

Lesson Guidance 6	
<b>Grade</b>	8
<b>Unit</b>	1
<b>Selected Text(s)</b>	Code Talker Chapter 4 & 5
<b>Duration</b>	1 Day

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

## Learning Goal(s)

Students will analyze how incidents in the text or particular lines of dialogue reveal the strength of Ned's character and his determination to carve his own path, one that honors his Navajo roots.

Students will gain an understanding of the prejudice Ned and his classmates face because of their race/nationality (identity) and examine power structures and hierarchies to consider the ongoing topic of forced assimilation.

### 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.

**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.

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

Analyze how Ned retains his Navajo identity and how he both conforms to and rebels against the power structures of boarding school and the white hierarchy.

### **Knowledge Check**

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

### **Background Knowledge**

- Tradition: the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice:
  - a story that has come down to us by popular tradition.
  - a long-established or inherited way of thinking or acting:
  - a continuing pattern of cultural beliefs or practices.
  - a customary or characteristic method or manner

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## 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
- **Foreshadowing:** a hint that suggests what events might happen in the future

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

### *Explicit Instruction (before reading)*

- **Staggered:** walk unsteadily as if you are about to fall
- **Defiant:** strongly resist
- **Hurled:** throw with great force

### *Implicit Instruction (while reading)*

- **Dormitory:** a large bedroom for a number of people in a school or institution
- **Crescent moon:** the moon at any stage between new moon and first quarter and between last quarter and the succeeding new moon when less than half of the illuminated hemisphere is visible
- **Reluctantly:** unwillingly

## Core Instruction

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

### Opening Activity:

Chapter 4 begins with the epigraph "TRADITION IS THE ENEMY OF PROGRESS." Based on what you know so far about the mission boarding schools and the Navajo culture, journal about why this would appear as a sign in front of the school. What do you think it is saying to the Navajo children? What does this sign reveal about the white attitude towards the Navajo?

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### Explicit Vocabulary Instruction:

1. Introduce each word with these student friendly definitions:
  - a. **Staggered:** walk unsteadily as if you are about to fall
  - b. **Defiant:** strongly resist
  - c. **Hurled:** throw with great force
2. Model how each word can be used in a sentence.
  - a. The weak boy **staggered** and fell after being beaten.
  - b. The angry child was **defiant** when her mom told her to go to her room. She crossed her arms in front of her chest and continued to stand in place.
  - c. The outfielder **hurled** the ball towards home plate in an attempt to get the runner thrown out.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that if you **hurl** yourself at someone you may get hurt?
  - b. How is it different to say that someone is **staggering** as opposed to someone who is running?
  - c. How is it different to say that someone **defied** a rule as opposed to breaking a rule?



## Content Knowledge:

### Chapter 4: Progress

#### Shared Reading:

**Pages 23-24 (stop after “I cannot see a bar of brown soap without feeling a little bit sick to my stomach.”)**

1. On page 23, Ned describes in vivid detail what happened when he “politely” greeted his teacher using the Navajo language? What does his description convey about the impact of this event on him? How does this narration reflect a six year old’s perspective?
2. On page 24, Ned reveals that Jesse Chee “whispers in his ear” that he “will return to balance again.” What do you think this means?
3. Why is it important to Ned that Jesse speaks in Navajo? Again, think in terms of a six year old child’s perspective.

#### Independent Reading:

**Pages 24- 27**

In this section, Ned relates the “punishment” suffered by the Navajo children for speaking their native language, and how those outwardly defiant are disciplined. He also reveals his own quiet resistance.

4. Consider the story of John Roanhorse. Why was it essential that he be “broken?” How did his story influence Ned? (Perhaps ask why this was an important story for Ned to tell as part of his narrative?)
5. Ned contrasts his outward behavior “Yes, teacher” with his inward stubbornness to speak Navajo. What does this reveal about Ned?
6. Ned also does his best to learn English? Why? How is he fulfilling the duty that his Uncle advised him of on page 10 “you must go to school, not for yourself, but for our family, for our people, our sacred land.”
7. Why does Ned refer to his language as “sacred?”

Quick Check:

**Turn and Talk or Jamboard**

**Why is the chapter entitled “Progress?” What “progress” has Ned made?**

### Chapter 5: High School

#### Shared Reading:

**Pages 28 & 29 (stop after “expects the best of everyone.”)**

8. Ned relates how some of his peers threw themselves into sport, but his height stopped him. He says “I couldn’t hope to become one of those athletes who recklessly threw their bodies against each other with as much energy as our warriors in the old days had hurled themselves at our enemies”(29).
  - a. Why is this something that he feels needs to be part of his high school story?
  - b. What is the significance of his comparison to the “warriors in the old days?”
9. Besides his height, what makes Ned different from his peers?
  - a. What does this reveal about Ned’s character? Sense of self?
10. Ned is told that he is “almost as bright as a little white child.” Why is this not a complement?
11. Ned aspires to “become a teacher, one who does not just teach, but also shows respect to all his Indian students and expects the best of everyone.” Consider his words and that this is part of his story to his “grandchildren.” What is he trying to convey? What legacy is he trying to pass on?

#### Independent Reading:

**Pages 28-32**

12. Ned discussed his high school program as having two good things. What are they? Why are they important?
13. Ned also continues to encounter prejudice. Mr. Straight tells him “I doubt that your average white student could have said it much better.” What is the impact of these words? Again, consider that Ned is telling this story looking back on his life.
14. The Navajo children collect two crates of canned goods to add to the tons of food shipped to the islands of Japan, even though their own families are economically disadvantaged. What does this say about the Navajo culture?

Quick Check: How does Chapter 5 and Ned’s interest in Japan foreshadow things to come?

**Formative Assessment:** Analyze how Ned retains his Navajo identity and how he both conforms to and rebels against the power structures of boarding school and the white hierarchy.

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### Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  “But I had no idea, even in my wildest dreams, that the very language those bilagaanaa teachers tried to erase - the way you wipe words from a blackboard - would one day be needed by important white men” (27).
Writing	<a href="#">Pattan Writing Scope and Sequence</a> Quality of Writing: II. Content C. Select content to achieve purpose

### Additional Supports



### ELD Practices

Practices to promote Tier 1 access

**Key Background knowledge and terms:** Have students create a


 **Vocabulary in Context\_Perspectiv** and watch a video on

 **WHAT IS FORESHADOWING IN LITERATURE | 3-Minute Fiction Fixit**

Students who had schooling in their home countries may find the

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

**Opening Activity and Formative Assessment:** Students may need help writing their answers. Allow them to use sentence frames

 **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 [Fray 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?



	<ul style="list-style-type: none"><li>○ What is explicitly stated in the text about (x)?</li><li>○ Which piece of evidence most strongly supports your analysis or inference?</li><li>○ How do the characters' actions advance the plot?</li><li>○ What does the dialogue reveal about the characters?</li><li>○ How does (x) incident provoke the character to (x)?</li><li>○ How do the events and interactions in the story drive the plot?</li><li>○ What clues can you use to determine the meaning of the word (x) in the text?</li><li>○ How does the author's word choice impact the meaning of the piece?</li><li>○ How does the author's allusion to (x) impact the meaning or tone of the text?</li><li>○ What tone is created by the author's use of (x)?</li><li>○ How does the analogy of (x) enhance the meaning of the text?</li><li>○ How does the author's use of words, phrases, and literary devices impact the overall tone or meaning of the text?</li><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>● 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>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access