

Character Based Literacy Program

Independent Study Lesson Plan

Code Talker, Week 1



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.

PREPARE

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

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

Who are the Navajos?

What is the Rehoboth Mission?

What is a mission?

What is Pearl Harbor?

What is the Catholic Church?

Wordwall Here are vocabulary words to add to the Word Wall.

mortars (1)	hogan (5)	mesa (5)	calloused (7)	clipped (8)
agate (13)	yelped (15)	sheared (19)	shorn (20)	shrub (20)
staggered (24)	principal (25)	dormitory (25)	reluctantly (29)	educable (30)
dismay (33)	treachery(35)	ignorant (36)	enlist (39)	sanction (40)
reverberated (47)	draft (47)	dismissive (48)	modest (51)	sermons (52)

READ

Read Read the selection.

Read **1-56**

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Venn Diagram

This book points out many differences and some similarities between the Navajo and American culture. Keep a venn diagram comparing and contrasting both cultures.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: *Open Mind Portrait*

Create an open mind portrait for Kii Yazhi based upon what we have learned about him in this reading. What do you think he is thinking about before he leaves on his journey and during his journey?

Add on to Ned's OPM based upon what we have learned about him in this reading. What do you think he is feeling when he hears Johnny speak and during his Blessingway?

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- pencils, pens, crayons, markers
- construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make

the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts that occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

One possible activity: KWL Chart

Complete a chart on the Rehoboth Mission or schools Native Americans were sent to.

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.

2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

One possible activity: *Character Profile Chart*

Build a character profile chart for Ned based on the reading.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down in one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: *Plot Profile Chart*

Fill out a plot profile chart based on the 10 most important events for this reading.

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go

back to the Beginning-Middle-End Chart, this will be easier to do.

2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions

Pages 1-11

1. What does the narrator say this book is a true story about?
2. How was his language treated when he was boy versus when WW2 was going on?
3. What happened when Kii Yazhi was six years old?
4. How did each of his family members react to his leaving?
5. What was his uncle the first one to do in the family?
6. Before they began going to school, who taught Navajo children what they needed to know?
7. According to his uncle, how did the Mexicans treat the Navajo?
8. When the Americans took war on the Navajo, what were they forced to do?
9. Under what conditions were the Navajo allowed to leave confinement?
10. How does his uncle justify his reason for Kii Yazhi having to go to a white school?
11. What does his uncle ask him at the end of the chapter? Why do you think he asked Kii Yazhi this?

Pages 12-22

1. What is the first thing the Navajo children did when they arrived at the school?
2. What did the white man who yelled at the new group of Navajo children say that was funny?
3. Who is Jacob Bernally? What does he look like?
4. What are the students forbidden to do? Do you agree with this?
5. How did Navajos feel about their hair? What happened to Kii Yazhi's hair? What did the Navajo children have to wear?
6. Who is Mr. Reamer?
7. How did Mr. Reamer pick new names for the Navajo children? What was Kii Yazhi's name?

Pages 23-32

1. What happened to Ned when he accidentally spoke Navajo to his teacher?
2. What was Ned's goal in school? What words did Ned speak most often? How did these words save him?
3. Why was Ned stubborn in a different way?
4. How did most children survive _____ school? How did Ned survive?

5. How would his teacher's compliment him? Is this really a compliment?
6. What profession did Ned want one day? How did he want to act in this profession?
7. What were the two reasons he was excited for high school?
8. What did Ned write a report about? Why is this ironic?

Pages 33-44

1. Why did Japan start attacking other countries?
2. What did the act the Navajo Tribal Council passed in 1940 say?
3. What happened at Pearl Harbor?
4. Why couldn't Navajos enlist to help out with the war?
5. What was the age range for men who wanted to enlist?
6. What plan did Ned propose to his parents?
7. How did Ned's parents respond to his request?

Pages 45-56

1. Did the 29 men know what their duty would be?
2. What did the Marines respond to the parents who wrote asking about their sons?
3. Four months later, who returned from the Marines?
4. After hearing the recruiters, how did Ned feel?
5. What did Ned ask his parents? What did they respond?
6. Who would conduct the Blessingway? How does Ned feel about him?
7. What happened during the Blessingway? How did Ned feel after the Blessingway?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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 *bilagaana* teachers tried to erase—the way you wipe words from a blackboard—would one day be needed by important white men” (27).

Writing Task

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.

Key Paragraph, pg. 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).

Writing Task

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.**

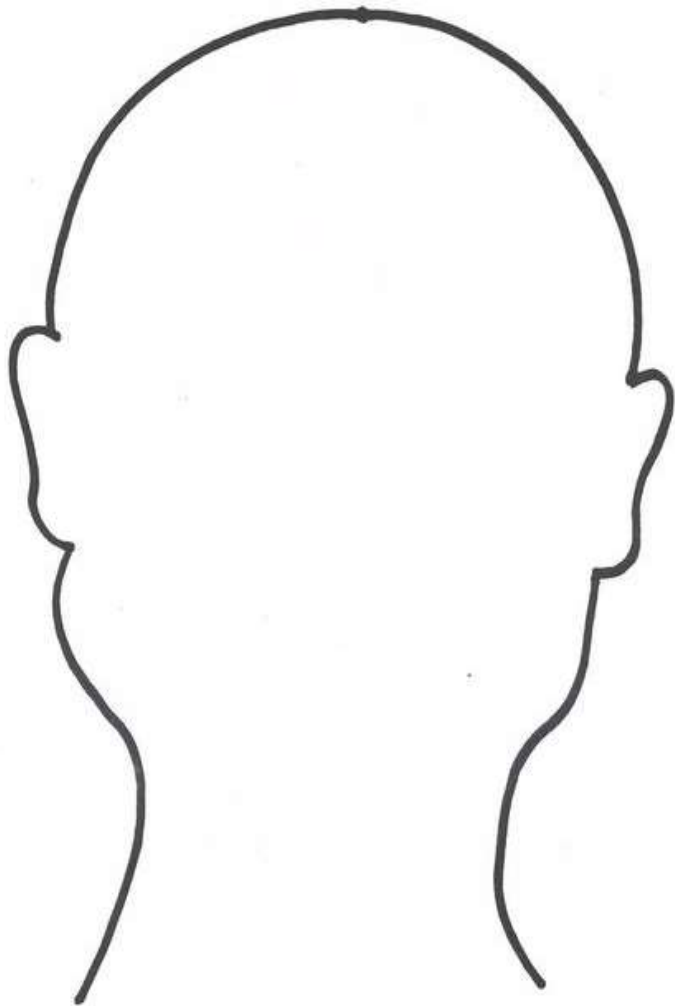
Key Paragraph - 49

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 (49)!

Writing Task

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.

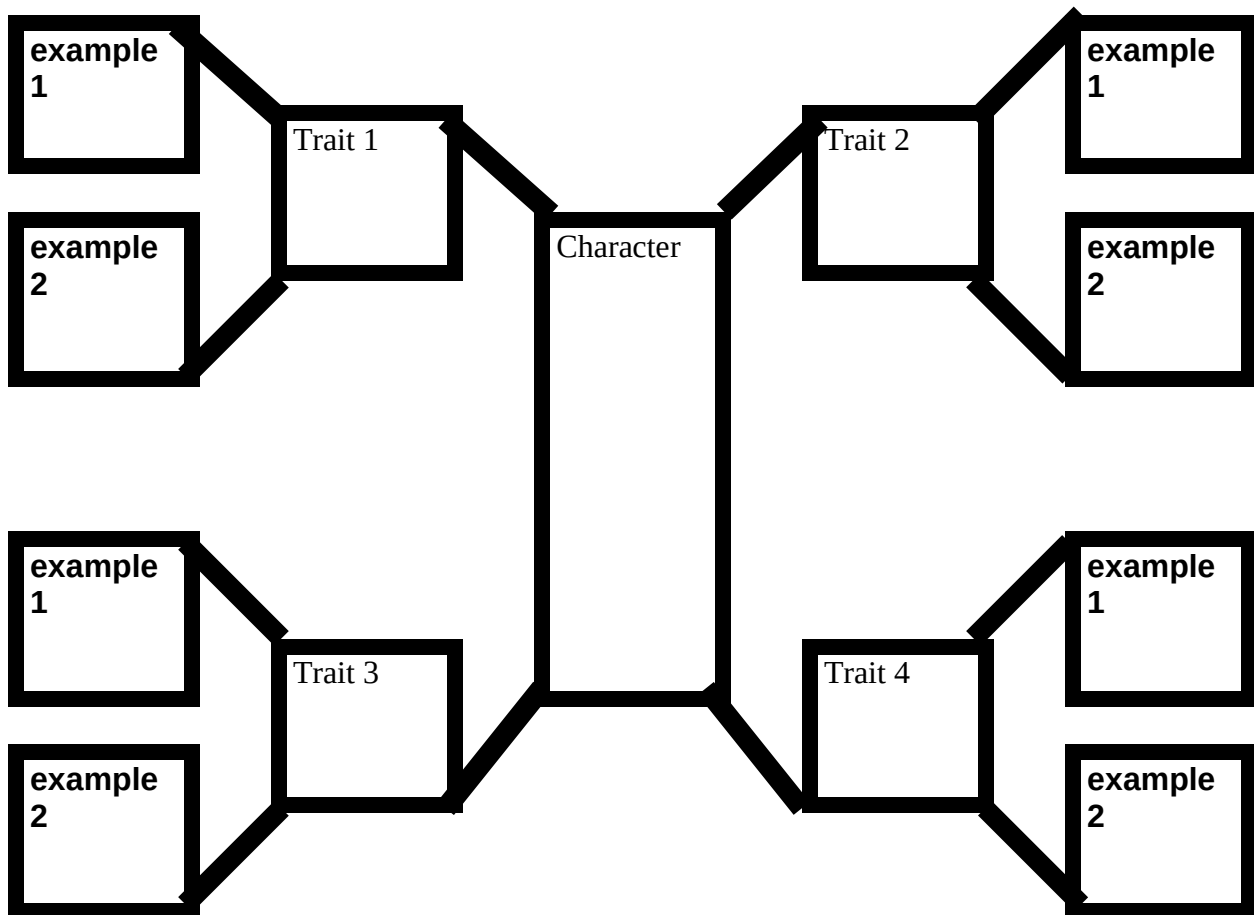
Open Mind Portrait



KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

4g6 Character Profile Chart



3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
		1	2	3	4	5	6	7	8	9
Event										

Character Based Literacy Program

Independent Study Lesson Plan

Code Talker, Week 2



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.

PREPARE

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

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What are the Marine Corps?

What is Morse code?

What is Camp Elliott?

What is Hawaii?

What is the Bushido Code?

Wordwall Here are vocabulary words to add to the Word Wall.

oath (57)	exile (58)	shorn (58)	hygiene (59)	cadence (62)
barracks (69)	furloughs (69)	commissioned (70)	escort (70)	amphibious (74)
brig (76)	bayonets (79)	armory (80)	hardship (81)	boast (82)
geography (88)	convoys (89)	torpedoes (89)	embarkation (89)	disgrace (85)
sync (95)	wade (101)	betel (102)	debarkation (103)	slogged (104)

READ

Read Read the selection.

Read **57-104**

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Venn Diagram

This book points out many differences and some similarities between the Navajo and American culture. Keep a venn diagram comparing and contrasting both cultures.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: *Character Interaction Chart*

Create character interaction chart between Ned, his sergeants, and people he meets in boot camp.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.

Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third

One possible activity: *KWL Chart*

Fill out a KWL chart for the Navajo code talkers. Keep filling out the chart as you read further.

One possible activity: *Open Mind Portrait*

Construct an OPM for Bill Toledo or Sam Begay. Describe how they might have felt their first time in battle and using the code.

One possible activity: *Setting Chart*

Describe the current setting of the story. Go back and review details in the reading.

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the part of the story you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Discussion

Key Questions**Pages 57-67**

1. What did Ned realize on his journey to Fort Wingate? Why is this ironic?
2. What were the first parts to boot camp?
3. How did boot camp prepare them to be physically fit? Who was this easier for?
4. In what areas did Ned do well in at boot camp?
5. How was Ned taught to swim? How did he do?
6. Who is Georgia Boy? What did he ask Ned to do for him?
7. What did Georgia Boy lie to the Marines about?
8. What had Ned learned about white men?

Pages 68-75

1. When Ned graduated, what two things was he certain of? What was Ned wrong about?
2. Where the Navajo was platoon taken?
3. What were they shocked about once they entered the classroom?
4. Describe their first assignment. Why was this assignment important?
5. What would their job be?
6. What were the Japanese really good at?
7. Who tried to taking the credit for developing the code?

Pages 76-84

1. What restrictions did Navajo code talkers have in regards to the code?
2. Were books ever written about the code? Explain.
3. How did the code work?

4. Who is Major Shannon? What idea did he have? Did it work?
5. What did Ned feel proud about?
6. What occurred at the end of their stay? How did the white Marines react?
7. What surprise did the Navajo Marines have at the end of their dance?

Pages 85-94

1. Where was Ned being shipped too?
2. What was Ned's assignment?
3. Were Navajos ever recognized for their duties? What two reasons does Ned give for this?
4. Why was Ned worried about his journey to Hawaii?
5. How were teams set up with code talkers? How did it work?
6. What did Bill and Sam tell Ned about their combat experiences?
7. What happened the first time the code was sent out?
8. Why did code talkers have to prove themselves? How did they prove themselves?

Pages 95-104

1. What was the first priority in combat? How did Navajos feel about dead bodies? What were they taught?
2. What came first to Navajos, their Navajo traditions or duties as a Marine?
3. How did the Navajo do on their first day of training in comparison to their white counterparts?
4. What was hard for the Navajos to adjust to?
5. How did natives on the island feel about the Japanese?
6. What did the natives and Navajos have in common?
7. What kind of symbolic conversation did Gene-Gene have with Ned?
8. How did Ned feel when he did the land exercise? What was missing from their training?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph 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).

Writing Task

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.

Key Paragraph - 87

As far as I know, not one Navajo code talker 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).

Writing Task

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.

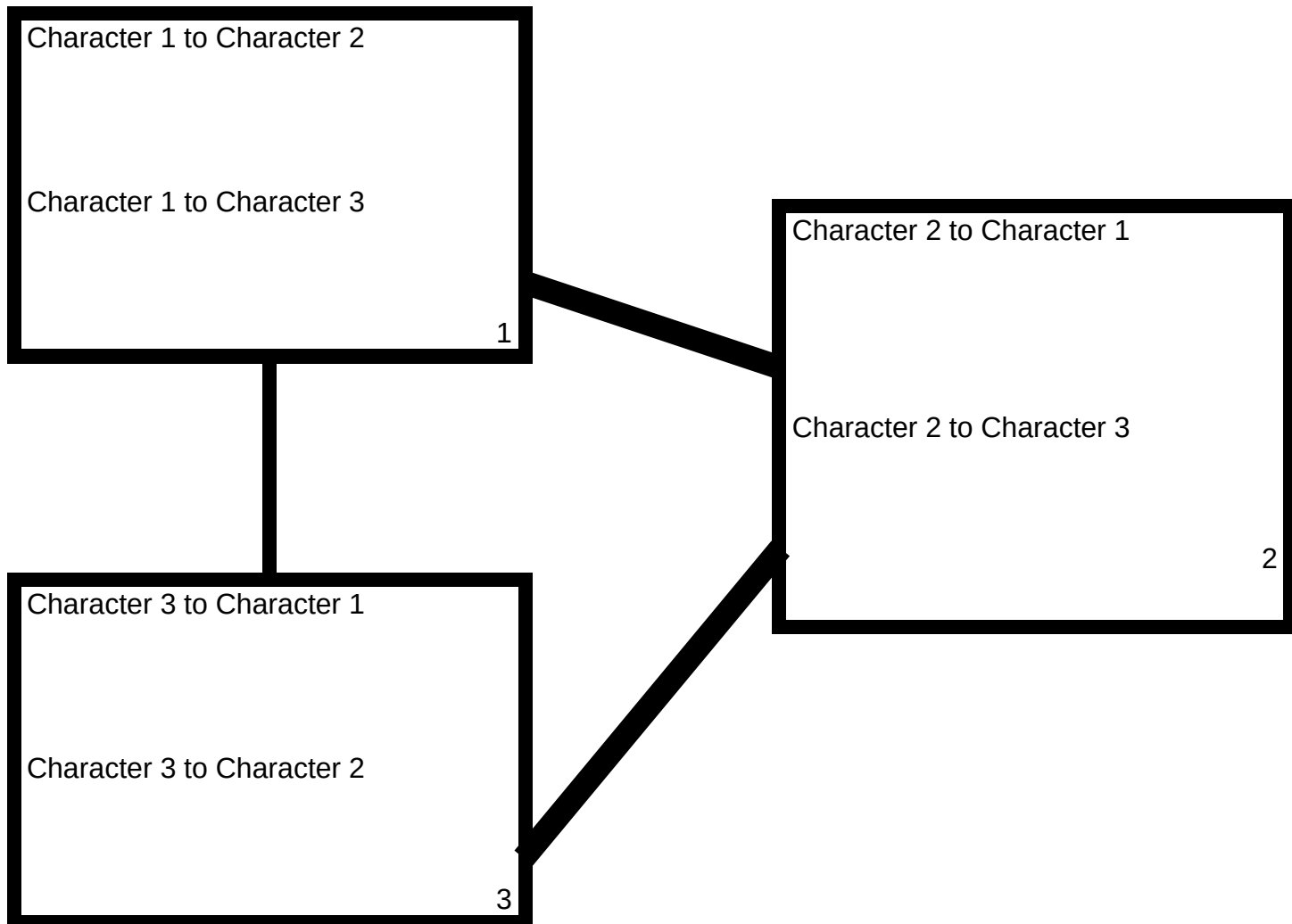
Key Paragraph - 103

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).

Writing Task

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.

5g6 Character Interaction Chart



1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 3



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.

PREPARE

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

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is Bougainville?

What were the defenses at Cape Torokina?

What are the Mariana Islands?

What is Guam?

Who is Kublai Khan?

Wordwall Here are vocabulary words to add to the Word Wall.

reconnaissance (107)	bombardment (113)	knots (114)	hostile (117)	echelon (118)
terrain (120)	infiltrators (124)	haste (127)	rations (128)	decipher (130)
artillery (136)	regiment (137)	tainty (140)	plantations (143)	propaganda (144)
pincers (146)	pulverized (147)	reef (149)	bluffs (150)	crater (150)
fatigue (159)	sniper (160)	martyr (167)	scorned (169)	insubordination (171)

READ

Read Read the selection.

Read **105-171**

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Venn Diagram

This book points out many differences and some similarities between the Navajo and American culture. Keep a venn diagram comparing and contrasting both cultures.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: *Plot Profile Chart*

Fill out a plot profile chart based on the 10 most important events for this reading.

One possible activity: *Character Interaction Chart*

Complete a character interaction chart to discuss the interactions in this reading between Ned, Georgia Boy, and his group as a whole.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

One possible activity: *Open Mind Portrait*

Build an open mind portrait for the Navajo code talkers who return to Hawaii. How do you think they are feeling? What are they thinking about? Remember to take into account the feelings Ned describes.

One possible activity: *Beginning Middle End Chart*

On the BGE Chart, describe the beginning, middle, and end of the battle at Guam.

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

One possible activity: *Collage*

Create a collage that represents Ned's experiences. Decorate it with images and words that would be symbolic of Ned's experiences, thoughts, and lessons learned.

Discussion

Key Questions**Pages 105-119**

1. Who was Ned reunited with?
2. How did the Marines feel about the Navy? Why?
3. What happened as soon as they got near to the island?
4. Did Ned think they had killed all the Japanese on the island?
5. Why was it important for Ned to keep his radio in front of him?
6. Who took fire when Ned reached the island?
7. What happened to Georgia Boy? Ned?
8. What did the Navajo start doing right away?
9. Who came out to speak to them after they had settled on the island?
10. What was Ned shocked about his first night?

Pages 120-134

1. Why did they have to take Atrabrine pills? How would the Navajos avoid taking the pills? How did the watch officer force them to take it?
2. At what time did the Japanese like to attack? How would the Japanese attack?
3. What rule did Marines have to follow at night?
4. When was the first time Ned saw a dead Japanese soldier?
5. What kinds of messages did Ned send?
6. What four rules did the code talkers have to follow?
7. Who was Smitty? What was his job?
8. What famous person did Ned meet?

9. What did Ned send back to his family? Why?

Pages 135-145

1. What did the code talkers do when they returned to Hawaii?
2. How did Ned and his group escape their fellow Marines when they thought they were Japanese?
3. What did Ned find ironic about how they were popular in demand?
4. If radios failed, how did Navajos deliver the message?
5. Who was Ned worried about when he was in Hawaii?
6. What did many Marines do on their free time? How did Ned survive the war?
7. Where was Ned assigned? With who else?
8. Why was Ned thankful to go to Guam and not Sapien?
9. What did the Japanese government propaganda do?

Pages 146-158

1. Why was the landing on Guam prolonged?
2. Why were the Marines proud to take over Guam?
3. How did the Japanese treat Guam natives? Why?
4. How did Ned feel about the treatment of the natives?
5. How did the natives treat the Marines in Agana?
6. What sights did the Marines see at Agana?
7. Who is Johnny?
8. Why did the Marines think they had seen a devil?
9. What had happened to Charlie Begay?

Pages 159-171

1. What happened to Ned on his last days in Guam?
2. What did Ned wish for on New Years?
3. Describe Pavavu.
4. What would the code talkers do on their downtime?
5. What top-secret message did Ned hear in the code?
6. How informed were the civilians at home?
7. How did the Japanese view Kamikaze pilots?
8. Why did some Marines think the war was over? What did Ned think?
9. What did Georgia Boy accomplish?
10. What happened at the Geneva Convention?
11. What helped Ned take his mind off of things?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

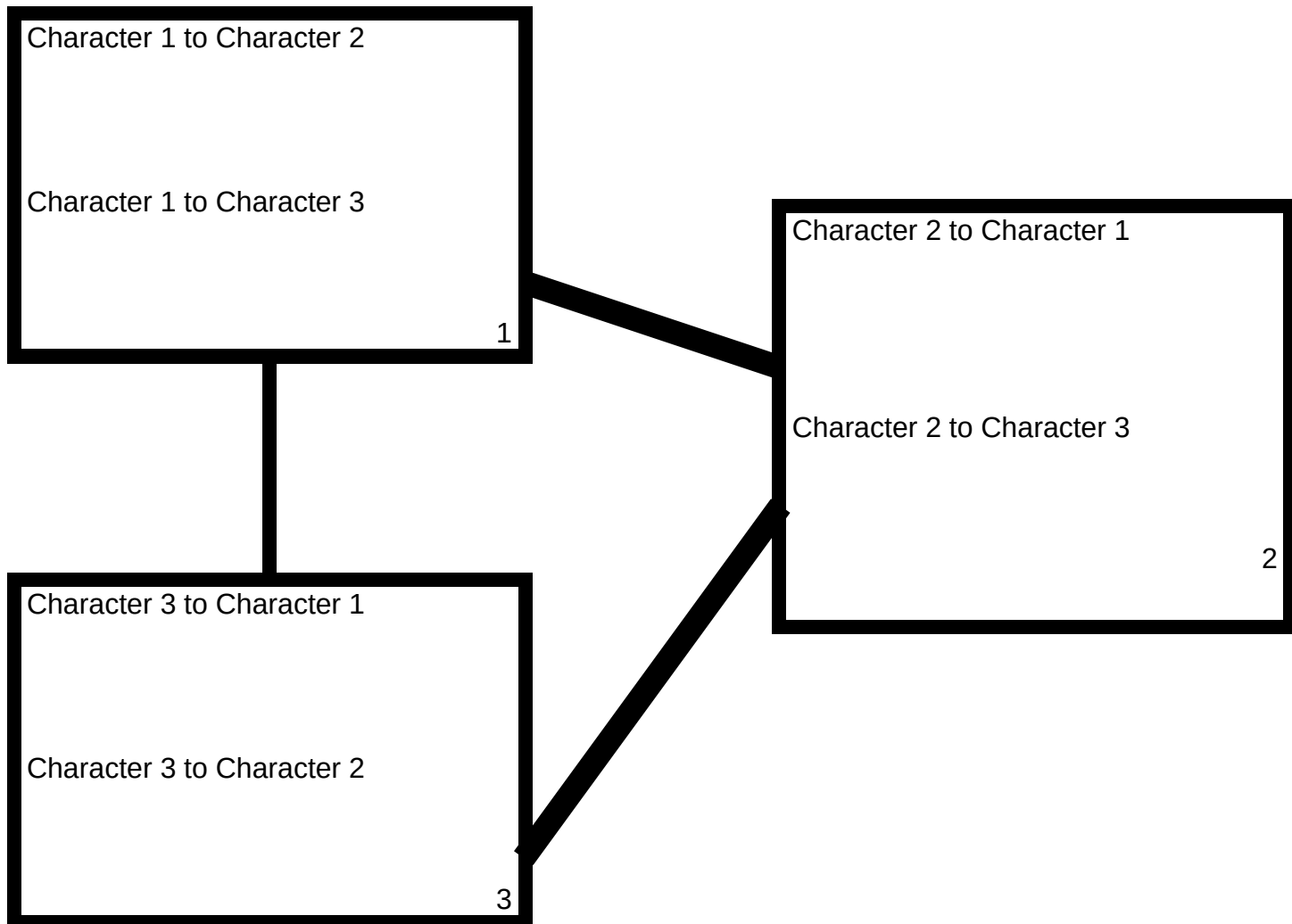
Key Paragraph - 165

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).

Writing Task

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.

5g6 Character Interaction Chart



2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program

Independent Study Lesson Plan

Code Talker, Week 4



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.

PREPARE

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

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is Iwo Jima?

What is Mount Suribachi?

What is black sand?

What is an atomic bomb?

What is prejudice?

Wordwall Here are vocabulary words to add to the Word Wall.

punctuating (175)	napalm (180)	casualties (180)	howitzer (181)	terraces (182)
ambush (184)	concussions (186)	hoarse (187)	canteen (191)	flanks (192)
armada (196)	ominous (198)	mutton (199)	sanction (205)	coup (205)
sternly (208)	discharge (208)	modest (211)	leeches (212)	balance (212)

READ

Read Read the selection.

Read **172-206**

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Venn Diagram

This book points out many differences and some similarities between the Navajo and American culture. Keep a venn diagram comparing and contrasting both cultures.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: *Setting Sketch*

Fill out the setting sketch form for Iwo Jima. Then, draw a visual of what you think it looks like at the time of this reading.

One possible activity: *Plot Profile Chart*

Complete a Plot Profile Chart for this reading. List the top 10 most important events in how Iwo Jima was taken over by the Americans.

One possible activity: *Cartoon*

Draw a cartoon representing the important events in this reading. Write in captions to explain your cartoon.

One possible activity: *Character Profile Chart*

Reflecting back on the entire story, construct a character profile chart for Ned based on traits he has developed by the end of the book.

Discussion

Key Questions

Pages 172-182

1. What was announced in 1945?
2. What was interesting about Mount Suribachi? Why was Iwo Jima picked as a place of attack?
3. How did the Japanese prepare Iwo Jima for the American arrival?
4. Who is Kuribayashi? What was his new strategy?

5. What did Indians wear that was similar to what the enemy soldiers wore?
6. Why did the Marines think Iwo Jima would be easy to defeat? Were they right?
7. What was interesting about the Fifth Fleet?
8. On what day did the attack begin?
9. Who joined Ned on this mission? Who did not?
10. What do you think happens next?

Pages 183-195

1. What were they exposed to after they reached the top?
2. Once in the foxhole, what did Ned immediately do?
3. What visuals, scents, and voices does Ned remember about the battle?
4. Once Mount Suribachi was taken, what significant event occurred?
5. How did the Marines feel when they heard about their flag?
6. Who was injured when taking Hill 362? How did Ned help with this situation?
7. When did the resistance on Iwo Jim end? When did Ned go back to Guam?
8. Explain the background of the picture of the soldiers and flag on Mount Suribachi.

Pages 196-206

1. Who came back to join Ned and Smitty on Okinawa?
2. What happened on June 2, 1945?
3. How many lives were lost on both sides in this battle?
4. Who were the Thought Police in Japan?
5. Why did Emperor Hirohito think everything was going as planned with the war?
6. What significant figure in the United States passed away?
7. What did the Supreme Military Council ignore?
8. In what two cities were atomic bombs dropped? What happened to those cities?
9. What did Emperor Hirohito finally do on August 15th?
10. Who were the first people to announce that the war was over?

Pages 207-214

1. Where did the code talkers go after the war ended?
2. In what way were the code talker's discharge papers different? How could this negatively affect them?
3. What happened Ned got off the bus? What did this situation help him realize?
4. After his experience at the bar, what was Ned's plan?
5. Why did Ned still need healing? How was Ned healed?
6. Why was the G.I. Bill unfair toward Navajos?
7. What significant event occurred in 1969?
8. Why was the Code Talkers Association important for future generations?
9. According to Ned, why was this book written?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.

Key Paragraph - 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).

Writing Task

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.