Learning from the Past

How can we learn from the past?
Code Talker by Joseph Bruchac

Unit Developed by Amber Hall
Alameda Middle School, Pocatello School District #25
Pocatello, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
Universal Design for Learning (UDL)

**Multiple Means of Representation**
- Provide options for perception
  - ✓ Offer ways of customizing the display of information
  - ✓ Offer alternatives for auditory information
- Provide options for language, mathematical expressions, and symbols
  - ✓ Clarify vocabulary and symbols
  - ✓ Clarify syntax and structure
  - ✓ Support decoding text, and symbols
  - ✓ Promote understanding across languages
  - ✓ Illustrate through multiple media
- Provide options for comprehension
  - ✓ Activate or supply background knowledge
  - ✓ Highlight patterns, critical features, big ideas; and relationships
  - ✓ Guide information processing, visualization and manipulation
  - ✓ Maximize transfer and generalization

**Multiple Means of Action and Expression**
- Provide options for physical action
  - ✓ Vary the methods for response and navigation
  - ✓ Optimize access to tools and assistive technologies.
- Provide options for expression and communication
  - ✓ Use multiple media for communication
  - ✓ Use multiple tools for construction and composition
  - ✓ Build fluencies with graduated levels of support for practice and performance
- Provide options for executive functions
  - ✓ Guide appropriate goal-setting
  - ✓ Support planning and strategy development
  - ✓ Facilitate managing information and resources
  - ✓ Enhance capacity for monitoring progress

**Multiple Means of Engagement**
- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulation
  - ✓ Promote expectations

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| ✓ Optimize individual choice and autonomy | ✓ Optimize relevance, value, and authenticity | ✓ Minimize threats and distractions | ✓ Heighten salience of goals and objectives | ✓ Vary demands and resources to optimize challenge | ✓ Foster collaboration and communication | ✓ Increase mastery-oriented feedback | ✓ Facilitate personal coping skills and strategies | ✓ Develop self-assessment and reflection |

Webb's Depth of Knowledge - Level 1 (Recall)


Webb's Depth of Knowledge - Level 2 (Skill/Concept)

| ✓ Categorize | ✓ Classify | ✓ Collect and Display | ✓ Compare | ✓ Construct | ✓ Estimate | ✓ Graph | ✓ Identify Patterns | ✓ Infer | ✓ Interpret | ✓ Observe | ✓ Organize | ✓ Predict | ✓ Summarize |
An Idaho Core Teacher Protogram Unit Developed by Core Teacher Name:

Unit Title: Learning from the Past

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

✓ Assess
✓ Construct
✓ Critique
✓ Develop a Logical Argument
✓ Differentiate
✓ Draw Conclusions
✓ Formulate

☐ Hypothesize
✓ Investigate
✓ Revise
☐ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓ Analyze
✓ Apply Concepts
✓ Connect
✓ Create
✓ Critique
✓ Design
✓ Prove
✓ Synthesize

Idaho Coaching Network Unit Plan Template

Unit Title: Learning from the Past

Created By: Amber Hall

Subject: English Language Arts

Grade: Sixth

Estimated Length (days or weeks): 8 weeks

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A unit overview including instructional context:

This unit is taught in sixth grade in a middle school setting in an English Language Arts class on a four block (74 minutes each) schedule, but could be adjusted to fit other middle school grade levels/settings. Our district is near an Native American Reservation and we have some Native American students in our community. However, most students at our school are not familiar with the Native American culture and this unit introduces them to their culture and part of their history in America.

This unit is used in a classroom with students who have reading levels between third and eleventh grade. Reading levels can be supported with digital text, audio text, teacher read aloud, etc. In addition, supplementary informational materials including short selections, videos, CODE vocabulary building activities, close reading tasks, and text-dependent questions, build background of text and aid in comprehension. Because this unit is taught in the third trimester, students have read other novels throughout the year following the gradual release method of I do, we do, you do. Therefore, in the interest of time, students can also be assigned some reading at home. Students who may struggle with the reading can be provided with the audio text, or read with support at home.

In addition to the main text read in this unit (Code Talker, by Joseph Bruchac), students will read and analyze websites, articles, and videos for information on Native Americans and issues surrounding their history. These selections supplement the main text, and provide students opportunities with more complex, and nonfiction pieces.

This unit will be taught in the beginning of the third trimester of the year. Students have been introduced to types of figurative language previous to this unit. In addition, students have been introduced to argument writing in the form of a paragraph. The terms claim, reasons, evidence and warrants have been introduced and practiced in paragraph form. They have cited evidence from two other novels they read previously. Immediately after this unit, students will be taking the ISAT which will require an on demand argumentative writing task. The summative task in this unit gives them an experience with that setting. There is an additional, optional, independent, summative assessment that gives students the opportunity to write an on-demand argumentative essay on their own if time permits. This optional assessment could also be used as an extension for some students.

Unit rationale including key shift(s):

Students will be using evidence from the text to draw conclusions as we read, cite evidence to support their arguments in their writing, and use evidence from the text to support their positions when speaking in discussions or debate formats. Reading text closely to formulate a position on an issue is a college and career ready skill that all students need to acquire. It is imperative that students learn to gather evidence from print sources, evaluate the credibility and relevance of the evidence, and choose between multiple solutions based on the credible evidence to create a logical
argument. Using this evidence is essential in drawing conclusions for problem solving. This unit focuses on developing these skills through text exploration and inquiry.

Students will recognize injustice in *Code Talker*, by Joseph Bruchac, and begin to strengthen their own ability to recognize and resist discrimination in any form. By feeling strongly about something, students gain their own perspectives and begin to understand they can influence others’ perspectives with an effective argument, valid reasons, and credible evidence supporting their point of view. Students will read closely to determine what the text says explicitly and to make logical inferences from it. They will cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

After reading *Code Talker* and learning of the injustices Native Americans have faced in American history, students will be presented with arguments for and against the use of Native American mascots in American sports. An *I do, We do, You do* approach will be used throughout the unit to develop skills needed to write an effective argumentative essay. After modeling by the teacher, and working together as a class, students will read texts and gather evidence to begin to write their own arguments. Students can work in groups or with partners to scaffold the process. Once students have written these arguments and received feedback, they present their argumentative essays with a visual to support their claim on the issue.

<table>
<thead>
<tr>
<th>Essential Question(s) (Modules 2 and 3):</th>
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<tbody>
<tr>
<td>- How can we learn from the past?</td>
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<tr>
<td>- How can we learn from people that are different from us?</td>
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<tr>
<td>- How does our environment shape who we are?</td>
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<tr>
<td>- What makes an effective argument?</td>
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<thead>
<tr>
<th>Measurable Outcomes (Modules 4, 6 and 7):</th>
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<tbody>
<tr>
<td><strong>Learning Goals</strong></td>
</tr>
<tr>
<td>- to write an argument with clear reasons and relevant evidence, where I can <strong>Success Criteria</strong></td>
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<tr>
<td>- I can a <strong>w r i t e</strong></td>
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<td>- I can a <strong>t e s t</strong></td>
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<td>- I can a <strong>i g n e</strong></td>
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<td>- I can a <strong>d a p t</strong></td>
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<td>- I can a <strong>u s e</strong></td>
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<td>- I can a <strong>s u r v i v e</strong></td>
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- I can state a claim, provide credible evidence to support it, and explain how my evidence supports my claim in conversation and in an organized, formal, argumentative essay. (W.6.1)

<table>
<thead>
<tr>
<th>I can state a claim, provide credible evidence to support it, and explain how my evidence supports my claim in conversation and in an organized, formal, argumentative essay. (W.6.1)</th>
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<td>Aim on atopic using relevant evidence</td>
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a. introduce claims and organize the reasons/evidence clearly (W.6.1a)
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<td>b.</td>
<td>I can use credible sources and support claims with clear and relevant reasons</td>
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Determine understanding of the topic (W.6.1b)
| Arch | c. use words, phrases, and clauses to clarify relationships among claims/reason (W.6.1c) | ● I can assess (self and peer) |
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### Learning from the Past

#### d. Establish and maintain a formal style (W.6.d)

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<tr>
<td>Establish and maintain a formal style (W.6.d)</td>
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An Idaho Core Teacher Program Unit Developed by Core Teacher Name: [Teacher Name]

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An Idaho Core Teacher Prorgam Unit Developed by Core Teacher Name: Learning from the Past

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An Idaho Core Teacher Protagram Unit Developed by Core Teacher Name:                                                 Unit Title:  Learning from the Past

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concludi

ng statement that flows from the present argument (W.6.1e)
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An Idaho Core Teacher Protogram Unit Developed by Core Teacher Name:  
Unit Title: Learning from the Past

Targeted Standards (Module 3):
Idaho English Language Arts/Literacy Standards:
- W.6.1a. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b. Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c. Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d. Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.
- W.6.1e. Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented.

Supporting Standards
- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.9.b. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
- SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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Summative Assessment-Argumentative Writing Piece:

Native American Mascots

Argumentative Writing Assignment

YOUR TASK:

A committee has been formed to decide whether or not to ban the use of Native American mascots. You have been asked to create a presentation including an essay and a visual (slideshow, poster, etc.) to support your position. Your recommendations will influence the committee’s decision, so be sure you explain your ideas thoroughly and clearly, and support them with accurate, convincing evidence.

Based on what you have learned, where do you stand on this issue? Do you believe Native American mascots promote harmful stereotypes and should be banned or do you believe they represent honor and respect for Native Americans? What reasons shape your opinions?

(see learning plan for background, expectations, and rubric)

This next Summative Assessment is an Optional Independent, ON-DEMAND assessment for use after the above summative assessment (Module 4):

A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons.

They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide.

This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and re-read these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking.

Finally, write a paper, in the form of a letter or an essay (written or typed) to the teachers explaining your thinking.

For the essay, your Focusing Question is:
Should your school participate in the national “Shut Down Your Screen Week?” Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.

Be sure to include:

• An engaging opening
• Background information that introduces your topic
• A clear claim
• Two separate supporting arguments/reasons, with effective matching evidence from sources within the unit
• Words, phrases, and clauses to clarify the relationships among claims and reasons
• Citations that show the sources of your evidence
• An explanation of the other side and a strong counterclaim (optional)
• A call to action in your conclusion

Use MLA format to cite sources and provide a works cited page  https://owl.english.purdue.edu/owl/resource/747/01/

Argumentative Paper Scoring:

Voice-Does your voice support your purpose? Is your voice respectful and confident throughout your paper?
Organization-Is your argument organized logically, including a strong introduction? Do you have a compelling conclusion that restates the thesis and includes a call to action? Did you use clear and unique transitions to clarify the relationships between the claim, reasons, and supporting evidence?
Ideas-Is your claim stated clearly? Do you have accurate reasons and evidence from reliable sources which support your claim?
Word Choice-Did you use compelling language to convey your ideas and engage the reader? Are your nouns and verbs clear and precise?
Sentence Fluency-Do your sentences vary greatly in length and structure, adding style and interest? Do almost all sentences begin differently? Does the text flow smoothly? Can it be effortlessly read aloud with inflection?
Conventions-How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Check your writing for correct spelling, punctuation, and grammar.

• Stimulus: https://docs.google.com/document/d/1mwXQq474TQd4i7bjje1x8fHja6c5Lfy2zvJ7jNHcnw/edit
• Depth of Knowledge (DOK) Explanation: This assessment is a DOK 4. Students are asked to take the skills for developing and writing an argument that they learned in this unit, and apply it independently to a new problem. They must draw conclusions from multiple sources they have been given to decide their own point of view on the subject. Then, they must form their own claim, support it with their own reasons, and evidence and organize it logically to create an effective argument on their own.
• Rubric or Assessment Guidelines: https://docs.google.com/document/d/1-PeDOWqQ8ufYlwKz5XQnnV791wwpcn6m2tzBVWRjPXm/
Primary Text(s) (Module 5):
- *Code Talker* by Joseph Bruchac, text, digital text, and audio version available

Supplemental materials/resources:
- DBI Phase 1, Phase 2, Phase 3, notice/wonder sheet
- National Museum of the American Indian website
- *Code Talker* book trailer
- *Code Talker* excerpts
- Code Dictionary
- Scavenger hunt
- Video on Japanese experience (6-7 min)
- Article on WWII (Code Talkers, Tuskegee Airmen, Women, and Nisei) Independent Reading Choice
- Videos about the Navajo Code Talkers:
  - Personal story [https://www.youtube.com/watch?v=LN2oKqa1o04](https://www.youtube.com/watch?v=LN2oKqa1o04)
  - Iwo Jima Part 1 [https://www.youtube.com/watch?v=2lUC0F4xzQ](https://www.youtube.com/watch?v=2lUC0F4xzQ)
  - Iwo Jima Part 2 [https://www.youtube.com/watch?v=b2dy9U0IYrU](https://www.youtube.com/watch?v=b2dy9U0IYrU)
- Healing Song
- Dawn Song
- TIC-TAC-TOE
- Video writing an argument (3 min)
- ARGUMENT ORGANIZER
- ANNOTATE/EVALUATE ARGUMENT SAMPLE
- Teacher Sample p187-189
- Scaffolding option: Argument writing samples from various grade levels (can be used to make additional samples)
- American Indians as Mascots essay
- Article on Use of Mascots
- NY Times article
- Poster example Citing evidence
- MLA format

Stimulus: Summative Assessment Rubric or Assessment Guidelines:
Text Description

Ned Begay is sent from his family's home at the age of six to a boarding school to learn English and the "American" way of life. There, he is forced to take a new name and clothes, and forbidden to speak his native language, Navajo. Even after this treatment, he still finds a desire to join the Marines, and defend America against the Japanese at sixteen years old. He discovers that his Navajo language, which he has been using only in secret for years, is the secret weapon that the U.S. is using in their war against the Japanese. As a code talker, Ned is able to use the Navajo language to save countless American soldiers. These experiences change him.

Quantitative Measure

Quantitative Measure of the Text: 910 L  Range: 740L-1010L  Associated Grade Band Level: 4-5

Qualitative Measures

Text Structure (story structure or form of piece):
This historical fiction novel is written in narrative form. It follows the sequence of Ned's life, but the constant change of settings from his home to boarding school, to different war zones, can make it difficult for students to follow at times. The author also uses flashback to present events.

Language Clarity and Conventions (including vocabulary load):
Complex in the form of figurative language, unfamiliar words, connotation and denotation. In addition, reference to Navajo language and terms are a challenge.

Levels of Meaning/Purpose:
Multiple themes and complicated issues including courage, bravery, heroism, perseverance, prejudice, mistreatment of Native Americans, etc. make this text complex.

Knowledge Demands (life, content, cultural/literary):
Background knowledge of WWII and challenges Native Americans faced during this point in history.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?
The book's lexile is recommended for grades 4-5. However, qualitatively, it belongs at the a 6th, 7th, or 8th grade level. Multiple layers of meaning, mature themes, and topics of sensitive nature place this book in the middle grades. Moral and ethical issues addressed in this book are more appropriate for middle grades.

Mark all that apply:

- Grade Level Band: K-5 ×  6-8 ×  9-12  
- Content Area:  English/Language Arts (ELA) x     Foreign Language (FL) ☐     General (G) ☐     Health/Physical Education ☐     History/Social Studies (HSS) x     Humanities (H) ☐     Professional Development (PD) ☐     Science (S) ☐
### Scaffolds and Extensions (Module 6)

**UDL Components:**

<table>
<thead>
<tr>
<th>Representation</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band:</th>
<th>Extensions for advanced students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Build background knowledge through multiple means</td>
<td>● Build background knowledge of WWII and Code Talkers before beginning novel</td>
<td>● Supplementary on-demand independent summative assessment</td>
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<tr>
<td>● Provide text, digital text, and audio text options</td>
<td>● Use graphic organizers when analyzing text</td>
<td>● Option to read alone or in pairs</td>
</tr>
<tr>
<td>● Provide visuals for vocabulary and preview vocabulary before chapters</td>
<td>● Provide supplementary materials at lower reading levels to build understanding</td>
<td>● Provide complex supplementary texts to build background knowledge of WWII and Code Talkers</td>
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<td>● Provide a variety of supplementary materials to increase comprehension including graphics, videos, and additional text</td>
<td>● Give options for own research of WWII and Code Talkers</td>
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<td></td>
<td>● Preview vocabulary for chapters</td>
<td>● Optional supplementary project creating a presentation on what happened to Code Talkers after WWII</td>
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<td>● Provide support for primary text with digital text and audio</td>
<td>● Students research argument for how American government justified the treatment of Native Americans and evaluate the evidence for their argument—would that be valid now? What can we learn from this?</td>
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<td>● I do, we do, you do instructional strategy for activities</td>
<td>● Create project around Essential question</td>
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<td>● Provide outlines and note catchers to accompany videos/presentations</td>
<td>● Research other minorities experiences during WWII and create presentation</td>
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<td>● Daily notes on events in chapter (with illustrations) to aid comprehension</td>
<td>● Research Native American poetry/legends/songs and create own</td>
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<td>● Provide peer support for reading and answering close reading/text dependent questions</td>
<td>● Create a map of The Long Walk and research and create a poster, essay, or presentation, showing what happened on Native American reservations after</td>
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**Action and Expression:**

- Printed outlines, or note catchers to accompany videos/presentations
- Daily notes and pictures to remember important events/vocabulary in chapters
- Answer close reading and text-dependent questions during class discussion, with partners, in small groups, and individually

**Engagement:**

- Optimize choice and autonomy
- Vary resources to optimize interest and challenge
- Create opportunities for collaboration and communication
### Vocabulary Instruction (Module 8)

<table>
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<tr>
<th>Targeted Academic Vocabulary (Tier II):</th>
<th>Targeted Content Area Vocabulary (Tier III):</th>
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</table>
| **Code Talker by Joseph Bruchac**
Ch. 1-5 Sacred, forbidden, interpreter, native, defiant
Ch. 6-12 Enlist, obstacle, recruit, eager
Ch. 13-17 Comrade, combat, retreat, reinforced, hostile
Ch. 18-23 Vital, haste, ration, evacuate, morale
Ch. 24-author’s note Conquer, stench, casualty, isolated, liberate
Cog. Verbs Analyze, symbolize | • argument, claim, credible evidence, warrant |
| Total 26 words | |

### Vocabulary Words to Practice CODE Strategy

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary (Tier II):</th>
<th>Targeted Content Area Vocabulary (Tier III):</th>
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<tr>
<td>Ch. 1-5 Sacred, forbidden, interpreter, native, defiant</td>
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**Connect**
- Provide explanation or example of how word is used and have students discuss connections/show pictures that help students formulate their own definitions of words, and have students write their own definitions with a graphic to help them remember their definition.
- Students will record this in the vocabulary section of the back of their reading notebooks.

**Organize**
- Have students make connections between words and categorize them with a title for each group. Have students explain their reasoning.

**Deep Process**
- Students select three words from list and create a triangle with a word at each corner. They connect the words by explaining the relationship between the two words along each side of the triangle.

**Exercise**
- One student stands with their back to board, while another student faces them looking at the board. As one of the words pops up, the student facing the board gives defines the word and gives synonyms or antonyms to get the student to identify the correct vocabulary word.
### Mini-Assessment

Students at the end of each chapter set, should write a response to a question about the reading using the 5 vocabulary terms we studied throughout those chapters.

For example: **For Chapters 1-5**

*Use these terms when answering the following question:*
Sacred, forbidden, interpreter, native, defiant

**How did Ned feel and react when he was made to leave his home and family and sent to boarding school?**
## Week 1

### Major Idea/Topic #1:
RI. 6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RL. 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffold, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Phase 1</td>
<td>Document Based Inquiry (DBI) on Native American experience including The Long Walk, the formation of Native American Boarding Schools for Assimilation, and the Code Talker program and history. Three phases introduce these points in Native American history. Phase 1 introduces the ideas with pictures. Phase 2 includes maps and some text. Phase 3 includes more explanation and some primary source documents for students to read. Students are introduced to one phase at a time in small groups. They are given silent time to investigate documents on their own and fill out an I noticed/wonder note catcher sheet. When students seem to have had enough time (15-20 minutes), give students time to discuss findings in groups and then share out. Begin next phase and follow same process until each phase is completed. Give more time for phases with more text. Once all phases have been completed, have students infer what they believe may have been the Native experience in America based on the documents they viewed. I noticed/I wonder sheet with page number section for evidence of statement.</td>
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<td>Phase 2</td>
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<td>Phase 3</td>
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</table>
**Tuesday**
Students are motivated to learn more.

Students empathize with the Native American experience

Complete DBI from yesterday—students synthesize information writing a paragraph explaining what they believe happened to Native Americans. Phase 4 and 5 noticed/I wonder sheet

**THINK PAIR SHARE** results in small groups

**Introduce Essential Questions**—

- How can we learn from the past?
- How can we learn from people that are different from us?
- How does our environment shape who we are?
- What makes an effective argument?

Have students respond to them on posters around the room silently. Then allow students to look again and respond to others answers. Students share reactions with partners.

**EXIT TICKET**—Which question was the most interesting to you and why? We will revisit these questions at the end of the unit.

---

**Wednesday**
Desired Outcome(s):
Students can have an informed conversation with others about world, national, and local events and formulate ideas for improvements.

Students watch trailer for book and are

**http://nmai.si.edu/education/codetalkers/**

Computers for groups to search web

Organizer

**Code Talker**
text by Joseph Bruchac for each student

***Vary reading structure daily.***

**Research Native American Challenges**
Divide class into 6 groups. Assign each group a topic (*Native Languages, Boarding Schools, Code Talkers, Coming Home, Survival, and Recognition*). Have students explore the National Museum of the American Indian website (**http://nmai.si.edu/education/codetalkers/**).

Each group will record the challenges Native Americans faced in each topic that they discover during their research. Then record the information on a class poster and share and discuss findings. Students **gallery walk** and complete organizer with information for each topic.

**Formative Assessment** (index cards)—students reflect in writing on findings:

The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

- I changed my attitude about…
- I became more aware of…
- I was surprised about…
- I felt…
motivated to read.

Students begin reading central text and recognize how the author introduces the setting.

| but always make support available to struggling readers. Teacher read aloud, listen to audible, read with partners, or small groups. Leave a small amount at the end for independent reading. Create small group with teacher at end for struggling readers. | ● I related to…
● I empathized with… |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show book trailer</td>
<td>Read Introduction (p1-3) and Chapter 1 in <em>Code Talker</em> by Joseph Bruchac(p4-11)- I use an audible selection for this first part especially-it sets the tone well for the grandfather telling the story.</td>
</tr>
<tr>
<td>SETTING- Students cite a selection that demonstrates how the author introduces the setting in the story. Then students illustrate the setting.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Thursday**

**CODE Strategy**

Each time new vocabulary is introduced, have students do Connect and Organize activities. Throughout the week, students continue to work with vocabulary.

**Student interactive notebooks** (Can be notebooks, or computer notebooks)

Google Classroom is used in our district. Everything in

**Targeted Academic Vocabulary (Tier II):**

Ch. 1-5 Sacred, forbidden, interpreter, native, defiant

| Connect | Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions with a graphic, and/or a synonym and antonym to help them remember their definition. Students will record this in the vocabulary section of the back of their reading Notebooks titled *Code Talker* Vocabulary. |
## Learning from the Past

### Close reading of the Introduction in Code Talker

- The interactive notebooks can be available in Google Classroom as an alternative to pencil and paper.
- Also, voice typing is available in Google Docs for struggling writers/typers.

### Close Reading Activity

**Students return to the introduction (p1-3)**

Provide support to students who need it with a partner or a small group with the teacher for this activity.

<table>
<thead>
<tr>
<th>Organize</th>
<th>Have students make connections between words and categorize them in a four square with a title for each group. Have students explain their reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep Process</td>
<td>Students select three words from list and create a triangle with a word at each corner. They connect the words by explaining the relationship between the two words along each side of the triangle.</td>
</tr>
<tr>
<td>Exercise</td>
<td>One student stands with their back to board, while another student faces them looking at the board. As one of the words pops up, the student facing the board gives defines the word and gives synonyms or antonyms to get the student to identify the correct vocabulary word.</td>
</tr>
</tbody>
</table>
| Mini-Assessment | Students at the end of each chapter set, should write a response to a question about the reading using the 5 vocabulary terms we studied throughout those chapters.  
For example: For Chapters 1-5  
Use these terms when answering the following question:  
Sacred, forbidden, interpreter, native, defiant  
How did Ned feel and react when he was made to leave his home and family, and sent to boarding school? |
Students recognize that the author chose to have the grandfather telling the story to his grandchildren.

Students come up with reasons why the author may have decided to do this. Students recognize how this point of view changes the tone and the mood of this very mature subject.

The students also recognize how the author stays true to the heritage and culture of Native Americans with his use of language.

Students become more familiar with Navajo terms and language they may encounter in the book *Code Talker*.

<table>
<thead>
<tr>
<th>Students list powerful words in notebook citing page and paragraph. Students annotate the introduction with post-its using symbols we’ve used previously in our classroom (anchor poster).</th>
</tr>
</thead>
<tbody>
<tr>
<td>?-I have a question, or I don’t understand something</td>
</tr>
<tr>
<td>+-connection</td>
</tr>
<tr>
<td>!-surprising, shocking, or interesting</td>
</tr>
<tr>
<td>L-interesting language/use of words (or figurative language)</td>
</tr>
<tr>
<td>This can be done at various levels. Students annotate why they used the symbols at that point in the text.</td>
</tr>
<tr>
<td>Students discuss what they found in table groups or with a partner.</td>
</tr>
</tbody>
</table>

Then independently or with partners, students return to text to answer the following:

1. Who is telling the story? Who is the audience the narrator is speaking to? Cite evidence from the text to support your answers.

2. Why do you think the author chose this person to narrate the story?

3. Why does the author use figurative language to describe his experience on the island in the Pacific Ocean? Cite examples he uses in your answer and identify what type of figurative language is used.

4. At the end of the introduction the author says, “You cannot weave a rug before you set up the loom” (Bruchac 2). What does he mean when he says this?

5. The author introduces the words for the *United States*, and for *white man* in the introduction. Add these words and their meanings with an illustration to your *Code Talker* glossary in notebook. (*Nihima-mother, bilagaanaa-white man*)

   Why does the author use the Navajo language in this book rather than just using the English translation?

***Keep chart/poster in room of Native American language and translation.

Read Chapter 2 in *Code Talker*: “Boarding School” (p12-18)- These next couple of chapters should be read with students. Some images can be disturbing to sixth graders. Discuss as a group with teacher.

JOURNAL ENTRY- Write what the character experiences in reading notebook. Give three examples from the chapter.
Friday

Students recognize how the author introduces characters in the book. Students use descriptions from the book to infer character’s personality traits.

**Read Chapter 3-4 in *Code Talker* (p12-27)** These chapters describe his first experiences at boarding school. Begin reading aloud with students, then allow students to read with a partner or in small groups.

Students begin a character chart in notebook including character name, a selection showing how the author describes the character, and their own inferences and descriptions of the character. Students should return to previous chapters for descriptions of characters already introduced. Have them make this an entire page so they can add characters as they are introduced in the story.

<table>
<thead>
<tr>
<th>Character/Description</th>
<th>Evidence from the book</th>
<th>Personality Traits</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
## Week 2

### Major Idea/Topic #2:
**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Monday                        |                     | **Vocabulary Ch. 6-12**  
Enlist, obstacle, recruit, eager  

**Connect**  
Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions. Students will record this in the vocabulary section of the back of their reading Notebooks in Code Talker Vocabulary section.

**Organize**  
Students begin to organize words from word wall with new vocabulary into graphic organizer (brain map) that shows relationships among words on the wall (this graphic continues each time new words are introduced throughout unit or when words are encountered in reading and students create new connections).

**Deep Process**  
Students create a graphic, and/or a synonym and antonym for the words to help them remember their definition.

**Exercise**  
*Threes a Crowd*-students make lists of groups of three words with one word that doesn’t belong. Then exchange the list with a partner and ask them to identify the word that doesn’t belong and explain why.

**Mini-Assessment**  
Answer the following close reading question using the vocabulary words discussed this week:  
How does Ned feel about becoming a marine? What are his expectations?
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Monday    | **Read chapters 5-7 in *Code Talker* (p28-44) Highschool-Japan attacks - Navajos Needed**  
Students draw a quick sketch of the main events in the chapters read and summarize in reading notebook. (Often for each chapter, students write a quick summary of main events to help them remember the text. To scaffold a summary, have students draw illustrations of the main events and explain them in a sentence).  
Another option is to have students begin a mind(brain)map that continues throughout the reading of the book. Students add events, characters, vocabulary, quotations, etc. and connect the ideas as the journey through the book continues. (see examples)  

**BELL RINGER OR REFLECTION:** “You can tell a lot about a man by the way he speaks and the way he carries himself.” (p.43) What does this mean? |
| Tuesday   | **Read Ch. 8 and 9 in *Code Talker* (pgs 45-56) New Recruits and The Blessingway**  
Continue to summarize main events of chapter, add to character chart and connect vocabulary in brain map.  

**Analogy Prompt**  
Present students with an analogy prompt:  
*BLESSINGWAY* is like __________________ because ________________________________________________.
**Learning from the Past**

**Wednesday**

<table>
<thead>
<tr>
<th>Students use context or other means to understand unfamiliar words, and value knowing the definition of unfamiliar words, rather than continuing to read on without knowing meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code Talker excerpts</strong> with figurative language</td>
</tr>
<tr>
<td>Keep an anchor chart for figurative language so students can add examples as they find them in the text. They write the example on a post-it and add it to chart.</td>
</tr>
<tr>
<td>Give note catcher of figurative language. <strong>Jigsaw</strong>-In groups, give students excerpts from the novel, and have them determine the type and meaning of the figurative language. Have them explain how they came to their conclusions. Students then leave their group to join groups with members from each of the other groups and exchange definitions and discuss how they determined the meanings.</td>
</tr>
</tbody>
</table>

**Reflect independently (or in new groups)-** How can this help me as we read this novel? How can this lesson/strategy help me as I read other selections?

**Read Chapter 10 and 11 in Code Talker (p57-75)**

**CUBING** Display 5 OR 6 questions from the lesson. Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.

1. “I think it was probably harder for young white men to be abused like that by their drill sergeants than it was for us Navajos.” (p. 61) Why does Ned think this?

2. What surprised Ned about Georgia Boy?

3. Cite textual evidence that supports Ned realizing, for the first time, three beliefs he held about the Bilagáana (67).

4. The author provides a flashback on page 68, with Ned reflecting, “Many years later, I know I was right about the first thing. We Navajo Marines were tough and determined…” (p. 68) Cite textual evidence which gives reasons why this might have been so.

5. “We were not just fighting for the United States. We were going into battle for our Navajo people, our families, and our sacred land.” (p. 69) Reread page 10, and cite textual evidence that leads the reader to realize that Ned has not forgotten what his uncle told him.
“I was stunned. The idea of a Navajo being a teacher was new to me.” (p. 71) Why did the narrator think this way?

6. Reread the last paragraph on page 75. Many people thought that Phillip Johnson developed the code. Why was this not true? Why do you think people thought that Phillip Johnson developed the code instead of the Navajos?

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Code Talker Code Dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students appreciate the complexity of the code used and the value it’s impact had on America’s success in WWII.</td>
<td></td>
</tr>
<tr>
<td>Using Navajo Code Dictionary, students write appropriate messages (no more than ten words) to one another. Then, trade messages, translate, and respond in code.</td>
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</tr>
<tr>
<td>Read Chapter 12 and 13 in <em>Code Talker</em> (p76-95)</td>
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</tbody>
</table>

**JOURNAL RESPONSE**

How did the Navajo Code talkers help America win WWII?

<table>
<thead>
<tr>
<th>Friday</th>
<th>Vocabulary Ch. 13-17 Comrade, combat, retreat, reinforced, hostile</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE Strategy- Each time new vocabulary is introduced, have students do Connect and Organize activities. Throughout the week, students continue to work with vocabulary during Deep Process and Exercise activities. These can be used</td>
<td></td>
</tr>
<tr>
<td><strong>Connect</strong> Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions. Students will record this in the vocabulary section of the back of their reading notebooks.</td>
<td></td>
</tr>
<tr>
<td><strong>Organize</strong> Students continue to organize words from word wall with new vocabulary into same graphic organizer (brain map) that shows relationships among words on the wall (this graphic continues each time new words are introduced throughout unit or when words are encountered in reading and students create new connections).</td>
<td></td>
</tr>
<tr>
<td><strong>Deep Process</strong> Create a graphic, and/or a synonym and antonym to help them remember their definition.</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise</strong> Kids have and index card with a vocabulary word written on it. With a partner they say go and flip card up to forehead so they can’t see the word, but their partner can. The partner defines the word</td>
<td></td>
</tr>
</tbody>
</table>
as bell ringers or class work. The Mini-assessment is given on Friday.

<table>
<thead>
<tr>
<th>Mini-Assessment</th>
<th>Quiz on Vocabulary learned so far in the book. Match word to the definition. Draw symbol to represent meaning.</th>
</tr>
</thead>
</table>

Read chapters 14, 15 and 16 in *Code Talker* (p95-112)

***Continue to SUMMARIZE main events in chapter, add new characters to chart, and/or connect new vocabulary, characters, and events in Brain map.***

---

### Week 3

#### Major Idea/Topic#3:
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td><em>Scavenger hunt</em></td>
<td>Students are given questions about Code Talkers and must find the answers around the room. Students gain knowledge about Code Talkers. Scavenger hunt-students read excerpts around the room to take notes and/or answer comprehension questions about Code Talkers. Read chapters 17, 18 in <em>Code Talker</em> (p113-134)</td>
</tr>
<tr>
<td>Tuesday</td>
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</tr>
<tr>
<td><strong>CODE Strategy</strong>- Each time new vocabulary is introduced, have students do Connect and Organize activities. Throughout the week, students continue to work with vocabulary during Deep Process and Exercise activities. These can be used as bell ringers or class work. The Mini-assessment is given on Friday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Say Something</strong>- Students take turns leading discussions in a cooperative group on sections they read in scavenger hunt.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code Talker by Joseph Bruchac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students record answers in journals throughout reading. Questions could also be used as openings for discussion of previous day’s reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Ch. 18-23 Vital, haste, ration, evacuate, morale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions. Students will record this in the vocabulary section of the back of their reading notebooks.</td>
</tr>
</tbody>
</table>

| **Organize** |
| Students continue to organize words from word wall with new vocabulary into same graphic organizer (brain map) that shows relationships among words on the wall (this graphic continues each time new words are introduced throughout unit or when words are encountered in reading and students create new connections). |

| **Deep Process** |
| Create a graphic, and/or a synonym and antonym to help them remember their definition. |

| **Exercise** |
| Kids have a vocabulary word written on a card on a string hanging on their back. They walk around the room and other students try to define their word for them until they figure out what word they are wearing. Then they return to their seat. |

| **Mini-Assessment** |
| Have students write a sentence about Code Talker using each vocabulary word correctly demonstrating its definition. |

---

**Read Chapter 19, 20 in Code Talker** Do You have a Navajo, The Next Targets

**CUBING** Display 5 OR 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student rolls again. When all students have a number, students revisit text and write answers to questions. Then students share their answers with the group.
**An Idaho Core Teacher Protogram Unit Developed by Core Teacher Name:**

**Unit Title:** Learning from the Past

---

**Students**

- Continue to read and discuss text and text dependent questions in whole group, and small groups to aid in comprehension.

---


2. Reread pages 136 and 137. What did the generals write about the Navajo code talkers? How did this make Ned feel? How did their comments differ from what he’d been told in the boarding schools? Why are these attitudes so different?

3. What was the effect of war on some Marines? (p. 139)

4. The narrator states, “…war is a sickness that must be cured.” (p. 139) What does he mean by this? Why does he feel this way? In your opinion, how does his Native American culture lend to his way of thinking?

5. What happened at Saipan? (p. 142)


---

**Wednesday**

- Students watch video and close read an article about the Japanese experience in America during WWII and compare and contrast their experience with Native Americans’.

---

<table>
<thead>
<tr>
<th>Video on Japanese experience (6-7 min)</th>
<th>Bell ringer - Watch short video on Nisei soldiers and JOURNAL - How is the Japanese American experience during WWII similar and different to the Native American experience? Give examples from the text and/or video to support your conclusions. Discuss other groups/cultures that may have contributed to the United States’ success in WWII. Independent Reading Choice - Using close reading procedures, students choose another article to read and annotate from selection of articles about other groups and/or cultures during WWII (see link). Students list important words in notebook citing page and paragraph. Students annotate the article in the margins or with post-its using symbols we’ve used previously in our classroom (anchor poster). ?-I have a question, or I don’t understand something +-connection !-surprising, shocking, or interesting</th>
<th>L-interesting language/use of words (or figurative language) This can be done at various levels as students annotate why they used the symbols In addition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Reading Choice</td>
<td>- Article on WWII (Code Talkers, Tuskegee Airmen, Women, and Nisei)</td>
<td></td>
</tr>
</tbody>
</table>
Define three important words (or more)
Write a one sentence summary
Draw a symbol to represent the people your article was about
Write a powerful word to describe them

Exit ticket-How did the group of people you read about contribute to the success of WWII for the U.S.? Cite evidence from the article you read to support your answer.

**Read Ch. 21-22 in Code Talker (pgs 146-162)**

<table>
<thead>
<tr>
<th><strong>Thursday</strong></th>
<th><strong>Vocabulary Ch. 24-author’s note</strong></th>
<th>Conquer, stench, casualty, isolated, liberate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect</strong></td>
<td>Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions. Students will record this in the vocabulary section of the back of their reading notebooks.</td>
<td></td>
</tr>
<tr>
<td><strong>Organize</strong></td>
<td>Students continue to organize words from word wall with new vocabulary into same graphic organizer (brain map) that shows relationships among words on the wall (this graphic continues each time new words are introduced throughout unit or when words are encountered in reading and students create new connections).</td>
<td></td>
</tr>
<tr>
<td><strong>Deep Process</strong></td>
<td>Create a graphic, and/or a synonym and antonym to help them remember their definition.</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise</strong></td>
<td>Students create skits using the words in circumstances which demonstrate the meaning of the words.</td>
<td></td>
</tr>
<tr>
<td><strong>Mini-Assessment</strong></td>
<td>Charades—students choose a secret vocabulary word at random, and they act it out to get their group to say the word.</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Video 1</td>
<td>Video 2</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Friday</td>
<td><a href="https://www.youtube.com/watch?v=LN2oKqa1o04">https://www.youtube.com/watch?v=LN2oKqa1o04</a></td>
<td><a href="https://www.youtube.com/watch?v=2lrUC0F4xzQ">https://www.youtube.com/watch?v=2lrUC0F4xzQ</a></td>
</tr>
</tbody>
</table>

Show videos before reading chapters today- In notebooks, have students write one question that can be answered by each video.

1-This video shows real Navajos speaking about their past experience as code talkers in the marines.

2-This video shows real footage of the Battle of Iwo Jima and describes the important role the Code Talkers played in the success there. Some images and language may be too strong for some students. Make sure to preview this for your class.

3-This video is part 2 of the Battle of Iwo Jima. There are again some strong war images (real footage) and language. Make sure to preview this video for your class.

Read Ch. 26, 27 (p183-204)

**COMPARE AND CONTRAST** Ned’s experience in the book to the Code Talker’s experience in the videos. (Use Venn diagram or top hat to organize your thoughts)
### Week 4
**Major Idea/Topic #4:**
W.6.9.b. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
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<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Healing Song</td>
<td>Listen to the songs and remember Ned’s Blessingway ceremony. Why is the music of a cultural group important to that group’s cultural identity? *<a href="https://example.com">Read Ch. 28, 29, author’s note (205-224)</a></td>
</tr>
<tr>
<td></td>
<td>Dawn Song</td>
<td><strong>JIGSAW</strong>-form six groups of students and let student groups roll the dice or pick a card (1-6). Their group answers that question and presents it to the class.</td>
</tr>
<tr>
<td></td>
<td>TIC-TAC-TOE</td>
<td></td>
</tr>
</tbody>
</table>

1. “Although I had changed, the things that made me feel sad and ashamed when I was a child had stayed the same. It didn’t matter that I had fought for America. It didn’t matter that I had made white friends who would have sacrificed their lives to save me…”(Bruchac 210). There are many injustices in this work, and how Ned was treated is an injustice. How does he overcome the many injustices he faces?
2. Ned tells the reader how the Enemy Way Ceremony helped him get back into balance. What does getting back into balance mean?
3. “My balance had been restored. I could go forward on a path of beauty”(Bruchac 212). What is a path of beauty?
4. What is discriminatory about the GI Bills? Why would the government let this happen?
5. “But more important than any praise was the fact that we could now tell this story. We could tell our children and our grandchildren about the way our sacred language helped this country” (Bruchac 214). Why is the importance of language, culture and storytelling crucial to our society?

6. The author made a choice to end the novel with the following quote, “…strength we gain by holding on to our language, for being Dine” (Bruchac 214). Reread page 215. *The Author’s Note.* Why do you think the author chose to end the story this way?

After finishing the novel, students choose multiple tasks to complete that allow them to demonstrate skills they’ve learned or demonstrate the understanding of concepts taught or reviewed during this unit. Make student’s own original idea with teacher approval also an option for tic-tac-toe board.

**TIC-TAC-TOE**-Kids choose a row of tasks to complete from board for *Code Talker* culminating project

CHOOSE ONE activity they will begin tomorrow and have them verbalize it on their way out the door.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>TIC-TAC-TOE-Kids choose a row of tasks to complete from board for <em>Code Talker</em> culminating project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During these work days take a status of the class. Students can verbalize where they are at, what they’re struggling and need help with, or stand at a poster of the tasks and check or initial what they’ve completed.</td>
</tr>
</tbody>
</table>

| Wednesday | TIC-TAC-TOE-Kids choose a row of tasks to complete from board for *Code Talker* culminating project |

| Thursday  | TIC-TAC-TOE-Kids choose a row of tasks to complete from board for *Code Talker* culminating project |

| Friday    | TIC-TAC-TOE-Kids choose a row of tasks to complete from board for *Code Talker* culminating project |
|           | Students turn in three assignments from TIC-TAC-TOE board and mark the one they would like to be graded. Rubric is on the bottom of the board worksheet. |

| Week 5    |                                                                 |

Original unit development sponsored by The Idaho Coaching Network
Major Idea/Topic #5:
W. 6.1.a. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.
W. 6.1.b. Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W. 6.1.c. Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W. 6.1.d. Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.
W. 6.1.e. Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented

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<tr>
<th>Day(s) and Desired Outcome(s)</th>
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<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Vocabulary: claim, reason (warrant), evidence, works cited, credible sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connect</td>
<td>Provide explanation or example of how word is used and have students discuss connections. Show pictures that help students formulate their own definitions of words, and have students write their own definitions. Students will record this in the vocabulary section of the back of their reading notebooks</td>
</tr>
<tr>
<td></td>
<td>Organize</td>
<td>Students continue to organize words from word wall with new vocabulary into same graphic organizer (brain map) that shows relationships among words on the wall (this graphic continues each time new words are introduced throughout unit or when words are encountered in reading and students create new connections).</td>
</tr>
<tr>
<td></td>
<td>Deep Process</td>
<td>Create a graphic, and/or a synonym and antonym to help them remember their definition.</td>
</tr>
</tbody>
</table>
|                              | Exercise            | -Write analogies using the vocabulary words. Give sentence starters if needed. Ex. Reason is to claim as ________ is to ________.  
-Write words and definitions on separate index cards. Play memory and matching game. |
|                              | Mini-Assessment     | Students match cards to definitions |
|                              |                     | Students read and deconstruct a well written argument essay with a partner. Use graphic organizer and/or |
Students recognize that effective arguments are organized logically, have a clear claim, and are supported with sensible reasons that can be reinforced with valid evidence from credible sources.

**Video writing an argument** (3 min)

highlighters to identify claim, reasons, evidence, paragraph organization, introduction, conclusion, style, vocabulary, transitions, tone, etc.)

***Students have written several argumentative paragraphs on their own including a claim, reasons, evidence, and a conclusion written in a formal style. In addition, students should recognize how these aspects of an argument are organized in the essay form, rather than just one paragraph. Also, students should recognize how the author uses words, phrases, and clauses to clarify relationships among the claim and reasons.

Join partners into groups and have students create posters of what makes an effective written argumentative essay.

Side two - What is something about the topic that you don't understand? Form it in a statement or question.

**Tuesday**

Students evaluate a sixth grade argumentative essay for the elements of an effective argument to become more familiar with elements of an argument and the rubric for evaluation.

Continuing from yesterday...
Pass out Six Traits argumentative rubric and have students compare/contrast their ideas with the rubric.

Reflect: How are they similar/different? What do you need to change/add on your poster to make sure you are meeting all of the requirements?

Formative assessment-Index card-
Side one - The purpose of an argumentative essay is to _________________.

**Wednesday**

Students evaluate

Revisit any questions or misunderstandings from formative assessment yesterday.

With a partner, students read and evaluate an argumentative essay highlighting elements of an argument and
### a sixth grade argumentative essay for the elements of an effective argument to become more familiar with elements of an argument and the rubric for evaluation.

<table>
<thead>
<tr>
<th>Teacher Sample</th>
<th>using a rubric of sixth grade argument writing standards. Meet in small groups and discuss findings. Meet as a whole group and share.</th>
</tr>
</thead>
<tbody>
<tr>
<td>p187-189</td>
<td></td>
</tr>
</tbody>
</table>

**Scaffolding option:**

- **Argument writing samples from various grade levels**
  (can be used to make additional samples)

Then pass out teacher evaluation of same piece. Let students compare their findings to teacher evaluation and discuss.

**Formative Assessment** - at the end of the lesson have students complete the following summary frame:

An effective argumentative essay needs to include ________________, ________________, and ________________.
**THE ISSUE:**
Sports are a popular pastime for millions of Americans and they are considered by many to be an important part of our culture. Sports can both unite and divide us. Currently, a debate is brewing over the use of Native Americans as team mascots, and it's putting people on the offense and defense.

Some people believe that using Native Americans as team mascots is demeaning, disrespectful, and racist. They argue that it promotes negative stereotypes and makes it easy to continue to overlook people who have been mistreated and oppressed throughout the country's history.

Other people argue that the opposite is true. They say that Native American mascots honor the proud history and values of Native Americans and celebrate their rich traditions. They believe that people who want to ban the use of these mascots are being too sensitive.

**YOUR TASK:**
A committee has been formed to decide whether or not to ban the use of Native American mascots. You have been asked to create a presentation including an essay and a visual (Slideshow, poster, etc.) to support your position. Your recommendations will influence the committee's decision, so be sure you explain your ideas thoroughly and clearly, and support them with accurate, convincing evidence.

Based on what you have learned, where do you stand on this issue? Do you believe Native American mascots promote harmful stereotypes and should be banned or do you believe they represent honor and respect for Native Americans? What reasons shape your opinions?

As your group plans and drafts your essay, consider the following questions:
What is the purpose of a mascot?

- Who benefits from the use of the mascots? How?
- Who is harmed by the use of the mascots? How?
| provide a works cited page | How might the history of Native Americans influence your position?  
Are some rights more important than others?  
Is there room for compromise? |

**Follow these steps to write an effective essay (These processes are scheduled in learning plan):**

Consider all sides of the issue and decide on your position. Create a T-chart of reasons to support both sides of the argument. Also, create a chart of evidence to support the reasons.

Choose your side and identify the three strongest reasons to support your claim (position).

Consider the alternative perspective. Identify the strongest reason for the opposing side and explain why, in spite of this, your proposal is the best plan. Presenting an intelligent counter-argument and rebuttal shows that you are open-minded and have considered all the facts.

Create a plan for your letter. Use one of the graphic organizers provided in class, or you can create your own, but you must have a completed plan before you begin your essay.

Begin with a strong introduction that grabs your reader’s attention and clearly states your position. Include a hook, background information about the issue, and a clear thesis that states your claim (position) and the three reasons you will be writing about in the body of your letter.

Use evidence and elaboration strategies to develop each of the above ideas. Remember, your goal is to convince your audience to agree with your position.

Use sophisticated, persuasive vocabulary.

End your essay with a powerful conclusion. You want your audience to finish reading your essay and think, “Wow, this person has an excellent, thoughtful argument; I’m convinced!”

Be sure to include:

- An engaging opening
<table>
<thead>
<tr>
<th><strong>An Idaho Core Teacher Protogram Unit Developed by Core Teacher Name:</strong></th>
<th>Unit Title: Learning from the Past</th>
</tr>
</thead>
</table>

- Background information that introduces your topic
- A clear claim
- Two separate supporting arguments/reasons, with effective matching evidence from sources within the unit
- Words, phrases, and clauses to clarify the relationships among claims and reasons
- Citations that show the sources of your evidence
- An explanation of the other side and a strong counterclaim (optional)
- A call to action in your conclusion

**Use MLA format to cite sources and provide a works cited page**
https://owl.english.purdue.edu/owl/resource/747/01/

**Argumentative Paper Scoring:**
Your argument paper/presentation will be scored on the following:

**Voice**-Does your voice support your purpose? Is your voice respectful and confident throughout your paper?

**Organization**-Is your argument is organized logically, including a strong introduction? Do you have a compelling conclusion that restates the thesis and includes a call to action? Did you use clear and unique transitions to clarify the relationships between the claim, reasons, and supporting evidence?

**Ideas**-Is your claim stated clearly? Do you have accurate reasons and evidence from reliable sources which support your claim?

**Word Choice**-Did you use compelling language to convey your ideas and engage the reader? Are your nouns and verbs clear and precise?

**Sentence Fluency**-Do your sentences vary greatly in length and structure, adding style and interest? Do almost all sentences begin differently? Does the text flow smoothly? Can it be effortlessly read aloud with inflection?

**Conventions**-How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Check your writing for correct spelling, punctuation, and grammar.

- Rubric or Assessment Guidelines: https://docs.google.com/document/d/1-PeDOWqQ8ufYlwKi5XQnnV791wwpcn6m2tzBVWRjPXM/
After reviewing the summative assessment with students, begin the project. Place students in groups.

In small groups, students read essays/articles on both sides of the issue. Create posters citing evidence of both sides of the issue. Poster example

I do-(Begin reading one article with students and when a piece of evidence comes up that supports one side of the argument—cite the evidence on an example T-chart)

We do-Then do some examples together, inviting students to recognize evidence and place it on class example chart.

You do-When students understand the process, gradually release them to work in their groups.

Based on evidence found, students look for patterns in evidence to formulate two or three strong reasons that the evidence they found will support. Students evaluate reasons and choose which side they believe has the strongest reasons/evidence.

As a group, students choose a position and write a claim whether or not Native American mascots should/shouldn’t be changed.

Students identify two or three reasons to support their claim, and cite evidence from articles to support their reasons.

TICKET TO LEAVE-Students write their claim in notes section of their interactive notebook. If ready,
students should include reasons to support their claim.
<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
</tr>
</thead>
</table>
| Friday | **Take Status of the class so students can verbalize any misunderstandings or get help from other groups where needed. Have students state their claims in a sentence (thesis).**  
**Continue from yesterday:**  
In small groups, students read essays/articles on both sides of the issue to formulate a claim whether or not Native American mascots should/shouldn’t be changed.  
Use graphic organizer used for deconstruction to reconstruct (each student should have their own) their ideas.  
**ANNOTATE/EVALUATE ARGUMENT SAMPLE**  
Students identify three reasons to support their claim, and cite evidence from articles to support their reasons. Add paragraphing, intro, conclusion, style, vocab, tone, etc.  
**CLASS CHECK-**  
On board create a thermometer. 0 degrees means “Our group doesn’t get it,” 100 degrees means “We are on fire! We’ve got this!” Have students put their group number or names on post-its and place it appropriately on thermometer on the way out along with any questions they may need help with. |
An Idaho Core Teacher Protogram Unit Developed by Core Teacher Name:  Unit Title:  Learning from the Past

Major Idea/Topic #5 (same as previous week):
W.6.1a. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.
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<tbody>
<tr>
<td>Monday</td>
<td>Students type letters in Google Classroom so teacher can view work and offer feedback as they type</td>
<td>With a partner, students use information found in groups Friday and argumentative organizer to write an argumentative essay and create a visual to support their presentation arguing whether or not sports teams should be allowed to use Native American mascots.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Take status of the class and pair up groups that may need additional help. Have students state or write a goal for what they will accomplish today. Continue writing letter from yesterday.</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Students finish essays/projects.</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Students share argument letters in small groups and give constructive feedback using 6 Traits rubric. Students revise and edit.</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Students present letters and visual to class In small groups create checklist of elements of an effective argument/Share/Create Class checklist</td>
<td></td>
</tr>
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<td>Day(s) and Desired Outcome(s)</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday</td>
<td>At grade level Stimulus</td>
<td>This is an on-demand (optional) additional summative assessment that can be given if time permits. It is an independent writing assessment (you do). It can also be provided as an extension for some learners.</td>
</tr>
<tr>
<td>Desired Outcome(s):</td>
<td>Stimulus Rubric or Assessment Guidelines</td>
<td><strong>Optional On-Demand Summative Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>Use MLA format to cite sources and Below Grade Level Supplemental Prompts Grades (K-5) for varying levels</td>
<td>A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons.</td>
</tr>
<tr>
<td></td>
<td>Above Grade Level</td>
<td>They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and re-read these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finally, write a paper, in the form of a letter or an essay (written or typed) to the teachers explaining your thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For the essay, your Focusing Question is:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Should your school participate in the national “Shut Down Your Screen Week?” Be sure to use evidence from</td>
</tr>
<tr>
<td>Supplemental Prompts Grades (7-12) for varying grade levels</td>
<td>the texts, as well as your own knowledge, to support and develop your thinking.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
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Be sure to include:

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| Tuesday | Students finish summative assessment from yesterday |
| Wednesday | Take a Stand-have students separate on each side of the room according to which side they supported in Shut Down Your Screen Week |

Students work together in groups using their essays from their performance task to create a mock debate on the issue of **Shut Down Your Screen Week**.

Set two sets of four desks across from each other. Allow four students at a time from each group to sit at desks and take turns debating topic using rules of debate. Make sure to keep time. Switch groups when all students have had a turn. Give sentence frameworks if students haven’t done this before. The other students stand silently behind the debating teams and observe.

| Thursday | Revisit Essential Questions-  
- How can we learn from the past?  
- How can we learn from people that are different from us?  
- How does our environment shape who we are?  
- What makes an effective argument?  
Put posters out from beginning of unit and have students silently gallery walk and add new thoughts from unit.  
Students take self-assessment and evaluate unit.  

1. How can we learn from the past?  
2. How can we learn from people that are different from us?  
3. How does our environment shape who we are?  
4. What makes an effective argument?  
5. What did you enjoy about the novel *Code Talker*? Please be specific.  
6. Was there anything you didn’t like about it?  
7. What did you enjoy doing and/or learning in this unit? |
8. What did you learn about Native Americans in this unit?

9. In two or three sentences, do you support or oppose *Shut Down Your Screen Week*, and give valid reasons why.

10. In two or three sentences, do you support keeping or getting rid of Native American sports mascots, and support your argument with valid reasons.

11. On a scale of 1 to 10 how confident are you about writing an argumentative essay?

12. What other topics would you like to learn about in the future?

**Friday**

Students present *Shut Down Your Screen Week* argumentative essays and give/get feedback.

Students present in small groups of 5 or 6. Since this is summative, other students are instructed to write one specific positive comment about their argument. The comment should be directed at the elements of an argument-claim, reasons, evidence, etc...

On your way out complete this sentence-
One thing I did well when writing my argumentative essay was _____________. Something I want to improve on for next time is _____________.

---

Other (important elements not captured in this template, explanation, reflection supplementary materials):

References used:

- smarterbalanced.org
- teacherspayteachers.com
- achieveethecore.org

Writing Prompt from anonymous document- chrome-extension://bpmcpdpdmajfigpckcfoignmkfalc/views/app.html
Other ideas came from inspiration from various sources
- http://nativeamericannetroots.net/diary/1171
- https://nativenewsonline.net/currents/native-voices-autry-presents-five-plays-indian-boarding-schools/
http://nmcompass.com/el-machete-the-long-walk/
https://www.usatoday.com/story/news/nation/2014/08/14/ariz-marks-navajo-code-talkers-day-/14077349/