NATIVE WORDS, NATIVE WARRIORS

Introduction

Check for Understanding
Students should begin to think about the importance of hearing and understanding American Indian and United States history from Native American perspectives. Native perspectives provide an important, but frequently ignored, point of view to the discussion of history. By hearing more diverse voices and experiences on this website, students gain a richer and more complete understanding of the significance of Native American Code Talkers who served in World Wars I and II.

Teacher Tip: It is recommended that students view and listen to each story within the introductory chapter. Students can examine a variety of sources on-screen and explore the gallery for additional images. For general information about using the full website, see About This Website.

Text Dependent Test Prep

Student Outcome
Analyze texts by answering text-dependent multiple-choice questions.

Student Task
Chester Nez: Text-Dependent Test Prep Worksheet

Guided Practice, Instruction, and Formative Assessment

In this student task, “texts” may include primary sources, images, excerpts from texts, and a variety of maps. The format has been modeled after the AP World History Exam and ACT-style questions. It is not designed to test factual knowledge, but rather to assess students’ abilities to analyze, infer, determine the meaning of words and phrases, and come to conclusions using a variety of sources. Ensure that students look carefully at the material provided and read the question and all the responses.

Teacher Tip: In the Introduction: Code Talkers chapter, the sources for the text-dependent assessment are in story two, Twentieth Century Warriors. The correct answer to the question is A: American Indian Code Talkers developed messages in code without clear guidance or much support from the United States military.

Argumentative Writing

Student Outcome
Construct evidence-based claims in order to support the thesis statement that Native American Code Talkers significantly aided the victories of the United States and its allies in World Wars I and II.

Student Task
Argumentative Writing: Selecting Evidence and Crafting Supporting Claims Worksheet
Guided Practice, Instruction, and Formative Assessment
Consider using the argumentative-writing student task as a formative assessment for the introductory chapter. After examining the chapter in full, students select two pieces of evidence that support the thesis statement that American Indian Code Talkers significantly aided the victories of the United States and its allies in World Wars I and II. An example is provided for students.

Students can pull evidence from several stories. Alternatively, they might choose to build claims from one story within the chapter that offers especially compelling evidence to support the thesis that American Indian Code Talkers significantly aided the United States and its allies in World Wars I and II.

Constructing Questions
Student Outcome
Construct a question that reflects an enduring issue for Native American communities.

Student Task
*Constructing Questions: Introduction Worksheet*

Guided Practice, Instruction, and Formative Assessment
*Teacher Tip: Like the argumentative-writing student task, the constructing-questions formative assessment is most appropriate for students after they examine the full introductory chapter. Students will likely need support in order to develop sophisticated questions that are both engaging and academically rigorous. Point students to some of the featured sources in the chapter. Selected sources help to generate students’ curiosity about the multiple perspectives and diversity of experiences they encountered in the chapter.*

Developing and asking questions are essential to student learning. However, it can be challenging to structure opportunities for students to practice the skills that are necessary to construct questions that are interesting and reflect a critical issue in the social studies.

The student task *Constructing Questions: Introduction* presents a chance for students to reflect on an enduring issue represented in the chapter, identify evidence from the chapter that supports their conclusions, and finally, develop their own question.

An enduring issue is a problem or challenge that persists over time. Societies have had varying success in addressing enduring issues. An appropriate enduring issue reflected in this chapter is identified for students: *Native American voices and perspectives are often left out of stories about the past.* As an extension, you might have students determine and discuss additional enduring issues that are reflected in this chapter.