

NATIVE WORDS, NATIVE WARRIORS

Survival

Check for Understanding

Students should understand that Native American Code Talkers faced significant obstacles to reentering American society. After World War II, most American Indian Code Talkers returned to communities that were having difficult economic times. Jobs were scarce, and so were opportunities for education or job training. Discriminatory practices against Native Peoples negatively affected Code Talkers' opportunities to have economic and social success. However, Native veterans did not give up. They persisted in seeking job opportunities, and many Code Talkers emerged as leaders in their communities through the arts, education, and government.

Teacher Tip: It is recommended that students view and listen to each story within the *Survival: Hard Times and Racism* 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

[Economic Conditions: 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 *Survival: Hard Times and Racism* chapter, the sources for the text-dependent assessments are in story one, [Jobs and Opportunities for Veterans](#). The correct answers to the questions are (1) A: American Indians faced disproportionate hardships following their return home from World War II; (2) C: American Indian Code Talkers continually demonstrated resiliency.

Argumentative Writing

Student Outcome

Develop evidence-based claims in order to support a thesis statement about American Indian Code Talkers displaying resourcefulness and resiliency.

Student Task

[Argumentative Writing: Selecting Evidence and Crafting Supporting Claims](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: Each story has a variety of sources, including images, text excerpts, quotations, and audio narrations, that help build students' understandings about the experiences of Native American Code Talkers returning home.

Consider using the argumentative-writing student task as a formative assessment for the *Survival* chapter. After examining the chapter in full, students select three pieces of evidence from the chapter that support the thesis statement, "Upon their return home from war, Native American Code Talkers had to be resourceful and resilient in order to overcome economic hardship and social inequality." Then students write supporting sentences for each piece of evidence they selected. An example is provided.

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 statement.

Constructing Questions

Student Outcome

Construct a question that reflects an enduring issue for Native American communities.

Student Task

[Constructing Questions: Survival 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 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: Survival](#) 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: **As U.S. citizens, Native Americans have often been denied the same rights and privileges as other U.S. citizens.** As an extension, you might have students determine and discuss additional enduring issues that are reflected in this chapter.