Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 1

Outcomes for today

W2b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Who are the Navajos?
The Navajos are the principal tribe of the southern division of the Athabaskan stock of North American Indians, located in New Mexico and Arizona, and now constituting the largest tribal group in the U.S. The Navajo speak the Athabaskan language.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mortars (1)	hogan (5)	mesa (5)	calloused (7)	clopped (8)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-11; Listen, My Grandchildren-Sent Away

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The narrator explains that this is a true story about how the Navajo Marines helped America win the war.
- When he was a child, his Navajo language was beat out of him, but later it was important during World War Two because he was Navajo Code Talker.
- Kii Yazhi was six years old when his uncle came for him. He did not know that it would be a while before he saw home again.
- His uncle was the first one in the family to go to a white man's school. He had convinced Kii Yazhi's mother to send him there.

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- His uncle explained that he was doing this for him family because learning the ways of the white people was a good thing.
- His uncle explained when the Americans came they took the Mexican's side. The Americans took war on the Navajos. Their people agreed to never fight the United States again. They were allowed to go home, but had to live under their laws. That is why some of them have to go to school, to reassure them that they will always be friends.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 10

"Our people agreed never again to fight against the United States and they were allowed to go back home. But even though the white men allowed us to come home, we now had to live under their laws. We had to learn their ways. That is why some of us must go to their schools. We must be able to speak to them, tell them who we really are, reassure them that he will always be friends of the United States. That why you must go to school: not for yourself, but for your family, for our people, for our sacred land" (10).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The theme for this unit is, "Leadership Requires Engagement." This theme states, "Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of."

In an informative text, explain how Kii Yazhi is choosing or being forced to be a leader. How is he being or not being a leader for his Navajo community by going to a white school? Will his community benefit from his actions? Do you think he will benefit from going to this school? Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples from the text.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 2

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is the Rehoboth Mission?
Missionaries from the Christian Reformed Church (CRC) who came to the Southwest in 1896 to bring the Gospel to the Navajo and Zuni people started Rehoboth Christian School. In 1903, the CRC Board of Missions purchased a 320 acre ranch, located what was then six miles east of Gallup, which would become the center of Indian missions and include a boarding school for Native American children. The new mission was named Rehoboth, in the spirit of Genesis 26:22, which states “the Lord has given us room, and we will flourish in the land.” Rehoboth Mission School opened in December 1903 with six Navajo children, ranging in ages 5 – 11 as its first students. By 1917, there were 100 students, and by 1949 a high school graduated its first class.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agate (13)	yelped (15)	sheared (19)	shorn (20)	shrab (20)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 12-22; Chapter 2: Boarding School-Chapter 3: To Be Forgotten

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RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- As soon as Kii Yazhi arrived at the Rehoboth mission, his uncle was told to leave.
- The Navajo began introducing each other in their native way. First they mention the clan of their mother, the clan they were born to, and then the clan of their father, what they were born for. They could not all understand each other because not every Navajo spoke the same.
- A white man came out and yelled at them. He tried talking to them in Navajo, but he messed up his words.
- Jacob Bernally, a Navajo, told the new arrival of students that they were forbidden to speak Navajo. None of them knew how to speak one word of English, but he taught them to say hello. He would only be an interpreter for one day. Kii Yazhi later realized that this policy helped him learn English better and quicker.
- Kii Yazhi was able to understand what his principal would say about his language being of no use and it was no good to be Navajo.
- To a Navajo, their hair was sacred. They chopped of Kii Yazhi's hair. He felt naked and ashamed. The school had them take their clothing and jewelry off and put on a military style uniform.
- Mr. Reamer picked new names for the students. Some students were named after famous dead white men. Kii Yazhi was given the name Ned Begay.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 18

Although the teachers at the school spoke in quieter tones than our principal, they all said the same. It was not good to speak Navajo or be Navajo. Everything about us that was Indian had to be forgotten (18).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to our theme, "Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of."

In an informative text, examine the role of a leader. What is a leader? How do you think Kii Yazhi, a Navajo, would describe a leader? How do you think the principal and/or staff at Rehoboth Mission would describe a leader? How are their descriptions alike or different? Use concrete examples or quotations from the text to support your explanation.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 3

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is a mission?
A religious mission or mission station is a location for missionary work. While primarily a Christian term, the concept of the religious "mission" is also used prominently by the Church of Scientology and their Scientology Missions International. Missions are religious communities. They were meant to convert Indians into Catholics. They had a good water supply; they consisted of churches, gardens, fields, barns, workrooms, and dormitories.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

staggered (24)	principal (25)	dormitory (25)	reluctantly (29)	educable (30)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 23-32; Chapter 4: Progress-Chapter 5: High School

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ned accidentally spoke the Navajo greeting to his teacher on the second day of school. His mouth was slapped and a bar of soap was shoved in his mouth.
- Some children were openly defiant and refused to stop speaking their language. Those children were beaten with sticks. John Roanhorse was among the most

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stubborn ones who ate soap and was beaten many times. He was left in a room for a week without anything to eat.

- Ned wanted to do better than any other child in school. Ned was stubborn in a different way because he spoke nothing but Navajo when no other adults were around. He was determined to never forget it.
- Someday he hoped to become a teacher where he would respect all the Indian students.
- He had done so well at the mission school that he was accepted into the high school. The high school was closer to his home and the teaching was better. He did well in English and social studies.
- Ironically, Ned wrote a paper on Japan. His teacher said his report was better than a white student could have done. They had their own food drive for the people of Japan.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 27

"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 *bilagaanaa* teachers tried to erase—the way you wipe words from a blackboard—would one day be needed by important white men" (27).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The CBL theme Leadership Requires Engagement definition reads: Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In an informative paragraph explain Ned's decision to follow the rules at school. Why does he follow the rules? Is he showing leadership qualities by following the rules? Is he staying true to his culture? How so? Is it still being a leader if he is choosing to follow the rules because he is forced to? Provide evidence from the text to support your answer.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 4

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Pearl Harbor?
Pearl Harbor is a harbor on the island of Oahu, in Hawaii. It was the site of a major U.S. naval base, where a surprise attack on December 7, 1941, by Japanese carrier-borne aircraft inflicted heavy damage and brought the U.S. into World War II.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dismay (33)	treachery(35)	ignorant (36)	enlist (39)	sanction (40)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 33– 44; Chapter 6: Sneak Attack-Chapter 7: Navajos Wanted

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Japan started attacking other countries around them because they said it was their divine destiny to take over the Pacific Ocean. People in America began to worry about war.
- Navajo Tribal Council passed a resolution in 1940 that said if America would go to war then the Navajo Indians would defend their government.
- On Sunday, they heard on the radio that the Japanese had attacked Pearl Harbor.

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- Navajos wanted to help, but could not because they spoke little or no English at all. Ned wanted to join, but could not because he was only 14.
- In April of 1942, the Navajo tribal chairman received a letter that a Marine recruiter was coming. They wanted Navajos who were fluent in both English and Navajo.
- They were only taking men between the ages of 17-32. Ned was only 15.
- Ned wanted his parents to claim he was old enough so he could enlist. His parents denied his request, and told him to wait one more year.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 38

"Poor as we were, we Navajos really did want to help. Our tribal council met at Window Rock and declared war on Germany, Japan, and Italy. Navajo men took their guns, packed supplies, and rode their horses in to report to the Indian agent. They did not know how far away Pearl Harbor was, but they were ready to go and fight the enemy" (38).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

After hearing the recruiter, Ned wants to enlist in the war efforts. **In an informative paragraph explain how Ned's feelings towards wanting to join the war represent the theme of Leadership Requires Engagement. Is he doing this for his community, for himself, or for his parents? Use examples from the text to show how Ned's feelings are aligned with the theme.**

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 5

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is the Catholic Church?
The Catholic Church, also known as the Roman Catholic Church, is a part of the Christian Church that acknowledges the pope as its head, especially as it has developed since the Reformation. It is the largest Christian church, dominant particularly in South America and southern Europe. Roman Catholicism differs from Protestantism in the importance it grants to tradition, ritual, and the authority of the pope as successor to the Apostle St. Peter, and esp. in its doctrines of papal infallibility (formally defined in 1870) and of the Eucharist (transubstantiation), its celibate male priesthood, its emphasis on confession, and the veneration of the Virgin Mary and other saints. Much modern Roman Catholic thought and practice arises from scholastic theology and from the response to the Reformation made by the Council of Trent (1545–63). It became less rigid after the Second Vatican Council (1962–65), but its continuing opposition to divorce, abortion, and artificial contraception remains controversial.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reverberated (47)	draft (47)	dismissive (48)	modest (51)	sermons (52)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 45-56; Chapter 8: New Recruits—Chapter 9: The Blessingway

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RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Twenty-nine Navajo men were picked for the first group. No one was told what their duty was. Months passed and no one had heard from them. Their families began to worry.
- After 6 weeks of boot camp, none of them came home on their 10-day pass. Parents wrote to the Marines and they were told that their children were fine, but on special duty.
- Four months later, two of them, Corporal Johnny Manuelito and John Bernally, returned as instructors of the next Navajo group.
- Ned knew it was time for him to serve as a warrior. Once again Ned asked him parents. His parents gave him their permission only if he agreed to a Blessingway.
- Big Schoolboy, their singer, would do the ceremony. Ned respected him very much and was honored to have the ceremony done by him.
- Ned waited patiently for Hosteen to announce when he would do the Blessingway because he did not want to be rude and ask.
- During the Blessingway, many people came together to wish Ned with success and goodness. Chants were sung, and Ned was blessed with pollen. Ned felt a true blessing all around him.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"I did not sign up that day, but my mind was made up. Even though I was now sixteen and even though I was still small for my age, I knew in my heart that it was my time to serve as a warrior. I would wear a beautiful uniform and go to see strange places. I would wait no longer. Soon, very soon, I would finally become a Marine!"

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ned is proud to join the Marines. **In an explanatory paragraph compare how Ned feels with people who join the Marines today. Look online or interview active Marines or veterans to gather more information. How does joining the Marines represent the theme of Leadership requires Engagement? Gather information from different sources to support your comparison.**

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 6

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What are the Marine Corps?
The Marine Corps is a branch of the U.S. armed services (part of the U.S. Navy), founded in 1775 and trained to operate on land and at sea. A Marine is a member of a force that specializes in expeditionary operations such as amphibious assault and occupations.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

oath (57)	exile (58)	shorn (58)	hygiene (59)	cadence (62)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 57-67; Chapter 10: Boot Camp

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ned went with his parents to the Marine Corps office to enlist.
- Ned was allowed to take the oath and on March 3, 1943 himself and over 60 other Navajo Indians left to Fort Wingate to be sworn in.
- Ned realizes that he is taking a similar path as his ancestors. However he was not going to Fort Wingate to go into exile. He was going to become a warrior for the country who had once treated his people so badly.
- Ned did well with weapons and wrestling, but he did not enjoy boxing.

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- Ned was scared of swimming, and it almost caused him to drop out. He learned how to swim, but was the last one in the platoon to do so.
- A white recruit, Georgia Boy, came up to Ned and asked him to read a letter for him. Ned thought he was getting tested, but he realized Georgia Boy really could not read.
- Georgia Boy told Ned he never learned to read, and that he lied to the Marines so he could join. Ned told him he would teach him if he wanted.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 67

"All through Indian school we had been taught that white men knew everything. That day, for the first time, I realized several things. The first thing was that *bilagaanaas* are not born knowing everything. The second was that in many of the most important ways, white men are no different from Navajos. The third? That no matter who they are, people can always learn from each other" (67).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The CBL theme Leadership Requires Engagement definition reads; Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In 1-2 informative paragraphs discuss the key realizations Ned made about himself and others during boot camp? What were some similarities and differences between the white recruits and Navajo recruits? How do these key realizations help Ned become a better leader? How has his boot camp community made him a better leader? How will this help him become a better member of his community? Do you think Ned is using his talents to promote the common good for his boot camp community? Provide evidence from the text to support the key realizations.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 7

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Morse code?
Morse code is an alphabet or code in which letters are represented by combinations of long and short signals of light or sound.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

barracks (69)	furloughs (69)	commissioned (70)	escort (70)	amphibious (74)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 68-75; Chapter 11: Code School

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Graduation came and Ned's all Navajo platoon ended with highest honors.
- One Sunday afternoon, his platoon was asked to pack up and soon they were on their way to an unknown destination. They were taken to Fort Elliott in San Diego and escorted into a locked classroom.
- Corporals Johnny Manuelito and John Bernally told them they'd be their instructors.
- They were instructed to write down Navajo spoken words in English.
- Their job was to learn a top-secret code that would be used to relay messages on the battlefield.

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- To this point, since the Japanese could hear Americans radio each other they had managed to break every code possible.
- Other native languages had been used in the past and studied by the Japanese, but not the Navajo language.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 68-69

"Many years later, I know I was right about the first thing. We Navajo Marines were tough and determined, perhaps even more so than most of the non-Indian Marines who later served by our sides. Why was this so? It may have been because we remembered the suffering and courage of our grandfathers who fought as warriors to protect our land and our people. We were not just fighting for the United States. We were going into battle for our Navajo people, our families, and our sacred land" (69).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ned has been given a special assignment where he is allowed to use what he holds dearly, his language. **In a paragraph, describe how Ned feels about this assignment. Why is he honored to take on this assignment? By taking this assignment, how is Ned going into battle for the Navajo people, their families, and their sacred land? Use examples from the text to support your answer.**

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 8

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Camp Elliott?
On June 14, 1940 the camp was formally designated Camp Elliot in honor of Major General George F. Elliot, the Marine Corps tenth Commandant 1903-1910. Additional land acquisition for Camp Elliot was accomplished through a Declaration of Taking on April 8, 1941- including the main camp area of 19,298.25 acres, which came under federal ownership. This was further expanded to 26,034 acres. In September 1942, Camp Elliot became the home of the Fleet Marine Force Training Center, West Coast with the mission of training individual replacements for combat duty. Although thousands of Marines passed through Camp Elliot in route to Pacific duty, even this area could not meet the expansion needs for the training of the overseas replacements. Camp Elliot, on 1 July 1946, became War Assets Administration Property for disposal and decommissioning. Portions of this training area came under Navy control and, in 1944; the Navy took over Camp Elliot from the Marines, who were later transferred to Camp Pendleton. Camp Elliot continued to function through the Korean War. The Navy maintains control of Camp Elliot and let the U.S. Air Force use it for the Orion Project testing in 1960.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brig (76)	bayonets (79)	armory (80)	hardship (81)	boast (82)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 76-84: Chapter 12: Learning the Code

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RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The Navajo Marines were told to never speak about the code and were only allowed to keep it in their memories. They were told to die before telling an enemy about the code.
- For every letter in the English alphabet a Navajo word was assigned.
- The second class was in charge of assigning more Navajo words to the letters of the English alphabet most commonly used.
- The alphabet was only used for words that were not used a lot. They used separate code words for things often used in warfare.
- Ned felt proud that the language he was told to forget was now respected.
- Near the end of their training they decided to have a Navajo dance at Camp Elliott.
- The Navajo Marines had also translated the Marine Corps Hymn into Navajo.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 81-82

"I nodded. Those few words of his said it all. It was so good. It was good to have our language respected in this way. It was good to be here in this way. It was good that we could do something no one but another Navajo could do. Knowing our own language and culture could save the lives of Americans we had never met and help defeat enemies who wanted to destroy us" (82).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In an informative paragraph, compare and contrast how the Navajo language was seen in the beginning of the story and how it is seen now. How has the view towards the language changed? Has it changed for everyone? Has Ned's feelings changed towards it or have his feelings always remained consistent? Use examples from the text to support your answer.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 9

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Hawaii?
Hawaii is a state in the U.S. that is comprised of a group of islands in the North Pacific Ocean, about 3,000 miles west of mainland U.S. The population is about 1,211,537. Its capital is Honolulu, which is on Oahu. It became a state on Aug. 21, 1959, and it was the 50th state. First settled by Polynesians, Hawaii was discovered by Captain James Cook in 1778. It was annexed by the U.S. in 1898 and is a popular vacation destination today.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

geography (88)	convoys (89)	torpedoes (89)	embarkation (89)	disgrace (85)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 85-94; Chapter 13: Shipping out to Hawaii

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The thirteen Navajo Code Talkers, who had been assigned to the First Division and saw combat, were now resting on Hawaii. Ned was going to Hawaii to begin training work with those Code Talkers. John Benally and Johnny Manuelito were shipping out with them.

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- Ned was assigned to the Third Division, Second Regiment, Third Battalion commanded by Admiral Halsey and he would be in charge of taking Bougainville in the Solomon Islands.
- Ned's excitement had turned into worry when he thought about his journey to Hawaii and being on a boat from many days. Navajos were taught to stay away from deep waters.
- The teams were set up to have two Navajo Code Talkers. One would be on the radio sending the message and the other would be receiving it and writing it down. Back at the command post, two Navajos would be doing the same.
- As soon as they reached the island, all Code Talkers were joined together.
- Ned asked two other Navajos how it was at the Canal. They said that no one knew what to do with the Navajos and it was chaos. They talked about bullets splattering around them.
- The first time the code was sent out, other Marines thought that the Japanese had hacked into their system. They had to prove themselves because neither the general nor lieutenant thought their plan would work. They proved themselves by transmitting a message in two minutes rather than 4 hours as expected.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 87

"As far as I know, not one Navajo Code Talkers was ever raised above the rank of corporal, just as none of us were ever given any kind of official recognition or honor from the time we enlisted until the surrender of Japan. In fact, most of us never even got to wear one of those dress blue uniforms like that first one I saw on the Marine Corps recruitment poster. We were kept invisible. It was partially because our true duty was kept secret from so many. But I still, even in the Marines, a white man's world. It was easy to forget Indians" (87).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Navajo Marines were not recognized for their contribution to the war. **In an informative paragraph example the two reasons Ned gives for why the Navajo Marines contributions were not recognized.** Should leaders be recognized and/or expect recognition? Why or why not? Does it make you more or less of a leader if you are not recognized for what you have done? Defend your answer with examples from the reading or real-life.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 10

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is the Bushido Code?
The Samurai Bushido Code (Japanese "way of the warrior", or bushido), was the warrior code of the samurai. It was a strict code that demanded: loyalty, devotion, obedience, duty, filial piety, respect, self-sacrifice, and honor to the death. Under this code, if a samurai warrior failed to uphold his honor he could regain it by performing seppuku (ritual suicide).

The samurai bushido code is an internally consistent ethical code, grounded in the spiritual approach of the Rinzai school of Zen Buddhism. In its purest form, it demands of its practitioners that they look effectively backward at the present from the moment of their own death, as if they were already, in effect, dead.

The Bushido of the Samurai was also a spiritual basis for those who committed kamikaze attacks during World War II. For this reason many of the occupying Americans banned the martial arts that are rooted in Japanese Bushido during the post-war occupation. Bushido is still practiced today (in modified forms) and in many of today's modern martial arts. The modern sport of kendo takes its basic philosophy from Japanese Bushido, in particular, the theory that the entire purpose of the sport is "one cut, one kill". Unlike in other martial arts, extended contact, or multiple strikes, tends to be discouraged in favor of clean single strokes on the body or the head. There are seven virtues associated with the samurai code of bushido**:** rectitude, courage, benevolence, respect, honesty, honor, and loyalty.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sync (95)	wade (101)	betel (102)	debarkation (103)	slogged (104)

READ

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Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 95-104; Chapter 14: The Enemies—Chapter 15: Field Maneuvers

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- American dead were the first priority in combat. It was difficult for Navajo Marines to touch dead bodies because they were taught to stay away from them, but they did as their training had told them.
- Before being shipped to the South Pacific, they had to participate in two-day training. Their first task was to cross a desert by foot in two days with one canteen of water.
- The humid weather, insects, and animals were hard for Navajos to adjust to.
- There were native people on the island who did not enjoy the Japanese occupation because they used them as slaves and killed them. Ned, as a Navajo, felt like he had a lot in common with the natives.
- He met Gene-Gene, a sort of chief, who had swam three miles to tell the Americans where the Japanese were.
- One day Gene-Gene took Ned and had a symbolic conversation with him showing him that they both had love for their homelands.
- For their landing exercise, they did a full-scale debarkation. For the first time, Ned was on soil where Marines had died fighting. The only thing missing were people attacking them and chaos.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 103

"He understood that the land of my own heart was there, far across the wide ocean. He placed his left hand on my chest and I did the same. We stood there like that for a while feeling each other's hearts beat with love for our sacred homelands. It was one of the best conversations I ever had" (103).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, Gene-gene, a native on the island is introduced. **In an informative paragraph, explain how Gene-gene represents the theme, leadership requires engagement?** How is he a leader to his people? What characteristics do him and Ned have in common? Support your answer with examples from the reading.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 11

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Bougainville?
Bougainville is a volcanic island in the South Pacific Ocean, the largest of the Solomon Islands. This region is also known as Bougainville Province or the North Solomons. The population of the province is 175,160 (2000 census), which includes the adjacent island of Buka and assorted outlying islands. Although Bougainville Island is geographically part of the Solomon Islands Archipelago, the nation of the Solomon Islands is a separate state.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reconnaissance (107)	bombardment (113)	knots (114)	hostile (117)	echelon (118)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 105-119; Chapter 16: Bombardment—Chapter 17: First Landing

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Before they left for Guadalcanal, Ned was reunited with Georgia Boy.
- They could not sleep before D-Day. They waited on the ships in darkness so they would not be seen.
- Another Marine said they had all the Japanese, but Ned knew there still were some enemies on the island waiting to kill them. As they approached the beach,

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they stopped 500 yards away and the island was attacked from overhead. When they arrived to the beach, the Japanese opened fire on them.

- Ned found Georgia Boy next to him wounded. He put a bandage on his wound. Ned's fingernails were broken and bleeding.
- They managed to bring almost 14,000 Marines and 6,000 tons of equipment to their post at Cape Torokina.
- The Navajo began sending messages. 70 Marines were killed or missing and 124 were wounded.
- Ned went to bed that night wondering how all that combat went on without seeing one Japanese soldier.

Analyze Analyze the key paragraph.

Key Paragraph, p. 119

"As I drifted off to a fitful, exhausted sleep late that night, I thought about what was the strangest thing of all the first day of combat. All that fighting had happened without seeing even one Japanese soldier" (119).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In an informative paragraph, summarize the events in the reading. Be sure to emphasize events that represent the theme leadership requires engagement. Choose relevant and sufficient events from the text to write a well-written summary.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 12

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What were the defenses at Cape Torokina?

When U.S. Marines attacked Cape Torokina, on Bougainville Island, in November 1943, they found that the Japanese had prepared a system of defenses extremely well suited to the terrain. Essentially, the defenses consisted of 25 bunkers disposed in depth and mutually supporting. Nine bunkers faced the west side of Cape Torokina and covered the west beach. Six bunkers faced and covered the east beach. Eight bunkers were situated from 50 to 100 yards behind the nine bunkers facing west, and covered them. Two additional bunkers covered the approaches to the rear of the inland bunkers and those on the east beach.

Each bunker was surrounded by a series of foxholes connected by deep, narrow trenches, which eventually led to the rear door of the bunker. The foxholes were intended to cover, not only the approaches to the particular bunker they surrounded, but also the approaches to neighboring bunkers. Machine guns within the bunkers were sited to fire diagonally along the beach or across the front of the probable avenues of approach; thus each bunker achieved crossfire with its neighboring bunkers, thereby attaining a "final protective line." A bunker usually contained two machine guns, with each gun laid on a fixed line. In no instance were two guns laid on the same line. The firing ports of the bunkers were very close to the ground.

For camouflage, small palms and clumps of Bermuda grass were set into the sand covering the bunkers. The natural underbrush, which covered Cape Torokina, had been left standing. At first inspection, it seemed that the Japanese had made a serious mistake in not removing this underbrush, which presumably would restrict the defenders' fields of fire. However, as soon as one took up a position in a bunker or foxhole, it could be seen that the Japanese had cleverly prepared fields of fire by stripping the bushes of all branches and foliage up to 8 or 10 inches above the ground—a procedure they have followed in other areas, as well. As a result, the enemy was able to observe the feet of the attacking troops. Because the bushes had been left virtually intact, the supporting bunkers to the rear could not be seen at all from the beach; their presence was detected only when they fired on the attackers, who were in the act of breaking through the beach defense line and attempting to advance into the rear area.

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The key to the Japanese defense of the west beach was an emplaced 75-mm regimental mountain gun, Model 41 (1908). Weighing 1,200 pounds, this gun measures 13½ feet over-all, and has a 50-inch barrel. The gun has an effective range of 2,100 yards, but its traverse is limited to 6 degrees. This weapon was sited within 5 yards of the high-tide mark for anti-boat defense, and its emplacement was well protected by two nearby bunkers and the usual system of foxholes and connecting trenches. Two hundred rounds of high-explosive shells had been stacked inside the gun emplacement, ready for firing. During the U.S. landing, this gun fired approximately 50 rounds, but, because of its limited traverse and the poor gunnery of its crew, its performance obviously was not as effective as the Japanese must have intended when formulating their defense plan. (http://www.lonesentry.com/articles/cape-torokina/index.html)

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

terrain (120)	infiltrators (124)	haste (127)	rations (128)	decipher (130)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 120-134; Chapter 18—On Bougainville

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ned and the other Navajos had a hard time getting use to the terrain in Cape Torokina.
- There were lots of mosquitoes, and they had to take Atrabrine pills so they would not catch malaria. They hated taking those pills, and the Navajos were carefully watched because they had figured out ways to not take them.
- At night, Marines were told to never leave their foxholes for any reason. They could be taken as the enemy and fired upon.
- The first time Ned saw an enemy soldier was a dead one on the side of the road. Sergeant Wilky shot him again to make sure he was dead.
- Ned found out later that Smitty was assigned taking care of him and making sure he was not confused for Japanese.
- Ned saw John F. Kennedy, but did not meet him when he had the chance.
- They could finally rest and a letter from Ned's parents was brought to him. He wrote a letter back with his combat fatigues so they could use it in a protection ceremony. On that day, he felt like he would feel the presence of the Holy People.

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EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 130

"Those two months on Bougainville were so hard and strange. It wasn't just the Japanese attacks. The earth itself seemed displeased at the warfare being waged upon it. The deep mud that sucked at our feet, the swarms of insects, the eruptions of the volcano were like messages of the island's unhappiness. On December 6, the whole place began to quiver underfoot like a giant animal trying to shake fleas from its back" (130).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, Ned's Marine group is very unified. Together they are trying to be leaders and fight for their country. **In an informative paragraph explain the soldiers in this reading exemplify leadership qualities? Reflect back on the meaning of the theme, and use examples from the reading to support your answer.**

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 13

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What are the Mariana Islands?
The Mariana Islands are a group of islands in the western Pacific comprising Guam and the Northern Marianas. In 1975, the Northern Marianas voted to establish a commonwealth in union with the U.S. and became self-governing three years later.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

artillery (136)	regiment (137)	tainty (140)	plantations (143)	propaganda (144)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 135-145; Chapter 19: Do You Have a Navajo?-Chapter 20: The Next Targets

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- They returned to Hawaii to make up more words for the code. Navajos were in such high demand that it was hard for them to find qualified Navajos.
- Many Marines drank on their free time, and kept drinking even after the war was over. Ned would remember his home, family, and Holy people to help him survive.
- Ned was in the Southern Task Force and he was reunited with Smitty and Georgia Boy. They were being sent to Guam.
- On Sapien there were many children and women, so the Japanese fought hard to protect them.

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- The Marines did not do a great job at knocking out the coastal defense so many Marines died.
- Many Japanese civilians killed themselves or were killed because they fought against the Marines. The Japanese government propaganda had made Americans look evil.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 139

"Another of the hard thing about being in a war, grandchildren, is that although there are times of quiet when fighting has stopped, you know you will soon be fighting again. Those quiet times give you the chance to think about what had happened. Some of it you would rather not think about, as you remember the pain and the sorrow. You also have time to worry about what will happen when you go into battle again" (139).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ned has grown to trust Georgia Boy and Smitty, and now considers them his friends. **In an informative paragraph, compare and contrast how Ned feels about Georgia Boy and Smitty now compared to when he first met them. As a leader, do you think it is an important quality to trust others? Why or why not? Is Ned following the definition of Leadership Requires Engagement by trusting others and working as a team? Be sure to include specific reasons to support your opinion.**

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 14

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Guam?
Guam is the largest and most southern of the Mariana Islands, administered as an unincorporated territory of the United States. Its population is 166,000, and its capital is Agaña. Guam was ceded to the U.S. by Spain in 1898. It was the site of fighting between the Japanese and the U.S. during World War II.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pincers (146)	pulverized (147)	reef (149)	bluffs (150)	crater (150)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 146-158; Chapter 29—Guam

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- They landed on Guam further south on the coast.
- The Japanese kept firing on them, and Ned was kept busy sending messages to the command ship.
- They had a chance to rest, but Ned knew the Japanese would attack. They attacked one night, and 3,500 enemy soldiers were killed and the Marines had few casualties. One Code Talkers was among those casualties.
- Guam was won, and they set up command posts in Agana, the capital.
- Many of the native's stories were heartbreaking and there were children left without families. This reminded Ned of his people, and how they were treated.

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- They met a 7-year-old child named Johnny whose family had been killed. Wilsie felt sympathy for him, and it was the Navajo way to never leave a child without a family. When the Marines pulled out, they left Johnny with the Red Cross.
- In the last days of fighting, Charlie Begay, a Code Talkers had walked into an ambush and was cut to pieces. Wilsie found his best friend's body. He covered him with leaves and left his dog tag in his mouth so he could be identified.
- Back on the canal, a jeep pulled up, and they were all shocked to see Charlie Begay. Charlie was never dead. He lost a lot of blood, but was able to report back.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 154

"It was heartbreaking for me to hear the stories and to see the little children who families were dead. What happened to those Chamorros and the people on the other islands made me think yet again of what has been done to our Navajo people during the time of the Long Walk .I wanted to weep for them. It was just as bad for the Chamorros as it had been for us Indians" (154).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, Ned realizes all people are human beings and should be treated with respect. He does not like how the Japanese treat the native people of Guam. **In an informative paragraph, explain why people argue that Ned is being a hypocrite by being a Marine.** How might people criticize him? Do you think criticism impacts leaders? How should leaders respond to criticism? Use examples from the reading to defend your answer.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 15

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Who is Kublai Khan?
Kublai Khan (1215-1294), the grandson of Genghis Khan, was a Mongolian leader who made an impact on China, not only through conquest, but also by ruling successfully. Many of the rulers before him were brutally land-hungry and apathetic to the conquered people; however, Kublai challenged the stereotypes of Mongolian rulers by investing in his newly acquired people and providing the foundations of a grand empire. After his brother's death in 1259, he completed the conquest of China, founded the Yuan dynasty, and established his capital on the site of modern Beijing. Unfortunately, after turning from his nomadic heritage and adopting Chinese manners, his Mongolian government failed to remain in control and was eventually overthrown by the Chinese.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fatigue (159)	sniper (160)	martyr (167)	scorned (169)	insubordination (171)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 159-171; Chapter 22: Fatigue—Chapter 23: Pavavu

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- In his last days in Guam, a sniper shot Ned on his shoulder. Ned was sent back to Hawaii to recover. When Ned was in the hospital, he was exposed to "battle

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fatigue." After Guam, Ned was also tired, but as soon as he was well he was shipped back to the line.

- They were now on Pavavu, a hot island infested with disease-carrying insects.
- Kublai Khan wanted to invade Japan but twice the fleet was destroyed by a giant wind, Kamikaze. The Japanese called Kamikazes the Holy Wind.
- Most of the Kamikaze pilots missed, but Japan made them sound like heroes in their newspapers.
- Japan began to retreat and it looked like they were going to be defeated.
- Georgia Boy learned how to read and would read something aloud daily.
- The Geneva Convention made rules for how prisoners of war should be treated. Almost every major nation signed except for Japan.
- Being with other Indians took Ned's mind off of things.
- They had a powwow on Pavavu before receiving orders that they would be shipped out to Iwo Jima.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 165

"Because our code was used for top-secret messages, I knew about a lot of things. I even had heard mention of new giant bombs being prepared. But I told no one. Our code was only one of the many secrets I kept. That was just the way it had to be during wartime. In fact, every serviceman in the Pacific knew secrets that had to be kept from his civilian friend and relatives back in the States" (165).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

This reading mentions that Japanese Kamikaze pilots are viewed as martyrs and heroes. They could also be considered leaders. **In a paragraph, explain if you agree with this viewpoint.** Why or why not? Use the definition of Leadership requires Engagement and the reading to defend your answer.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 16

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is Iwo Jima?
Iwo Jima is a small volcanic island, the largest of the Volcano Islands in the western Pacific Ocean. It is 760 miles south of Tokyo. During World War II, it was a heavily fortified site of a Japanese airbase, and its attack and capture in 1944–45 was one of the severest U.S. campaigns. It was returned to Japan in 1968.

What is Mount Suribachi?
Mount Suribach is a small dormant volcano on Iwo Jima. It was the site of a February 1945 flag rising by U.S. Marines that was the subject of a well-known World War II photograph and a monument in Arlington National Cemetery in Virginia.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

punctuating (175)	napalm (180)	casualties (180)	howitzer (181)	terraces (182)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 172-182; Chapter 24: Iwo Jima—Chapter 25: In Sight of Suribachi

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- In 1945, it was announced that the Marines were going to assault Iwo Jima.

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- Iwo Jima was a small island. It had been attacked by American planes and bombs for four months, but this made the Japanese stronger not weaker.
- The new Japanese commander, Kuribayashi, wanted to fight in a different way. They would wait for the Marines to be in front of them then fire from cover.
- Some Marines thought Iwo Jima would be easy to defeat because it was so small, but it ended up being their worst nightmare.
- Four 5 months Iwo Jima was bombed, but the enemy was dug so deep into the island that it did not disturb them.
- The Fifth Fleet was the largest one that had ever sailed in the Pacific. Each team had a Code Talkers.
- On February 19, 1945 the fleet dropped anchor 4000 yards away from Iwo Jima. Georgia Boy had been assigned to another company, but Smitty and Ned stayed together.
- When they landed, the only guns they heard were theirs, and all 9000 Marines had reached the beach without any sign of the enemy. Then the Japanese sprung their trap.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 175

"The *sennimbaris* didn't work for the Japanese soldiers on Iwo Jima, either. By the end of the battle, more than 20,000 were dead. But so were many of our men" (175).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Throughout the book, numbers of deaths are reported to the reader. **In an informative paragraph, summarize how many deaths on both sides occurred during this war.** If possible, research the total number of deaths that occurred in this war and how those numbers progressed throughout the war.

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 17

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is black sand?
There are two types of black sand. One type of black sand is a heavy, glossy, partly magnetic mixture of usually fine sands, found as part of a placer deposit. Another type of black sand, found on beaches near a volcano, consists of tiny fragments of lava. When lava contacts water, it cools rapidly and shatters into sand and fragmented debris of various size. Much of the debris is small enough to be considered sand. A large lava flow entering an ocean may produce enough lava fragments to build a new black sand beach almost overnight. Since a black sand beach is made by a lava flow in a one-time event, they tend to be rather short lived since sands do not get replenished if currents or storms wash sand into deeper water. Further, a black sand beach is vulnerable to being inundated by future lava flows.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ambush (184)	concussions (186)	hoarse (187)	canteen (191)	flanks (192)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 183-195; Chapter 26—A Sea of Fire

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ned began to send messages about what was going on, and knew that taking this island would take every man.

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- There first objective was to take Mount Suribachi, which was almost impossible, yet accomplished.
- Six men raised an American flag on top of Mount Suribachi, and soon after were attacked by hidden enemies. The camera was smashed, but the film survived, and the picture was later published.
- There next objective was to take a place called Hill 362.
- As soon as light struck, so did the enemy. Georgia Boy was shot in the neck right next to him. Ned called for a medic, and after the medic arrived it was the last time he saw Georgia Boy in Iwo Jima.
- On March 16 the resistance had ended, and Ned began to head back to Guam on March 25.
- The picture taken of the flag was not the first one. The first flag was kept as a souvenir, so the scene was restaged. This picture is the one that became famous.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 191

"I had many friends—too many friends. I say "too many" because having a lot of friends during war can be a painful thing. It's not like having friends at home in peacetime. If you have a good buddy, grandchildren, do you not look forward to seeing him when each new day dawns? If you have many friends, your life is full. When you are young and are living in peace, it seems a friend will always be there with you" (191).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In an **informative paragraph explain the important life lesson Ned learned about in this reading. Think about the battle itself, his views on friends, Georgia Boy, the American flag, and Ira. How do all these things affect Ned, and what do they teach him? How does the life lesson relate to the theme Leadership requires Engagement? Use examples from the reading to explain your answer.**

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 18

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is an atomic bomb?
It is a bomb that derives its destructive power from the rapid release of nuclear energy by fission of heavy atomic nuclei, causing damage through heat, blast, and radioactivity.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

armada (196)	ominous (198)	mutton (199)	sanction (205)	coup (205)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 196-206; Chapter 27: Okinawa—Chapter 28: The Bomb

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Iwo Jima was the key to ending the war. On the islands of Japan, many people wanted the war to end, but the Imperial Command refused to accept surrender.
- Georgia Boy survived his injuries and joined Ned and Smitty in Okinawa.
- April 1 was landing day on Okinawa and there was no enemy fire on the first day.

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- On April 8th, the Japanese, under General Ushijima's command, finally attacked and it was a bloody battle. Many Americans died, but they won. On June 2, 1945 the island was secured. General Ushijima committed suicide. Americans had lost about 12,000 people and the Japanese lost about 110,000 men.
- The Supreme Military Council hid the truth from the Emperor Hirohito. It was too embarrassing to them to admit what was really happening.
- President Franklin D. Roosevelt passed away.
- The Allied Plan of bombing Japanese cities continued.
- In July of 1945, Emperor Hirohito urged the Supreme Military Council to seek peace, but they ignored his messages.
- On August 6, 1945 an atomic bomb was dropped on Hiroshima and two days later on Nagasaki. Both cities were destroyed.
- Emperor Hirohito again wanted to surrender, but some military leaders still did not agree. They even attempted a coup. On August 15th, Emperor Hirohito spoke over the radio to Japanese people telling them Japan is surrendering.
- The Code Talkerss were the first to receive the message. Ned announced that the war was over.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 202

It seems that Emperor Hirohito did not know what was truly happening much of the time. Any Japanese defeat was too embarrassing for the military leaders to admit to their immediate superiors, much less to their divine power. The Supreme Military Council, who assured the emperor that their decisions were best for their nation, held the real power in Japan during World War Two. While we kept secrets from our enemies, our enemies kept secrets from each other, lying to their own people about what was truly happening (202).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Some may argue that Emperor Hirohito was a bad leader. **In an informative paragraph, explain if you agree or disagree with this statement**. **Use the definition of leadership requires engagement to support your answer. Also, refer back to the reading where to use examples from the text to support your position.**

Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program 40-Minute Lesson Plan
Code Talkers, Day 19

Outcomes for today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is prejudice?
Prejudice is a hostile opinion about some person or class of persons. Prejudice is socially learned and is usually grounded in misconception, misunderstanding, and inflexible generalizations. In particular, African-Americans have been victims of prejudice on a variety of social, economic, and political levels.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sternly (208)	discharge (208)	modest (211)	leeches (212)	balance (212)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 207-214: Chapter 29—Going Home

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Code Talkerss were not allowed to go home right away. Ned was in San Francisco.
- Some Code Talkerss never left the Marines, others joined different branches of the armed forces, some stayed in the Pacific, but most went back to Dinetah.
- They were reminded to keep their code a secret, and their discharge papers did not mention their skill as a specialty like everyone else.
- Ned took a bus from California to Arizona. When he arrived to a town right outside of his reservation, he decided to go into a bar for a Coke. The bartender

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told him to read the sign. It said NO INDIANS SERVED HERE. Shortly after, he was thrown out.

- Ned realized some discrimination still existed. He walked away confident, decided to finish high school and go to college under the G.I. Bill. He would become a teacher and teach children to never forget their language and culture.
- Ned still needed to be healed, as he began to have horrible nightmares. During the Enemyway, Ned felt back in balance. He dreamed that Smitty told him the war was over and the Japanese were gone. He woke up to the singing of Navajos and home.
- The G.I. Bill was not fair to Navajos because they were not allowed to build homes on their reservations. Ned took part of the tribal government and fought for education reform on the reservation.
- In 1969, they were allowed to speak about being Code Talkerss. They began a Code Talkerss Association. They were invited to the White House and given medals.
- This story is the story of his people, and how important it is to hold onto their language. Their language will keep them strong and will help them never forget what it is to be Navajo.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 214

"So, my grandchildren, that is the tale this medal has helped me to tell. It is not just my story, but also a story of our people and of strength that we gain from holding on to our language, from being Dine'. I pray that none of you will ever have to go into battle as I did. I also pray that you will fight to keep our language, to hold on to it with the same warrior spirit that our Indian people showed in that war. Let our language keep you strong and you will never forget what it is to be Navajo. You will never forget what it means to walk in beauty" (214).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In an informative essay of 2-3 paragraphs, track Ned's progress towards becoming a leader. In what ways did he progress in becoming a strong leader? By the end of the story, how does his life reflect the definition of the theme leadership requires engagement? Mahatma Gandhi once said, "You must be the change you want to see in the world."

In this reading, Ned realizes what he wants to see changed. As a leader, Ned immediately starts moving towards making this change. What is this change? How does he make it? How does this change reflect the theme? Use examples from the book to support your answer.

Close Close by extending today's lesson to life and the world.

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