

Navajo Code Talkers Read-Aloud  
Implementation Calendar

Day	Calendar Date/Block	Activity	Pages/Resource	Time Allotted	Completed
Day 1	Monday, March 20 (Block 1)	Anticipation Guide		10 minutes	
Day 2	Tuesday, March 21 (Block 2)	Read Foreword	Pages vii-ix	3 minutes	
		Visual Connection	Channel 15	12 minutes	
Day 3	Wednesday, March 22 (Block 3)	Read Chapter 1	Pages 1-11	15 minutes	
		Visual Connections	Channel 15		
Day 4	Thursday, March 23 (Block 4)	Activity 1 (Chapter 1)		15 minutes	
Day 5	Monday, March 27 (Block 1)	Read Chapter 2	Pages 12-22	15 minutes	
Day 6	Tuesday, March 28 (Block 2)	Read Chapter 3	Pages 23-28 (Stop after second paragraph)	12 minutes	
Day 7	Wednesday, March 29 (Block 3)	Activity 3 (Chapter 3)		15 minutes	
Day 8	Thursday, March 30 (Block 4)	Read Chapter 3	Pages 28 - 37	10 minutes	
Day 9	Friday, March 31 (Block 1)	Read Chapter 4 (Part I)	Pages 38 -45 (Stop after second paragraph)	15 minutes	
Day 10	Monday, April 3 (Block 2)	Activity 4 (Chapter 4)		15 minutes	
Day 11	Tuesday, April 4 (Block 3)	Read Chapter 4 (Part II)	Pages 45 - 51	15 minutes	
Day 12	Wednesday, April 5 (Block 4)	Read Chapter 5 (Part I)	Pages 52- 58 (Stop after first paragraph)	10 minutes	
Day 13	Thursday, April 6 (Block 1)	Read Chapter 5 (Part II)	Pages 58-65	10 minutes	
Day 14	Friday, April 7 (Block 2)	Activity 5 (Chapter 5)		10 minutes	
Day 15	Monday, April 17 (Block 3)	Read Chapter 6	Pages 66-75	12 minutes	
Day 16	Tuesday, April 18 (Block 4)	Activity 6 (Chapter 6)		12 minutes	
Day 17	Wednesday, April 19 (Block 1)	Read Chapter 7 along with Activity 7	Pages 76 - 87	15 minutes	
Day 18	Thursday, April 20 (Block 2)	Read Chapter 8 along with Activity 8	Pages 88-99 Channel 15	12 minutes	
Day 19	Friday, April 21 (Block 3)	Read Chapter 9	Pages 100-105	10 minutes	
Day 20	Monday, April 24 (Block 4)	Activity 9 (Chapter 9)		15 minutes	
Day 21	Tuesday, April 25 (Block 1)	Culminating Activities (Review of Anticipation Guide and Survey)		10 minutes	

Actual Code Talker's Dictionary  
Declassified in June 1945

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<u>ALPHABET</u>	<u>NAVAJO WORD</u>	<u>LITERAL TRANSLATION</u>
A	WOL-LA-CHEE	ANT
B	SHUSH	BEAR
C	MOASI	CAT
D	BE	DEER
E	DZEH	ELK
F	MA-E	FOX
G	KLIZZIE	GOAT
H	LIN	HORSE
I	TKIN	ICE
J	TKELE-CHO-G	JACKASS
K	KLIZZIE-YAZZIE	KID
L	DIBEH-YAZZIE	LAMB
M	NA-AS-TSO-SI	MOUSE
N	NESH-CHEE	NUT
O	NE-AHS-JAH	OWL
P	BI-SO-DIH	PIG
Q	CA-YEILTH	QUIVER
R	GAH	RABBIT
S	DIBEH	SHEEP
T	THAN-ZIE	TURKEY
U	NO-DA-IH	UTE
V	A-KEH-DI-GLINI	VICTOR
W	GLOE-IH	WEASEL
X	AL-NA-AS-DZOH	CROSS
Y	TSAH-AS-ZIH	YUCCA
Z	BESH-DO-GLIZ	ZINC

NAMES OF COUNTRIES

AMERICA	NE-HE-MAH	OUR MOTHER
AUSTRALIA	CHA-YES-DESI	ROLLED HAT
BRITAIN	TOH-TA	BETWEEN WATERS
PHILIPPINE	KE-YAH-DA-NA-LHE	FLOATING ISLAND
RUSSIA	SILA-GOL-CHI-IH	RED ARMY
SOUTH AMERICA	SHA-DE-AH-NE-HI-MAH	SOUTH OUR MOTHER
SPAIN	DEBA-DE-NIH	SHEEP PAIN

**NAMES OF SHIPS**

SHIPS	TOH-DINEH-IH	SEA FORCE
BATTLESHIP	LO-TSO	WHALE
AIRCRAFT	TSIDI-MOFFA-YE-HI	BIRD CARRIER
SUBMARINE	BESH-LO	IRON FISH

**NAMES OF MONTHS**

JANUARY	ATSAH-BE-YAZ	SMALL EAGLE
FEBRUARY	WOZ-CHEIND	SQUEEKY VOICE
MARCH	TAH-CHILL	SMALL PLANT
APRIL	TAH-TSO	BIG PLANT
MAY	TAH-TSOSIE	SMALL PLANT
JUNE	BE-NE-EH-EH-JAH-TSO	BIG PLANTING
JULY	BE-NE-TA-TSOSIE	SMALL HARVEST
AUGUST	BE-NEEN-TA-TSO	BIG HARVEST
SEPTEMBER	GHAW-JIH	HALF
OCTOBER	NIL-CHI-TSOSIE	SMALL WIND
NOVEMBER	NIL-CHI-TSO	BIG WIND
DECEMBER	YAS-NIL-TES	CRUSTED SNOW

**VOCABULARY**

<b>WORD</b>	<b>NAVAJO</b>	<b>LITERAL TRANSLATION</b>
ALONG	WOLACHEE-SNEZ	LONG ANT
AND	DO	AND
ASSAULT	ALTSEH-E-JAH-HE	FIRST STRIKE
AT	AH-DI	AT
ATTACK	AL-TAH-JE-JAY	ATTACK
ATTEMPT	BO-O-NE-TAH (A)	TRY
HALT	TA-AKWAI-I	HALT
ISLAND	SEIS-KEYAH	SEVEN ISLAND
LAUNCH	TKA-GHIL-ZHOD	LAUNCH
LEADER	AH-NA-GHAI	LEADER
PROCEED	NAY-NIH-JIH	GO
SHORE	TAH-BAHN (S)	SHORE
TORPEDO	LO-BE-CA	FISH SHELL

## Day 7

### Activity 3 (Chapter 3) "Creating the Code"

#### Code Breakers

##### Script:

The code that the U.S. Marines developed for use in the Pacific Islands during World War II was based on the Navajo language. Since there was no written Navajo language at that time, only the Navajo marines would be able to understand the words that were used to form the code. When a code talker heard the Navajo words on his radio, he translated them into English words, and put the first letters together to spell out the message. "When the American flag was raised on top of Iwo Jima's mountain, the victory was announced in code to the American fleet: 'Sheep-Uncle-Ram-Ice-Bear-Ant-Cat-Horse-Itch' became the code." Using the first letter of each Navajo word translated into English, this spelled Suribachi, the name of the mountain on Iwo Jima.

##### Procedure:

- Turn to Day 7 page in Student Packet.
- Using the alphabet/word list provided in the Student Packet, students will prepare messages for sending, and translate messages they have received from their peers
- Put up overhead of the following example (found in Teacher Packet.) Each student will write the following information about themselves in both Navajo and English codes on Day 7 of the Student Packet. This method of translation is how a Navajo Code Talker would have prepared a message before sending it during WWII.

##### Example:

First name: Bailey

English code Bear Ant Ice Lamb Elk Yucca

Navajo code Shush Wol-la-chee Tkin Dibeh-yazzie Dzeh Tsah-as-zih

Your first name

English code

Navajo code

Your last name

English code

Navajo code

Friend's name

English code

Navajo code

- Receiving and translating messages: If time permits, have students make up a simple message and prepare it for sending. Write down the Navajo code words of the message on a piece of paper. Trade with a partner, and translate your partner's message.

Day 7  
Activity 3, Chapter 3  
"Creating the Code"

Using the Navajo Dictionary in the Student Packet, create your own examples of Code Talker messages.

For example

First name: BAILEY

English Code: Bear Ant Ice Lamb Elk Yucca

Navajo Code: Shush Wol-la-chee Tkin Dibeh-yazzie Dzeh Tsah-as-zih

Now you try with your first and last name, then try your friend's name.

Your first name:

English Code:

Navajo Code:

Your last name:

English Code:

Navajo Code:

Friend's name:

English Code:

Navajo Code:

Vocab Blitzoid #1 Pretest

Choose from the following words the one that best fits in each blank.

ASSIDUOUS DIVERGENT ABSOLUTE(ism) REVOLUTION SEQUENCE

DOMAIN AQUEOUS PERMEABLE(ity) PIXELS IMPETUOUS CRUSADE

SAGACITY ECONOMIC CONCENTRATION VELOCITY VARIABLES

AQUEDUCT TRANSIENT SYMMETRICAL(symmetry) EQUATION

Erin was on a mission. She had made it her personal (1) \_\_\_\_\_ to rid the world of evil, but first, she had to define what evil truly was. It is difficult since the dictionary may have an (2) \_\_\_\_\_ meaning of the word, but there are many (3) \_\_\_\_\_ that factor into what is considered evil in a person. If someone does one bad deed, are they evil? Or must there be a (4) \_\_\_\_\_ or relative amount of evil deeds one must perform to be deemed evil? One thing for sure, Erin did not see evil as something (5) \_\_\_\_\_; evil had been in the world for a long time! Being that Erin was a very (6) \_\_\_\_\_ girl, she decided her hard work would be rewarded if she created a (7) \_\_\_\_\_ for change, a change for the better or good in the world. Erin would have to enlist the help of other similar-minded people in her crusade. She needed to convince others that her idea was not just an (8) \_\_\_\_\_ one; she had given it a lot of thought and would do anything to affect change. She began researching on the internet for others with suggestions for battling her cause. She found a website with the (9) \_\_\_\_\_ name "Dr. Evil.com"; however, it was not that this man WAS evil, he believed he had found a cure for evil. If you looked closely, hidden in the (10) \_\_\_\_\_ behind his name on the screen, the word "GOOD" could be faintly seen. What this scientist found was that evil is not something that is equally balanced with good in a human. The (11) \_\_\_\_\_ is unbalanced or unequal. The genes for good are actually greater than those governing evil. This may not be the same philosophy all scientists share. In fact, Dr. Evil's thinking may be viewed as (12) \_\_\_\_\_ to most, but to Erin, she thought she had found her answer.

Dr. Evil had created a machine that could change the genes' distribution to make evil almost nonexistent in a person. Seeing as the human skin is (13) \_\_\_\_\_ only by needle and the body is somewhat (14) \_\_\_\_\_, or containing water, his machine's needle acted like an (15) \_\_\_\_\_ transporting an anti-evil solution to merge with the water in the human body. There are a specific (16) \_\_\_\_\_ of events that must be done in just the right order to make sure his solution makes the evil less rather than more. If the needle is not injected at just the right (17) \_\_\_\_\_, the solution could come out at too fast a rate and would make the good and evil genes (18) \_\_\_\_\_ or equal, which would be the opposite of what Dr. Evil wanted to do. It sounded like a very complicated process, but Erin was willing to try it out first on one of the most evil people she knew—her little brother. Since her brother had to pay her mom \$1 every time he did something bad, he would be at an (19) \_\_\_\_\_ advantage by having the procedure, and if Erin's (20) \_\_\_\_\_ or wisdom paid off, she would be rewarded by having a little more good in the world. Stay tuned...

## ANSWER KEY

Students should number a sheet of paper 1-20 and label it Oct. /Nov. vocabulary pretest. Upon passing out the vocabulary pretest to 9<sup>th</sup> grade English students, the teacher should read the story aloud using the word "blank" for each of the missing words. When finished reading, students will have 20 minutes to complete the pretest. Each word is only used once.

### Answers:

1. crusade
2. absolute
3. variables
4. concentration
5. transient
6. assiduous
7. revolution
8. impetuous
9. domain
10. pixels
11. equation
12. divergent
13. permeable
14. aqueous
15. aqueduct
16. sequence
17. velocity
18. symmetrical
19. economic
20. sagacity