

Lesson Guidance 9	
Grade	8
Unit	1
Selected Text(s)	Code Talker Chapter 9
Duration	1 Day

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

Learning Goal(s)

Students will analyze the importance of certain events to reveal aspects of a character or culture.

Students will make connections between the traditions of their culture or group with those of Ned's Navajo cultures in order to build greater understanding and empathy.

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.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

End of lesson task *Formative assessment*

In this chapter, Ned convinces his parents to let him enlist, even though he is underage, and his community holds a Blessingway Ceremony to send him on his journey.

Many of us experience similar cultural (ethnic, religious community) rites of passage.

You will journal about one such “rite of passage” in your family or culture. You should include narrative elements (setting, characterization, etc.) and the narrative techniques (figurative language, imagery, POV) that have been learned throughout the first nine chapters of the text.

Knowledge Check

What do students need to know in order to access the text?

Background Knowledge

- Blessingway: <https://www.britannica.com/topic/Blessingway>
- Navajo culture and ties to the land (Lesson 1 – the Dine) ([ELD Support](#))

Key Terms

- **Motif:** a meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme
- **Figurative Language:** a way of expressing oneself that does not use the strict meaning of words
- **Imagery:** visually descriptive language

[\(ELD Support\)](#)

Vocabulary Words

- **Empathy:** the ability to understand and share feelings with someone

Core Instruction

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

Opening Activity:

Journal write (student choice):

1. In previous chapters, Ned asked his parent's permission to enlist and was denied because his parents do not think that he is old enough yet to become a Marine. Write about a time that you thought you were "old enough" to do something, but you were denied permission by an adult.
2. In a previous chapter, Ned asked his parent's permission to enlist and was denied because they did not think he was old enough at 15. Do you agree or disagree with their decision? Why or why not?

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Discuss: Once writing is complete, organize the class by the journal they chose and invite students to discuss their thinking.

Explicit Vocabulary Instruction:

1. Introduce each word with a student friendly definition.
 - a. **Empathy:** the ability to understand and share feelings with someone
2. Model how each word can be used in a sentence.
 - a. I felt so much **empathy** for my friend who was sad because his dog died.
3. Vocabulary slide deck [here](#).
4. Active Practice:
 - a. Would it be accurate to say that it is good to be **empathetic**?
 - b. Would it be normal to **empathize** with someone who is sick in the hospital?

Content Knowledge:

In this chapter, Ned gets permission to enlist. Before he leaves for boot camp, he must go through a blessingway ceremony.

Pre-teach: Introduce the idea of Blessingway.

Definition:

The Blessingway (Hózhóji) is used to bless the "one sung over," to ensure good luck, good health, and blessings for everything that pertains to them. It is also thought of as being "for good hope."

Blessingway ceremonies can be performed for expectant mothers shortly before birth is due, or young men leaving for the armed forces. The Blessingway ceremony is performed frequently.

[Blessingway | Navajo ritual | Britannica](#)

[Blessing Way | The Tony Hillerman Portal](#)

Shared Reading:

Pages 50 (stop after "That is its only purpose")



Turn and Talk:

1. What traditions do you have when someone is going on a long journey or is undertaking something dangerous?
 - a. After sharing, have students take a minute or two to write down their answers (students will use this to compare to Ned's blessingway ceremony)
2. Ned is now 16, and his parents seeing his determination to join the Marines give their permission.
 - a. Discuss what you know of Ned, his experiences and his culture. What makes his parents believe he is prepared to go to war?
 - i. Create a jamboard or a small group post-it gallery to allow students to share out answers. Pyramid up to the whole class and point out commonalities in student response.

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Independent Reading:

Pages 50 - 55 (stop after "I did not think even once about the journey that would soon begin for me.")
As students read, have them consider the following questions. Students should be prepared to discuss their responses with a partner or small group.

3. Ned says "Although my parents knew less about Catholicism than their children did, they had been baptized and went with us when we attended church. But being Catholic did not mean we would forget the Holy People and our Navajo Way." What does this say about the Navajo mindset?
 - a. Possible responses:
 - i. They are practical in assimilating to the white culture and learning their ways; however, they retain their own belief systems and identity.
 - ii. They do not fully adopt the ways of the white culture – although they appear to.
4. Ned shares stories with Hosteen Mitchell,
 - a. Notice Ned refers to him by a name that is a mix of Navajo and White cultures. Why does he make this choice? How does it advance one of the motifs of the story?
 - i. Possible response: [Names/Identity](#)
 - b. Ned tells the story of Father Duffy.
 - i. How does this story contribute to the idea that language is essential in understanding each other?
 - ii. Compare/contrast the Navajo response to Father Duffy's mistake to the treatment of Ned and his fellow students when they spoke Navajo at the boarding school. What does Ned imply about the Navajo culture?
5. Ned, once again, directly addresses his audience when describing the Blessingway. What does his description reveal about his attitude towards this ceremony? Cite specific images and word choice that support your response.

Shared Reading: (If possible find a video or recording of a Navajo song to enhance the experience for students).

Pages 55 - 56

6. How does the ceremony reveal the Navajo connection to the land and to nature?
7. After the ceremony, Ned says that "(his) mind, body, spirit and emotions (were) in good balance." What contributes to him feeling this way?
8. Ned states "I was ready to begin my journey as a warrior for America."
 - a. How does his statement show that he is tied to both cultures?

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Formative Assessment:

In this chapter, Ned convinces his parents to let him enlist, even though he is underage, and his community holds a Blessingway Ceremony to send him on his journey. Many of us experience similar cultural (define to include ethnic, religious, community) rites of passage. Students will journal about one such “rite of passage” in their family or culture. Students should include narrative elements (setting, characterization, etc.) and narrative techniques (figurative language, imagery, POV) that have been learned throughout the first nine chapters of the text.

[\(ELD Support\)](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocol
Sentence Comprehension	Juicy Sentence protocol with sample sentence You know what it is like to feel the beauty of the sunrise touching you and giving you strength as the corn pollen is sprinkled on the earth into crosses where you kneel.
Writing	Pattan Writing Scope and Sequence Quality of Writing IV. Style D. Use literary devices Purposes of Writing 1. Narrative Writing B. Narrative Focus C. Narrative Elements

Additional Supports



ELD Practices

Practices to promote Tier 1 access

Background knowledge : Use Text Engineering for the article for Level 1s and 2s . “Text Engineering: Digital Ideas”

<https://www.wested.org/resources/demystifying-complex-texts/>

9 - 12_ELD 1 _Week of May 18-22_Text Days 2 - 3

9 - 12_ELD 2_Week of May 18_TEXT_DAY 2 - Inside Out

Key Terms: These terms may be challenging to EL students and to review them often will help them remember the terms better. [Bilingual Glossaries and Cognates | NYU Steinhardt](#)

Opening Activity: Use sentence frames from

[curr-eld-instruction-academic-language-function-toolkit \(1\).pdf](#)

Shared Reading: Think – (Write)-Pair-Share

-page 50 - Level 1s and 2s

Welcoming and Incorporating HOME LANGUAGES (L1)

- 8th grade , Unit 1 ,L9

(If possible find a video or recording of a Navajo song to enhance the experience for students).

Pages 55 - 56 - Possible videos to share with students

<https://www.azcentral.com/videos/news/local/arizona/2018/08/15/navajo-code-talker-sings-marine-hymn-celebration/993575002/>

Traditional Navajo a Wedding

Formative Assessment: Level 1s and 2s may find it easier for them to complete this task as a drawing and in simple sentences.

Google Draw Storyboard

[Rite of Passage Concept & Examples | What is a Rite of Passage? - Video & Lesson Transcript | Study.com](#)

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
 - Provide students with graphic organizers to help guide their writing



- [Prompt 1 graphic organizer](#)
 - [Prompt 2 graphic organizer](#)
 - 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 [Fruyer 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?
- During turn and talk, 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 content
- Prior to engaging in the formative assessment, host small group discussions surrounding the prompt.
 - Model for students how to gain information from the text to support
 - Brainstorm ideas with students for task
 - Create thought web or other graphic organizer for students to gather their thoughts/ information
- Prior to engaging in the formative assessment, provide students with an exemplar
 - Post exemplar and allow students to access throughout the completion of the task



	<ul style="list-style-type: none">• Prior to engaging in the formative assessment, provide students with a graphic organizer to support writing• During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement• During formative assessment, provide frequent check-ins and feedback
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access