>	Cla-gi-aih	pant
<b>E</b>	Dzeh	elk	<b>P</b>	Bi-so-dih	pig
<b>E</b>	Ah-nah	eye	<b>P</b>	Ne-zhoni	pretty
<b>F</b>	Chuo	fir	<b>Q</b>	Ca-yeilth	quiver
<b>F</b>	Tsa-e-donin-ee	fly	<b>R</b>	Gah	rabbit
<b>F</b>	Ma-e	fox	<b>R</b>	Dah-nes-tsa	ram
<b>G</b>	Ah-tad	girl	<b>R</b>	Ah-losz	rice
<b>G</b>	Klizzie	goat	<b>S</b>	Dibeh	sheep
<b>G</b>	Jeha	gum	<b>S</b>	Klesh	snake
<b>H</b>	Tse-gah	hair	<b>T</b>	D-ah	tea
<b>H</b>	Cha	hat	<b>T</b>	A-woh	tooth
<b>H</b>	Lin	horse	<b>T</b>	Than-zie	turkey
<b>I</b>	Tkin	ice	<b>U</b>	Shi-da	uncle
<b>I</b>	Yeh-hes	itch	<b>U</b>	No-da-ih	ute
<b>I</b>	A-chi	intestine	<b>V</b>	A-keh-di-glini	victor
<b>J</b>	Tkele-cho-g	jackass	<b>W</b>	Gloe-ih	weasel
<b>J</b>	Ah-ya-tsinne	jaw	<b>X</b>	Al-na-as-dzoh	cross
<b>J</b>	Yil-doi	jerk	<b>Y</b>	Tsah-as-zih	yucca
<b>K</b>	Jad-ho-loni	kettle	<b>Z</b>	Besh-do-tliz	zinc
<b>K</b>	Ba-ah-ne-di-tinin	key			



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## Navajo Code Talker Word Search

Translate the words in the box below from Navajo to English using the Navajo Code Sheet. Find the English words in the Word Search Puzzle.

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

Lha-cha-eh	Jad-ho-loni	Than-zie	Tse-gah
Dibeh-yazzie	A-chi	Ah-tad	Ne-zhoni
Toish-jeh	Gah	Bi-so-dih	Besh-do-tliz
Na-as-tso-si	Wol-la-chee	Klesh	A-woh

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## Answer Key

### Navajo Code Talker Word Search

Translate the words in the box below from Navajo to English using the Navajo Code Sheet. Find the English words in the Word Search Puzzle.

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

Lha-cha-eh	Jad-ho-loni	Than-zie	Tse-gah
Dibeh-yazzie	A-chi	Ah-tad	Ne-zhoni
Toish-jeh	Gah	Bi-so-dih	Besh-do-tliz
Na-as-tso-si	Wol-la-chee	Klesh	A-woh

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### Find A Way To Serve

- **Form a school club whose focus is community service work. Organize it so it is sustainable, so future classes can participate.**
- **Volunteer to tutor students who need help with academic work or study skills.**
- **Read aloud to a person who is visually impaired.**
- **Organize a reading hour for children at your school or library.**
- **Make reading or math flashcards for elementary students.**
- **Set up a buddy system at your school for students with special needs.**
- **Coordinate with school resource officers to create a booklet that teaches young children how to stay safe at home while their parents are away.**
- **Collect shoes, eyeglasses, etc. for children in a third world country**
- **Create a cookbook to sell and donate profits to charity.**
- **Organize a food or clothing drive and donate the proceeds to a local charity.**
- **Organize a food drive for a local animal shelter.**
- **Volunteer at a local animal shelter.**
- **Help an elderly neighbor with yard work.**
- **Interview senior citizens and report on – personal histories, community, and stories of character.**
- **Make gift baskets and deliver to senior citizens or veterans in hospitals.**
- **Sing, perform a play, give a magic show, host a dance, or play an instrument for senior citizens.**
- **Become pen pals with residents of a local senior center.**
- **Help an elderly neighbor with their yard work.**
- **Work with senior citizens to create a "then and now" book on themes such as school, childhood games, work, recreation food, music, etc.**
- **Translate town pamphlets and flyers into other languages to help community members who do not speak English.**
- **Organize and host an event to help prepare students making the transition to (middle school or high school).**
- **Volunteer at your local public library once a week.**
- **Volunteer at a local soup kitchen or food bank.**

**[DoSomething.org](http://DoSomething.org)** is the largest non-profit exclusively for young people and social change. Their digital platform activates millions of young people to create offline impact across the globe.