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Name: \_\_\_\_\_

**Student Journal**

**Code Talker**  
by Joseph Bruchac

**Reading Schedule**  
Group members: \_\_\_\_\_

<i>Code Talker</i>	<i>Student Journal</i>	<i>Due Date</i>	<i>Discussion Date</i>
Introduction	Pages 2-4		
Chapters 1-9	Pages 5-6		
Chapters 10-16	Pages 7-8		
Chapters 17-21	Pages 9-10		
Chapters 22- Author's Note	Pages 11-12		
The Exchange			
Assessment			

**Back**

**THE EXCHANGE**  
How can  
language divide  
and unite people?

## Getting Started

### What If?

The principal of your school wants to raise test scores. He decides that all students must learn a new language called "Babble." The principal feels that learning this language will increase students' critical thinking abilities and that will increase their test scores.

Once the students learn Babble, they are forbidden to speak any other language in school. Students who use the language correctly are rewarded with parties. They all speak Babble at the parties. Those who don't speak Babble well are not invited to the parties. Instead they have to spend more time studying Babble.

Make notes about how this would affect you.

- How would you feel about having to use this new language?
- How could this language unite you with people?
- How could it separate you from people?

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**Connect to The Exchange Question** Discuss how this situation could relate to The Exchange Question: **How can language divide and unite people?** Summarize your discussion.

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## Introduction

Read the Introduction on pages 9–11 in *Code Talker*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- why the Navajo language was used in WWII
- how the Navajo code works
- why the author wrote the book

After you read the Introduction, answer these questions to check your understanding.

1. Why were Navajos used as code talkers?

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2. Who created the Navajo code and how does it work?

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3. Why did Joseph Bruchac write *Code Talker*? What research did he do?

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## Introduction: Key Concepts

### Personal Experience Chart

Study the **Personal Experience Chart** for *recruit*. Write a sentence using the word *recruit*.

#### Personal Experience Chart

Key Concept: recruit

Define or rename: to supply a group with new members or employees; to engage people for military service

#### Key Concepts

confidential  
conform  
contribution  
recruit  
tolerate

#### Specific Examples

School: The baseball team began to recruit new members after losing a lot of games.

Work: The restaurant had to recruit more waiters so they hired me.

Military: The military began to recruit new members from our college after the war began.

Personal Connection: \_\_\_\_\_

On a separate sheet of paper, create a similar **Personal Experience Chart** for each of the **Key Concept** words.

## Respond to Chapters 1–9

- 1. Personal Response** Ned tells about some of the Navajo traditions, sayings, and ceremonies. What traditions does your family have and how are they important to you?

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- 2. Paraphrase** What does Ned mean when he says that Johnny "was a different man" after he returned from the war? Use the word *contribution* in your response.

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- 3. Character's Point of View** Why is Ned so upset about his punishment from Mr. Straight?

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- 4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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**Respond to Chapters 1–9,** *continued*

5. **Character's Point of View** In Chapters 1–9, Ned leaves home and his life changes. List what happens to Ned at mission school in the Causes column and then list the effects of these events.

**Cause and Effect Chart**

Causes	Effects

What happens at mission school that makes Ned so eager to become a Marine?

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## Respond to Chapters 10–16

1. **Personal Response** The Navajo language is very important to the war effort. Why is your language important to you?

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2. **Summarize** Why are the code talkers never officially recognized during the war? Use the word *confidential* in your response.

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3. **Mood** What is the mood at Fort Elliot like? How does it make Ned and the other Navajo Marines feel?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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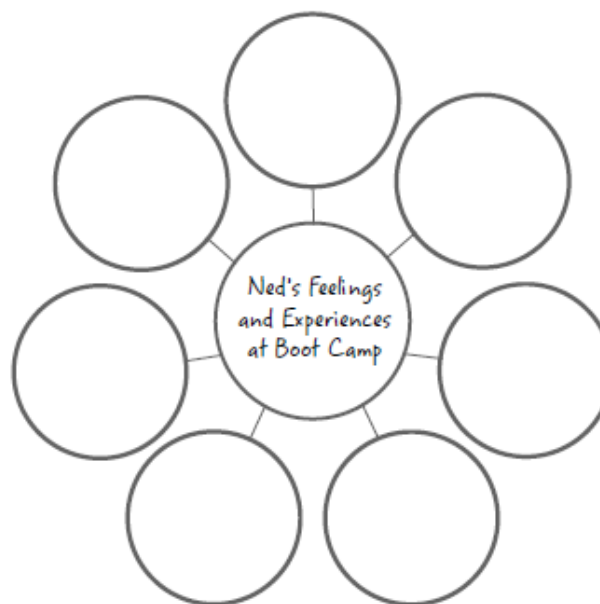
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**Respond to Chapters 10–16,** *continued*

5. **Cause and Effect** Ned goes through boot camp, learns the code, and prepares for fighting. List Ned's feelings and experiences in the **Details Web**.

**Details Web**

How does being Navajo affect Ned's feelings and experiences in the Marines?

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**Respond to Chapters 17–21**

1. **Personal Response** Ned is glad that friends surround him during the war. Who or what helps you deal with tough experiences? Why?

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2. **Parallelism** Do you see any parallels between how the Japanese treat the native islanders and how the United States treat Native Americans? Use the word *tolerate* in your response.

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3. **Minor Characters** Who are the minor characters that Ned encounters while he is on Bougainville and Guam? Why are they included in the story?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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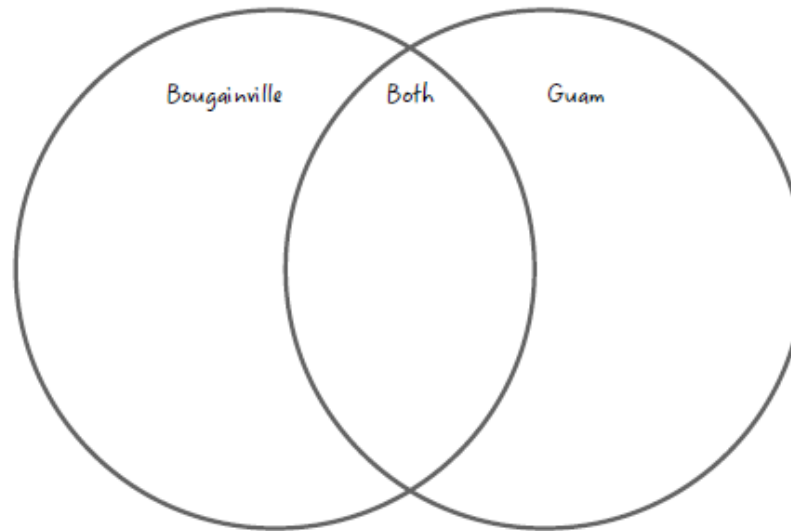
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**Respond to Chapters 17–21,** *continued*

5. **Setting** In Chapters 17–21, you read about the first two islands Ned is sent to during the war. Write characteristics and events that occur on each island and on both.

**Venn Diagram**

How do the different settings affect the marines? What helps them deal with their challenges?

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## Respond to Chapters 22–Author’s Note

1. **Personal Response** Ned and the other code talkers are proud of the important work they do during the war. Describe a job or accomplishment that you are proud of.

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2. **Summarize** Who are the Thought Police? Why do you think the Japanese military feels it is necessary to form this organization? Use the word *conform* in your response.

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3. **Comparisons** Compare the American newspapers and the Japanese newspapers. How are the descriptions of the war in each newspaper different?

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### What If?

4. **Connect** Look at your notes on **Student Journal, page 2**. Think about what might happen if you were forced to speak a new language. Compare this to *Code Talker*. Why does the Navajo language divide and unite Ned and other people?

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**Respond to Chapters 22—Author's Note,** continued

5. **Perspectives** Ned and the other code talkers help bring the war to an end. List the ways Navajos were treated after the war. Use the **Details Tree** to answer the question.

Details Tree

Treatment After the War


If you were a code talker, how would you have felt about what happened to you after the war?


# Vocabulary

Week 1

Week 2

Week 3

Week 4

## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

<b>Navajo</b>	
It is a true story of how Navajo Marine helped America win a great war.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>hogan</b>	
However, I did drag my feet as I came out from behind our Hogan to see what I knew I would see.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

<b>turquoise</b>	
She wore all her silver and turquoise jewelry.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>mission</b>	
Now he was taking me there, to Gallup, where the mission school was located.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	



## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

<b>misfortune</b>	
Cutting your hair was believed to bring misfortune to you.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>Bilagá anaa</b>	
To learn the ways of the bilagáanaa, the white people, is a good thing.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

<b>military</b>	
In exchange for my clothing and jewelry, I issued a military-style uniform made of cloth that was rough and itchy.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>Marine</b>	
As a Marine, one of the proud and few, you will have the chance to travel, learn new skills, and meet interesting people.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

<b>sacred</b>	
In the past, no enemies had ever been able to invade their sacred islands.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>ceremony</b>	
There is not much to say about the time between the noon meal and the evening when the ceremony began.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 1 Vocabulary and Spelling List Chapters 1-9 (p. 1-56)

Back

<b>platoon</b>	
In most recruit platoons, there are even men who have never held a gun.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>Blessingway</b>	
With the protection of Hozhqjé, "the Blessingway", I might be kept safe when I went into danger.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 2 Vocabulary and Spelling List Chapters 10-16 (p. 57-112)

<b>exile</b>	
Now, eighty years later, Navajos were making that same trip again. This time, though, it was not to go into exile.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>calisthenics</b>	
Running, climbing, and doing calisthenics was easy for me.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 2 Vocabulary and Spelling List Chapters 10-16 (p. 57-112)

<b>sergeant</b>	
We burst out laughing. Even the sergeant shook his head in amusement.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>amphibious</b>	
After all we were called Marines and were part of amphibious units.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 2 Vocabulary and Spelling List Chapters 10-16 (p. 57-112)

<b>leatherneck</b>	
The first was that I was now a real leatherneck.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>Japanese</b>	
After the war the Japanese had decided to be prepared for something like that if they had to fight America.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 2 Vocabulary and Spelling List

### Chapters 10-16 (p. 57-112)

<b>pollen</b>	
I took corn pollen from the pouch I always carried at my waist, touched it to my tongue and the top of my head, then lifted it up to the four sacred directions as I greeted the dawn.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>translated</b>	
After it was written, it could be translated.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	



## Week 2 Vocabulary and Spelling List Chapters 10-16 (p. 57-112)

<b>"alligator"</b>	
They did so for the equipment we used-like the name "alligator" given to our landing boats.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>reconnaissance</b>	
Aerial reconnaissance had revealed where the main concentrations of Japanese defenders seemed to be.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 2 Vocabulary and Spelling List

### Chapters 10-16 (p. 57-112)



#### bombardment

Our naval bombardment went on and on, but I could feel in my bones that there were still enemy soldiers alive on Blue Beach.

What I think the word means:

Actual meaning:

Part of speech:

My sentence using this word:

#### Guadalcanal

There was plenty of grumbling in the staff conferences at Guadalcanal about Operation Cartwheel being turned into Operation Shoestring Number Two.

What I think the word means:

Actual meaning:

Part of speech:

My sentence using this word:

# Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)

<b>command</b>	
It was the command everyone had been waiting for.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>malaria</b>	
Just like Coyote, I started palming my malaria pill before putting it in my mouth.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)

<b>banzai</b>	
In a banzai attack, every Japanese soldier would leave his post and come running at you with a gun or a sword or even just his bare hands.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>C-rations</b>	
One of the favorite things that we salvaged <del>was</del> the supply packages that were the Japanese equivalent of our cans of C-rations.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)

<b>booby trap</b>	
Our enemies had learned that American soldiers love to take souvenirs. So the Japanese began to plant booby traps.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>decipher</b>	
Although they could not decipher our messages, they knew they were important.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)

<b>criticism</b>	
I had grown up hearing only criticism and hard words from the <del>big gōnag</del> about our people.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>bayonet</b>	
Luckily I landed on top of Sergeant Curtis, followed close after by that bayonet-wielding jarhead thirsty for my blood.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)



<b>garrison</b>	
The entire Japanese garrison on Saipan of 20,000 men was wiped out.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	



<b>deployed</b>	
They'd mostly been deployed at <del>Tunon</del> Bay, but when their commanders finally realized we weren't going near there, they moved them to head us off and boxed us in.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 3 Vocabulary and Spelling List Chapters 17-21 (p. 113-158)


 Back


<b>casualties</b>	
We had not suffered many casualties, but one of them was Johnson Housewood, another of our Navajo code talkers.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

<b>Chamorros</b>	
Little groups of Chamorros who had managed to escape the Japanese began to come back in to Agaña.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	



## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)



<b>fatigue</b>	
The name the armed forces gave to that sickness of the mind and spirit was "battle fatigue".	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	



<b>Frogmen</b>	
They looked so much like underwater monsters that it made me uncomfortable to look at them in their gear. Frogmen.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)

<b>kamikazes</b>	
Now they were coming in waves of small planes called kamikazes.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	
<b>insubordination</b>	
Sam had a way to respond to people who called him <del>Chief</del> as long as they weren't superior officers who could bust him for insubordination.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)

<b>sennimbari</b>	
They had a special name for those cotton waistbands: <u>sennimbari</u> .	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	
<b>terrace</b>	
The Japanese had waited until we Americans had swarmed up the first slope and were like sitting ducks on the wide plain before the next terrace.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)

<b>shrapnel</b>	
Speaking above the deadly whirr of shrapnel, the snap of Japanese rifles, and the ping of bullets bouncing off our radio equipment.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	
<b>Okinawa</b>	
I hear they's (the habu snakes) just a-crawlin' all over Okinawa.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)

<b>coup</b>	
There was an attempted coup, but it failed.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	
+	
<b>surrendering</b>	
Finally, on August 15, Emperor Hirohito spoke over the radio to the Japanese people, telling them that Japan was surrendering.	
What I think the word means:	Actual meaning:
Part of speech:	
My sentence using this word:	

## Week 4 Vocabulary and Spelling List

### Chapters 22-Author's Note (p. 159-231)



#### atomic

Paul and Rex were horrified at what they saw where our two atomic bombs had fallen.

What I think the word means:

Actual meaning:

Part of speech:

My sentence using this word:



#### sacred

We could tell our children and our grandchildren about the way our sacred language helped this country.

What I think the word means:

Actual meaning:

Part of speech:

My sentence using this word:



# Activities

Newspaper Article

Make Your Own Code







FOURTH MARINE DIVISION "code talkers" are shown on the island of Maui, Hawaiian Islands, in 1945, shortly after their return from the invasion of Iwo Jima. They were taking a refresher course in communications, before returning to combat, but the war ended soon after this picture was taken. The photograph belongs to Albert Smith of Rehoboth, who is in the picture. Navajo code talkers will be special guests Saturday night in Chicago at the final banquet of the 22nd annual reunion of the Fourth Marine Division Association.

*The Navajo Times*

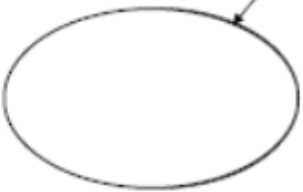
Published For . . . Owned By . . . The Navajo Tribe

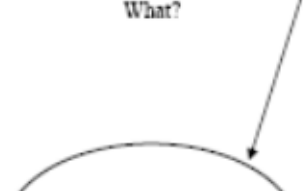
Volume 10, Number 25 Window Rock, Arizona 10c June 26, 1969

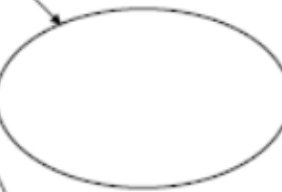



**NEWSPAPER ARTICLE INFORMATION  
ON THE NAVAJO CODE TALKERS**  
Form 1


**The Navajo Code Talkers**


  
Who?

  
What?

  
When?

  
Where?

  
Why?

  
Statement of Information

Write your own newspaper article telling about the Navajo Code talkers.



## HEADLINES

Read the following paragraph about the Navajo Code Talkers. After thinking about the content of the paragraph, create five or more headlines for the paragraph. Remember that headlines should be short, catch the attention of the reader, and relay a message. The object of a headline is to get the reader to complete the article that is written.

After 56 years since the end of World War II, on July 2001, the first group of Navajo Code Talkers (the original 29) who were chosen and developed the code, were given the Gold Congressional Medal of Honor in Washington, DC. Only five were alive and only four were able to attend. In November 2001, the other approximately 400 Navajo Code talkers were given the Silver Congressional Medal of Honor in Window Rock, AZ. Only a handful of Navajo Code Talkers are still alive today.

A sample headline for the above paragraph might be: **BETTER LATE THAN NEVER!**

My headlines for the paragraph:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### TEN MOST IMPORTANT WORDS

Read the following paragraph about the Navajo men and women who served in World War I. Mark through any words that you feel are unimportant to the real message of the paragraph, like the word "the." Continue marking until you have the ten most important words left that are not deleted. Write these ten words on the lines below. Compare your list of words with your classmates.

**When World War I broke out in the Spring of 1914, thousands of Navajo men and women volunteered their services to the war efforts. They fought in the overseas places of France, Germany, and Italy and received numerous awards and decorations for outstanding duty; many were cited for bravery under fire. A large number of Navajo women on the Navajo Reservation were active in Red Cross, and several Navajos bought Liberty Bonds and were involved in other war efforts.**

The ten words that I feel are the most important in the paragraph are the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## FACT/OPINION

A fact is a statement that can be proven to be true. An opinion is what one feels to be true in his/her mind. It is important to be able to know the difference when reading written material. News articles should state the facts without giving the opinion of the reporter. Sometimes the headlines seem slanted, but the article should be only what really happened and can be proved. Opinions that tell how a person feels about issues are found on the Editorial Page. You know that these are opinions before you begin to read. Words like "I think", "I feel", "are the best", "can't be beat", "the worst", etc. are clues to opinions.

Your task is to create five factual statements about the Navajo Code Talkers and then to change these factual sentences to opinions. An example might be:

FACT: The Navajo Code Talkers were Marines in World War II.

OPINION: The Navajo Code Talkers were the best fighters in World War II.

While the fact that the Navajo Code Talkers served in World War II can be proved true by records or talking to those that still survive, it cannot be proved that they were the "best fighters" because there were many brave fighters of all cultures in the War.

My five factual statements about the Navajo Code Talkers are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My five opinion statements from my factual information are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## CAUSE/EFFECT

When events in history happen, it is important to know the cause of the event. For instance, "Because World War began, many Navajo men joined the Marines as Code Talkers." The word "because" is a clue to the fact that the war was the cause and the Navajos joining the Marines was the effect of the war.

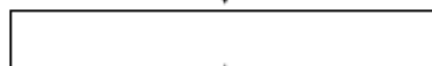
Your task is to create cause/effect statements about World War II and the Navajo Code Talkers. Use your research and study to guide your thinking. The following forms might help you to identify the cause and the effect of your statements:

1. Because \_\_\_\_\_,  
\_\_\_\_\_.
2. Since \_\_\_\_\_,  
\_\_\_\_\_.
3. When \_\_\_\_\_,  
then \_\_\_\_\_.
4. If \_\_\_\_\_,  
then \_\_\_\_\_.
5. Because \_\_\_\_\_,  
consequently \_\_\_\_\_.
6. Because \_\_\_\_\_,  
the result was \_\_\_\_\_.

GRAPHIC ORGANIZER FORM 2



WHO?

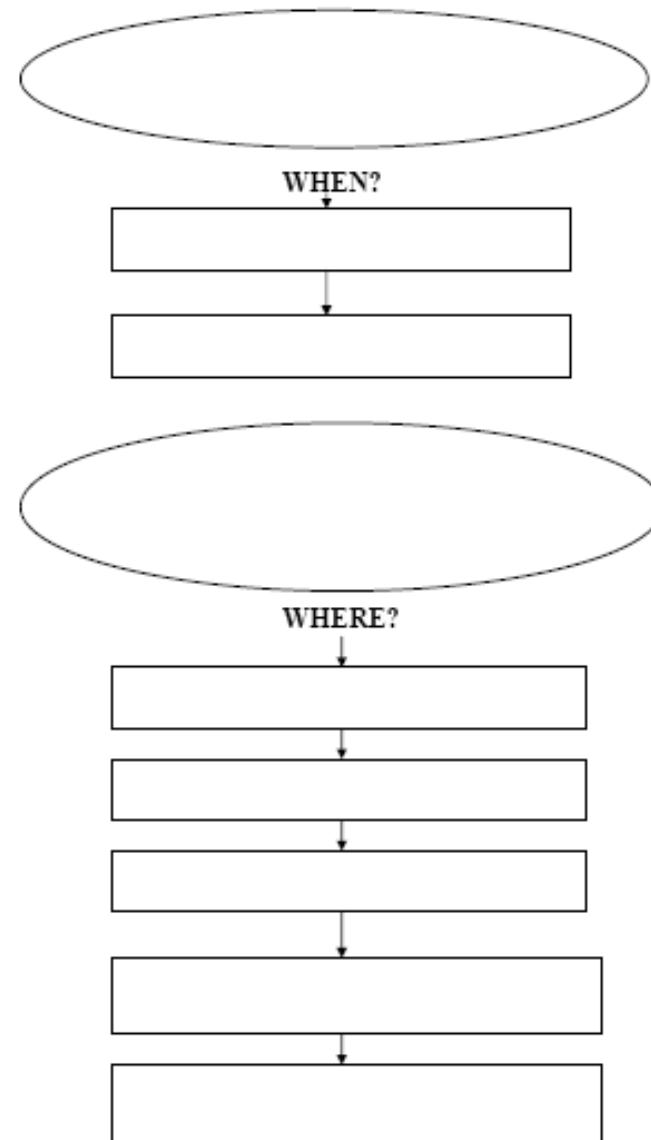


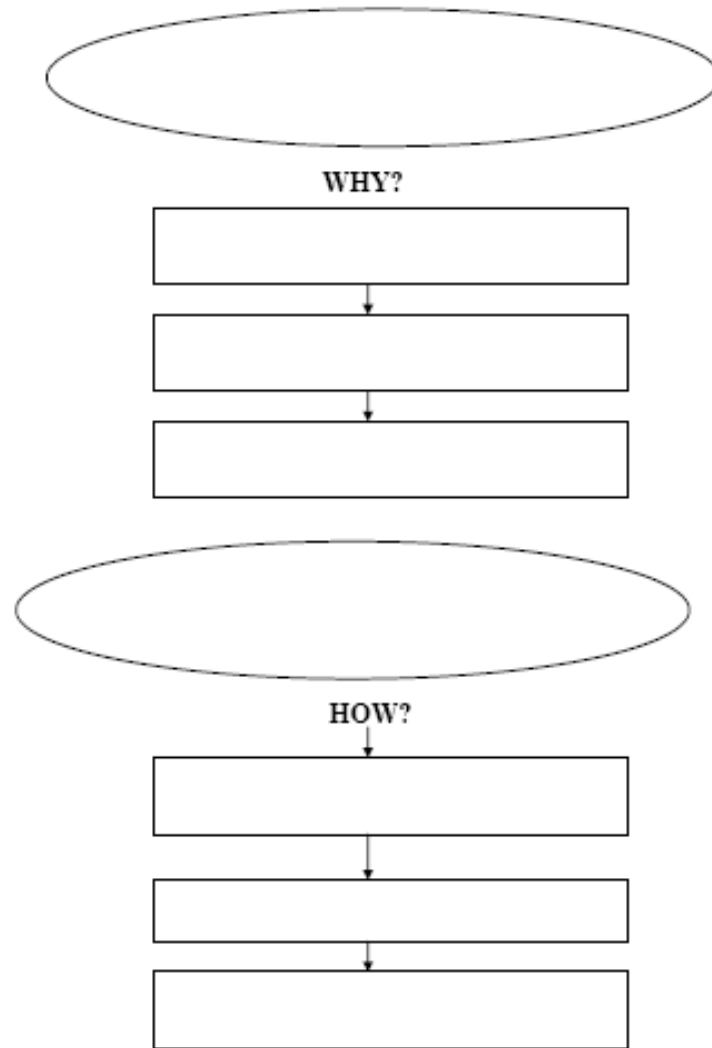
DETAILS



WHAT?









### Basic Paragraph Outline

Paragraph One

Topic Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

Transition Words possible for next paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph Two

Topic Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

Transition Words possible for next paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph Three

Topic Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

Transition Words possible for next paragraph: \_\_\_\_\_

\_\_\_\_\_

Paragraph Four

Topic Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Detail Sentence: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

## Transition Words

A transition is a word or phrase that connects the reader from one idea to another in paragraphs. The following transitions words and phrases help link the paragraphs and the ideas of your essay together.

### Transition Words

After	However	Soon
After that	In addition	Then
Afterward	In spite of	To begin with
Also	Instead	When
Another	In the first place	
At first	Later	
At last	Meanwhile	
At the same time	Moreover	
Finally	Nevertheless	
First (second, third, etc.)	Next	
For example	One	
For instance	On the other hand	
Furthermore	Other	
	Similarly	

Choose from these special transition words to begin your last paragraph

As a result  
Consequently  
In conclusion  
In summary  
Finally  
Therefore

**RUBRIC FOR NEWSPAPER ARTICLE  
NAVAJO CODE TALKERS UNIT**

<u>Advanced</u>	<u>Basic</u>	<u>Needs Help</u>
There is a main idea that is clear and exact.	There is a main idea and is supported with some detail.	There is no evidence of a main idea, or it is not possible to tell the main idea.
All parts of the paper are detailed thoroughly.	The details are correct and support the main idea.	Any details do not support any particular idea.
All of the information is correct and answers all of the questions thoroughly.	The questions are answered.	The information is not complete.
The paper is written in correct form and contains an introductory paragraph, detail paragraphs, and a concluding paragraph.	The paper uses most of the correct form and contains an introductory paragraph and at least one other.	The paper is written in one paragraph.
One sentence leads to the next in logical order using transition.	Some transition is used to make the paragraphs flow.	Little to no transition used to bind paragraphs.
There is evidence of editing with few to no errors in spelling, punctuation or usage.	There is some evidence of editing with errors in spelling, punctuation, or usage that do not take away from the meaning.	Many errors in spelling, punctuation, and usage distract from the meaning.

(27)  
1535  
15/11-jwr

HEADQUARTERS,  
AMPHIBIOUS FORCE, PACIFIC FLEET,  
CAMP ELLIOTT, SAN DIEGO, CALIFORNIA

March 6, 1942

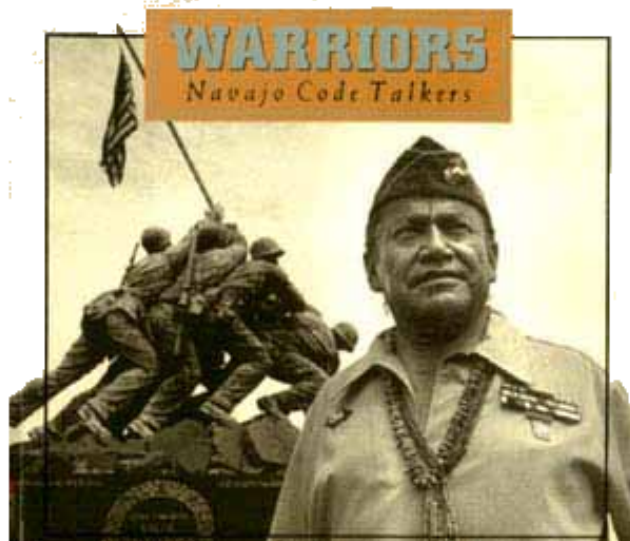
From: The Commanding General.  
To: The Commandant, U. S. Marine Corps.  
Subject: Enlistment of Navaho Indians.  
Enclosures: (A) Brochure by Mr. Philip Johnston, with maps.  
(B) Messages used in demonstration.

1. Mr. Philip Johnston of Los Angeles recently offered his services to this force to demonstrate the use of Indians for the transmission of messages by telephone and voice-radio. His offer was accepted and the demonstration was held for the Commanding General and his staff.

2. The demonstration was interesting and successful. Messages were transmitted and received almost verbatim. In conducting the demonstration messages were written by a member of the staff and handed to the Indian; he would transmit the messages in his tribal dialect and the Indian on the other end would write them down in English. The text of messages as written and received are enclosed. The Indians do not have many military terms in their dialect so it was necessary to give them a few minutes, before the demonstration, to improvise words for dive-bombing, anti-tank gun, etc.

3. Mr. Johnston stated that the Navaho is the only tribe in the United States that has not been infested with German students during the past twenty years. These Germans, studying the various tribal dialects under the guise of art students, anthropologists, etc., have undoubtedly attained a good working knowledge of all tribal dialects except Navaho. For this reason the Navaho is the only tribe available offering complete security for the type of work under consideration. It is noted in Mr. Johnston's article (enclosed) that the Navaho is the largest tribe but the lowest in literacy. He stated, however, that 1,000 — if that many were needed — could be found with the necessary qualifications. It should also be noted that the Navaho tribal dialect is completely unintelligible to all other tribes and all other people, with the possible exception of as many as 26 Americans who have made a study of the dialect. This dialect is thus equivalent to a secret code to the enemy, and admirably suited for rapid, secure communication.





## Attachments

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<http://www.archives.gov/education/lessons/code-talkers/>



<http://www.cincinnati.com/nie/archive/11-27-01/>



Native Americans in the Military



navaho code talker dictionary



dictionary



code talker background



<http://bingaman.senate.gov/features/codetalkers/call.cfm>

clipboard(12).galleryitem

fact sheet.notebook

Code talkers journal.pdf

Week1Vocab.doc

Week2Vocab.doc

Week3Vocab.doc

Week4Vocab.doc

QuizWeek1.doc

QuizWeek2.doc

QuizWeek3.doc

code talkers study guide.doc

final test\_code talkers.doc

code talkers study guide\_answers.doc