



## CODE TALKERS STORYTELLING SHEET

**Learning Objectives:** The students will...

1. Explain the significance of Veterans Day.
2. Obtain information about the Navajo Code Talkers using electronic media.
3. Analyze, make inferences, and draw conclusions about expository text.
4. Listen attentively and follow oral directions that involve a short related sequence of actions.
5. Speak clearly and to the point about the topic under discussion, using the conventions of language.
6. Work productively with others in teams.

**TEKS:** SS 2.1A, 2.13B, 2.18B; LA 2.3B, 2.28, 2.29, 2.30

**Materials Needed:** Computer with Internet access, LCD projector, copies of the Code Talkers Storytelling sheet.

**Vocabulary:** battlefield, code, Code Talkers Recognition Act of 2008, enemy, Japanese army, military, Native American, Oklahoma, secret, unbreakable, veteran, war

### Teaching Strategy:

1. Begin the lesson by telling students that Veterans Day is a national holiday recognized each year on November 11th. Relate that veterans are people who serve in the military (U.S. Army, Air Force, Navy, Marine Corp, or Coast Guard) to protect our freedom during times of peace and war. Ask students if there are any veterans in their families and have them share the information with the class. Discuss the importance of our country honoring military personnel on Veterans Day. (NOTE—Veterans Day honors veterans for their service to our country, and Memorial Day honors those in the military who have died in battle.)
2. Display the website I was the First. Vote for Me! at:  
[www.texasbar.com/iwasthefirst/veteransday.html](http://www.texasbar.com/iwasthefirst/veteransday.html)
3. Share that the class is going to watch an animation about the Code Talkers, who exhibited the characteristics of good citizenship during World War I and World War II. Then, show the Code Talkers animation to the class. (The animation may be shown a second time, if desired.) Tell students to try to remember facts and details from the video.
4. Lead a discussion concerning the importance of the Code Talkers and the characteristics of good citizenship that they exhibited.
5. Divide students into pairs. Give each group a copy of the Code Talkers Storytelling sheet. Briefly review the sheet with students, discussing what is depicted or symbolized by each picture. (Pictures should be reviewed left to right, line by line.)
6. Referring to the sequenced pictures on the Code Talkers Storytelling sheet as a guide, each group should create a story about the Code Talkers. After groups have their story organized, they should join another group. Groups should share their stories with each other, pointing to the appropriate pictures as they tell their stories.
7. Optional Strategy: Have each group create a story, in written form, to accompany the pictures on the storytelling sheet.

### Extension for Gifted/Talented:

Utilizing the Internet, have students go to the I was the First. Vote for Me! website:

[www.texasbar.com/iwasthefirst/veteransday.html](http://www.texasbar.com/iwasthefirst/veteransday.html) Students should watch the videos for the 442<sup>nd</sup>

Regimental Combat Team and Hector P. Garcia. Tell students that a fictional school will be named after the 442nd Infantry Regiment, the Code Talkers, or Hector P. Garcia. Student should create a campaign poster for the group or person that they believe deserves this honor. Have students vote online and complete the sentence stem to explain why they chose this group or person.

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# WORLD WAR II

Word	Navajo	Literal Translation
Airplanes	Wo-tah-de-ne-ih	Air Corps
Dive Bomber	Gini	Chicken Hawk
Torpedo Plane	Tas-chizzie	Swallow
Observation Plane	Ne-as-jah	Owl
Fighter Plane	Da-he-tih-hi	Hummingbird
Bomber	Jay-sho	Buzzard
Patrol Plane	Ga-gih	Crow
Transport Plane	Astah	Eagle

