

| Lesson Guidance 8       |                            |
|-------------------------|----------------------------|
| <b>Grade</b>            | 8                          |
| <b>Unit</b>             | 1                          |
| <b>Selected Text(s)</b> | Code Talker Chapters 7 & 8 |
| <b>Duration</b>         | 1 Day                      |

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

Students will be able to analyze how the first person perspective enhances their understanding of Ned's pride in his Navajo heritage and his patriotism towards the US.  
 Students should also begin to see that indigenous people are multi-layered and can be citizens of two groups.

#### CCSS Alignment

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL.8.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts and issues, building on others ideas and expressing their own clearly

#### **End of lesson task** *Formative assessment*

Reader Response:

Throughout the previous chapters, Ned's Navajo background has been devalued by those in power, his teachers and the boarding school staff. In these chapters, for the first time, the Navajos are "wanted" by the U.S. Government, and it is all because of their ability to speak both Navajo and English. The chapter ends with Ned telling his audience that "I knew in my heart it was my time to serve as a warrior. I would wear a beautiful uniform and go to see strange places." How does Ned's decision to join the Marines represent his loyalty to two nations: the Navajo nation and the United States? Use evidence from the passage to support your answer.

#### **Knowledge Check** *What do students need to*

**Background Knowledge**

- Navajo Code Talkers



know in order to access the text?

[\(ELD Support\)](#)

### Key Terms

- **Imagery:** writing that uses vivid description that appeals to a readers' senses to create an image or idea in their head.
- **Motif:** A meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme
- **Conflict:** any form of struggle or opposition faced by a character
- **Figurative Language:** is a form of language used in which writers convey something different than the literal meaning of words. It is characterized by devices that compare, exaggerate or mean something other than what they appear to mean. (metaphor, simile, personification, hyperbole).

[\(ELD Support\)](#)

### Vocabulary Words *(words found in the text)*

*Explicit Instruction (before reading)*

- **Enlist:** enroll or join
- **Recruit/recruiter:** form by enlisting new people

*Implicit words (while reading)*

- **Deceive:** cause someone to believe something is not true, usually to gain an advantage
- **Warrior:** soldier

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Journal Write: The title of chapter 7 is "Navajos Wanted." What do you think the title refers to? Why is the title ironic?

### Explicit Vocabulary Instruction:

1. Introduce each word with these student friendly definitions:
  - a. **Enlist:** enroll or join
  - b. **Recruit/recruiter:** form by enlisting new people
2. Model how each word can be used in a sentence.
  - a. The high school graduate **enlisted** in the military in order to serve her country.
  - b. The new **recruits** had to go on a five mile march up the hill in order to prove themselves.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that if you **enlist** then you have entered the military willingly?
  - b. How is it different to say that someone is a **recruit** rather than a soldier?

### Content Knowledge:

### Chapter 7: "Navajos Wanted"



## Shared Reading:

**Pages 38-39 (stop after “long before the ancestors of the bilagaanaas came here.”)**

1. The narrative opens with Ned “naming” many of the islands that fall to Japan, which he refers to as the Empire of the Rising Sun. Why does he “name” the islands? What is the importance of “naming” even those places that have been lost to the Japanese?
2. When his teachers assert that “You must all sacrifice to help the war effort,” Ned remembers what his people have already sacrificed. Why is this important to relate as part of the story?
3. Many of the Navajo who tried to enlist were “told they could not be warriors for the United States” because they only spoke Navajo.” How does this quote reveal one of the central conflicts of the early chapters of the story?
  - a. Consider asking students about the irony here since they will know the background of the Code Talkers and their importance.

## Independent Reading:

**Pages 39-43(stop after “proud and few.”)**

Ned describes his excitement at hearing a Marine recruiter is coming to seek Navajo volunteers. Over the next several pages, he details his impressions. Have students highlight and annotate key passages which convey Ned’s feelings, commenting on what they reveal about Ned’s younger self.

Possible annotations:

- a. “A tall, broad-shouldered white man... with his back straight.” Ned is impressed by the size and stature of the man.
- b. “That uniform!... Leather boots were as black and polished as jet.” Ned sees the uniform as dazzling and compares it to the sky with gloves like snow.” This draws a connection to the elements/land that is so important to the Navajo – and which they have always fought for.
- c. “There were men with blankets over their shoulders... belt buckles and hat bands on the men.” Ned reveals he sees the difference between his “friends” from boarding school and other Navajo who are dressed more traditionally and wonders what the Marine will think.

A simple graphic organizer to collect quotes for discussion can be used:

| Quote/Passage | Inference<br><i>What it reveals about Ned</i> | Analysis<br><i>Why it is important to our understanding of him</i> |
|---------------|---|--|
|               |   |  |
|               |   |  |

[\(ELD Support\)](#)

## Small Group Discussion (after Independent Reading)

Questions:

1. How do Ned’s descriptions reflect his 15 year old self?
2. Ned ends this section by saying “it seemed to me that this Marine recruiter was telling us the truth. We Navajos have listened to white men speak for a long time and we have learned to tell when one is trying to deceive us.” Does this reflect the thinking of a 15 year old? Or of Ned’s older self? Support your thinking.
3. What motif is suggested in this section? Cite specific support for your response.
  - a. Identity -

- i. Ned sees himself as one of the “proud and the few”
  - ii. Ned differentiates between his Navajo school peers and other Navajo
4. Why is it so important to Ned that he join the Marines that he asks his parents to lie about his age?

After discussion, students should take the time to update their Motif Mind maps.  
Using your Motif mind map, trace and analyze the significance of language to Ned’s identity.

Chapter 8 “New Recruits”

## Independent Reading:

**Pages 45-49**

1. On pages 45 & 46, what is important about the fact that the recruits are not heard from? How might this tie into previous experiences (think boarding school)?
2. After four (4) months, Johnny Manuelito returns to recruit others? Ned says “he did so in style, wearing his spotless new corporal’s uniform” and says that “people were impressed.” Why does the uniform and the way he looks ‘Impress” his fellow Navajo?

Throughout the narration, there is a subtle conflict between Ned’s pride in being Navajo and his desire to be “one of the proud and few.” Identify passages where you see this conflict arise.

3. Possible responses:
  - a. “he carried himself more like a white man than an Indian” when he discusses Johnny Manuelito.
  - b. Ned’s description of everyday life as a Navajo shows his belief that Navajo are better prepared for war.

[\(ELD Support\)](#)

## Formative Assessment:

Text Dependent Analysis:

Throughout the previous chapters, Ned’s Navajo background has been devalued by those in power, his teachers and the boarding school staff. In these chapters, for the first time, the Navajos are “wanted” by the U.S. Government, and it is all because of their ability to speak both Navajo and English. The chapter ends with Ned telling his audience that “I knew in my heart it was my time to serve as a warrior. I would wear a beautiful uniform and go to see strange places.” How does Ned’s decision to join the Marines represent his loyalty to two nations: the Navajo nation and the United States?

Use evidence from the passage to support your answer.

[\(ELD Support\)](#)

## Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocol](#)

Sentence Comprehension

[Juicy Sentence](#) protocol with sample sentence

If he had, I still do not think it would have frightened away any Navajo recruits, even though some who enlisted that day and in the days following figured that they were heading for some kind of desk job and not into combat.

As I sat leaning against the wall of our hogan with the warm sun on my face, I



|         |   |
|---------|---|
|         | could hear their soft voices speaking, but I could not understand what they were saying.  |
| Writing | <a href="#">Pattan Writing Scope and Sequence</a><br><br>Quality of Writing:<br>II. Content<br>C. Select content to achieve purpose<br>III. Organized structure based on purpose. |

## Additional Supports

### ELD Practices

Practices to promote Tier 1 access

**Background knowledge:** Have students watch [Interview with Navajo Code Talker Chester Nez](#)

**Key concepts:**

-ELs that can read in their home languages can use the ELA word to word glossaries found here.

[Bilingual Glossaries and Cognates | NYU Steinhardt](#)

**Independent Reading:** Have EL students work in a group of 4 to read this section and answer the questions. [Reading in Four Voices](#)


[Reading in four voices](#)

**Reading in Four Voices - ELA and Social Studies Examples**

- Students may find that sentence frames may help them in their speaking and writing.

 curr-eld-instruction-academic-language-function-toolkit (1).pdf

**Formative Assessment:** Students may find it helpful use the “Justify and Persuade” sentence frames to help them write their assessment.

 curr-eld-instruction-academic-language-function-toolkit (1).pdf

### SpEd Practice

Practices to promote Tier 1 access

- Before engaging with the lesson, activate students’ background knowledge about concepts that are critical to the lesson
  - Engage students in conversations surrounding key concepts and other important background knowledge to encourage participation in the lesson
  - Work collaboratively with students to create anchor charts and/ or graphic organizers that will be beneficial in completing the lesson
- During opening routine, provide students with sentence frames/ starters to guide academic writing
  - Host small group discussions with students to promote academic thinking about the prompt
  - Brainstorm ideas with students



- For some students, it may be appropriate to allow students to dictate their responses
- Pre teach new and unfamiliar vocabulary by engaging students in an [explicit vocabulary instruction routine](#)
  - Students can complete a [vocabulary log](#) or [Fayer Model](#) activity to increase understanding
- Prior to engaging in Shared Reading, pre assign students questions that will be asked throughout
  - Ensure students understand the questions being asked
  - Answer clarifying questions for students
- Prior to engaging in reading, model for students how to gain information from the text that will be useful in completing the formative assessment
- During the lesson, pause and ask standards based questions to check for student understanding
  - In paragraph (x), what evidence supports (x)?
  - What can be inferred from this portion of the text?
  - What is explicitly stated in the text about (x)?
  - Which piece of evidence most strongly supports your analysis or inference?
  - What makes a good summary?
  - How does the theme develop throughout the plot?
  - How do the characters' actions reveal the theme?
  - What events help to develop the theme?
  - How does the setting help to contribute to the development of the theme?
  - What key details about the theme summarize the text?
  - How does the author build relationships between the setting, plot, characters and theme?
  - How do the characters' actions advance the plot?
  - What does the dialogue reveal about the characters?
  - How does (x) incident provoke the character to (x)?
  - How do the events and interactions in the story drive the plot?
  - What clues can you use to determine the meaning of the word (x) in the text?
  - How does the author's word choice impact the meaning of the piece?
  - How does the author's allusion to (x) impact the meaning or tone of the text?
  - What tone is created by the author's use of (x)?
  - How does the analogy of (x) enhance the meaning of the text?
  - How does the author's use of words, phrases, and literary devices impact the overall tone or meaning of the text?
- During independent reading, it may be appropriate to provide students with a pre filled outline (quotes already included) to focus student attention and increase engagement
- During small group discussion (after independent reading), provide students with sentence frames/ starters to guide academic conversation and focus content related material
  - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the



|                                |  |
|--------------------------------|--|
|                                | <p>content</p> <ul style="list-style-type: none"><li>• Prior to engaging in the formative assessment, host small group discussions surrounding the prompt.<ul style="list-style-type: none"><li>◦ Model for students how to gain information from the text to support</li><li>◦ Brainstorm ideas with students for task<ul style="list-style-type: none"><li>■ Create thought web or other graphic organizer for students to gather their thoughts/ information</li></ul></li></ul></li><li>• Prior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none"><li>◦ Post exemplar and allow students to access throughout the completion of the task</li></ul></li><li>• Prior to engaging in the formative assessment, provide students with a <a href="#">graphic organizer</a> to support their writing</li><li>• During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement</li><li>• During formative assessment, provide frequent check-ins and feedback</li></ul> |
| <a href="#">MTSS Practices</a> | Practices to promote Tier 1 access   |
| <b>Enrichment Practices</b>    | Practices to promote Tier 1 access   |