

Carl N. Gorman: Code Talker and Artist Late Elementary (3rd - 5th)

Time: 45 minutes/1 day

Lesson Overview: Jigsaw examining the life and art of Code Talker Carl N. Gorman

Relevant New Mexico Social Studies Standards:

3.13. Explain how world events impact New Mexico and the United States, both in the past and present.

4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

Relevant Santa Fe Public Schools Priority Standards:

3.13. Explain how world events impact New Mexico and the United States, both in the past and present.

Required Materials:

- Printed (or digital copy) copies for each student Veteran Biography: https://kids.kiddle.co/Carl_Nelson_Gorman
- [Slideshow of art](#)

Learning Objectives:

- Students will be able to make connections between the written biography and art of Carl N. Gorman

Special Vocabulary:

- Crack: multiple meaning word* – in this case, to crack a code means to figure it out the secret
- Formation: to help start a new business, group, club, etc.
- Exhibit: a display of art
- Legacy: how someone is remembered when they are gone

Procedures:

Warm Up/Introduction Activity:

- Analysis of art: display art. For each piece, ask students what they notice and what they wonder (no need to share that he was a Code Talker yet – they will view each piece of art again after reading his biography)

Lesson:

Student jigsaw of veteran Biography: https://kids.kiddle.co/Carl_Nelson_Gorman

Model:

Overview:

- Quick review of students' knowledge of Code Talkers
- Read 1st paragraph as a shared reading (whole class)

- Use the overview to model note taking and share out of 2-4 most important facts
- Preview vocabulary
 - Crack: multiple meaning word* – in this case, to crack a code means to figure it out the secret
 - Formation: to help start a new business, group, club, etc.
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Practice/Activity:

Split kids up into groups of 3-4 (it is okay for more than 1 group to do the same section): students read their section in small groups and choose the 3-5 most important pieces of information from their section to share with the whole class. Facts should be shared on a printer paper in order to put together on a shared poster in the end.

- Group 1: Early life and education
- Group 2: Career
- Group 3: Significant dates in art career (emphasize that they will share out 3-4 big accomplishments, the date is not as important)
- Group 4: Death, honors, and legacy

Wrap Up:

- Read the last 2 paragraphs together (shared reading)
- Return to art slideshow. Ask students if they notice/wonder anything different, knowing more facts about his life.

*Multiple Meaning Words especially important for English Language Learners