

Code Talkers: An Introduction (Close Reading) **Late Elementary (3rd - 5th)**

Time: 45 minutes/1 day

Lesson Overview: An introduction of Code Talkers

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:

Introductory [Slide Show](#)
Copies of [Text for students](#)

Learning Objective: Students will be able to explain why the Code Talkers were important for the United States

Special Vocabulary:

- Marines: a part of the US army
- Code: a system for one word, symbol, or letter to mean something else; the purpose is to keep a secret
- Victory: winning a battle, war, or game

Procedures:

Warm Up/Introduction Activity:

Creation of a Code: Students imagine how certain key words could create a code

Activate Background Knowledge: Which native groups do you know the names of? What about their languages? **

Lesson:

Preview Vocabulary

Explain and model Close Reading strategy:

Read 1: skim the text for the main idea (This article is mostly about . . .)

Read 2: Buddy read and annotate (TEACHER SHOULD MODEL WRITING ON THE TEXT)

Read 3: Ask students which words were underlined. Read the text as a whole class Shared Reading, stopping to make sense of unknown vocabulary words.

Wrap Up: Students write 2-3 questions they still have about the Code Talkers

*** Many English Language Learners come from Mexico and Central America, where native languages are still spoken. Name some of them (Mayan,) to draw this connection.