

Name: \_\_\_\_\_

## Student Journal

# Code Talker

by Joseph Bruchac

### Reading Schedule

Group members: \_\_\_\_\_

<i>Code Talker</i>	Student Journal	Due Date	Discussion Date
Introduction	Pages 2–4		
Chapters 1–9	Pages 5–6		
Chapters 10–16	Pages 7–8		
Chapters 17–21	Pages 9–10		
Chapters 22– Author’s Note	Pages 11–12		
The Exchange			
Assessment			

THE EXCHANGE

How can  
language divide  
and unite people?

# Getting Started

## What If?

The principal of your school wants to raise test scores. He decides that all students must learn a new language called “Babble.” The principal feels that learning this language will increase students’ critical thinking abilities and that will increase their test scores.

Once the students learn Babble, they are forbidden to speak any other language in school. Students who use the language correctly are rewarded with parties. They all speak Babble at the parties. Those who don’t speak Babble well are not invited to the parties. Instead they have to spend more time studying Babble.

Make notes about how this would affect you.

- How would you feel about having to use this new language?
- How could this language unite you with people?
- How could it separate you from people?

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**Connect to The Exchange Question** Discuss how this situation could relate to The Exchange Question: **How can language divide and unite people?** Summarize your discussion.

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# Introduction

Read the Introduction on pages 9–11 in *Code Talker*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- why the Navajo language was used in WWII
- how the Navajo code works
- why the author wrote the book

After you read the Introduction, answer these questions to check your understanding.

1. Why were Navajos used as code talkers?

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2. Who created the Navajo code and how does it work?

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3. Why did Joseph Bruchac write *Code Talker*? What research did he do?

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# Introduction: Key Concepts

## Personal Experience Chart

Study the **Personal Experience Chart** for *recruit*. Write a sentence using the word *recruit*.

### Key Concepts

confidential  
conform  
contribution  
recruit  
tolerate

## Personal Experience Chart

**Key Concept:** recruit

**Define or rename:** to supply a group with new members or employees; to engage people for military service

### Specific Examples

School: The baseball team began to recruit new members after losing a lot of games.

Work: The restaurant had to recruit more waiters so they hired me.

Military: The military began to recruit new members from our college after the war began.

**Personal Connection:** \_\_\_\_\_  
\_\_\_\_\_

On a separate sheet of paper, create a similar **Personal Experience Chart** for each of the **Key Concept** words.

# Respond to Chapters 1–9

**1. Personal Response** Ned tells about some of the Navajo traditions, sayings, and ceremonies. What traditions does your family have and how are they important to you?

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**2. Paraphrase** What does Ned mean when he says that Johnny “was a different man” after he returned from the war? Use the word *contribution* in your response.

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**3. Character’s Point of View** Why is Ned so upset about his punishment from Mr. Straight?

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**4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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## Respond to Chapters 1–9, continued

5. **Character’s Point of View** In Chapters 1–9, Ned leaves home and his life changes. List what happens to Ned at mission school in the Causes column and then list the effects of these events.

### Cause and Effect Chart

Causes	Effects

What happens at mission school that makes Ned so eager to become a Marine?

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# Respond to Chapters 10–16

1. **Personal Response** The Navajo language is very important to the war effort. Why is your language important to you?

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2. **Summarize** Why are the code talkers never officially recognized during the war? Use the word *confidential* in your response.

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3. **Mood** What is the mood at Fort Elliot like? How does it make Ned and the other Navajo Marines feel?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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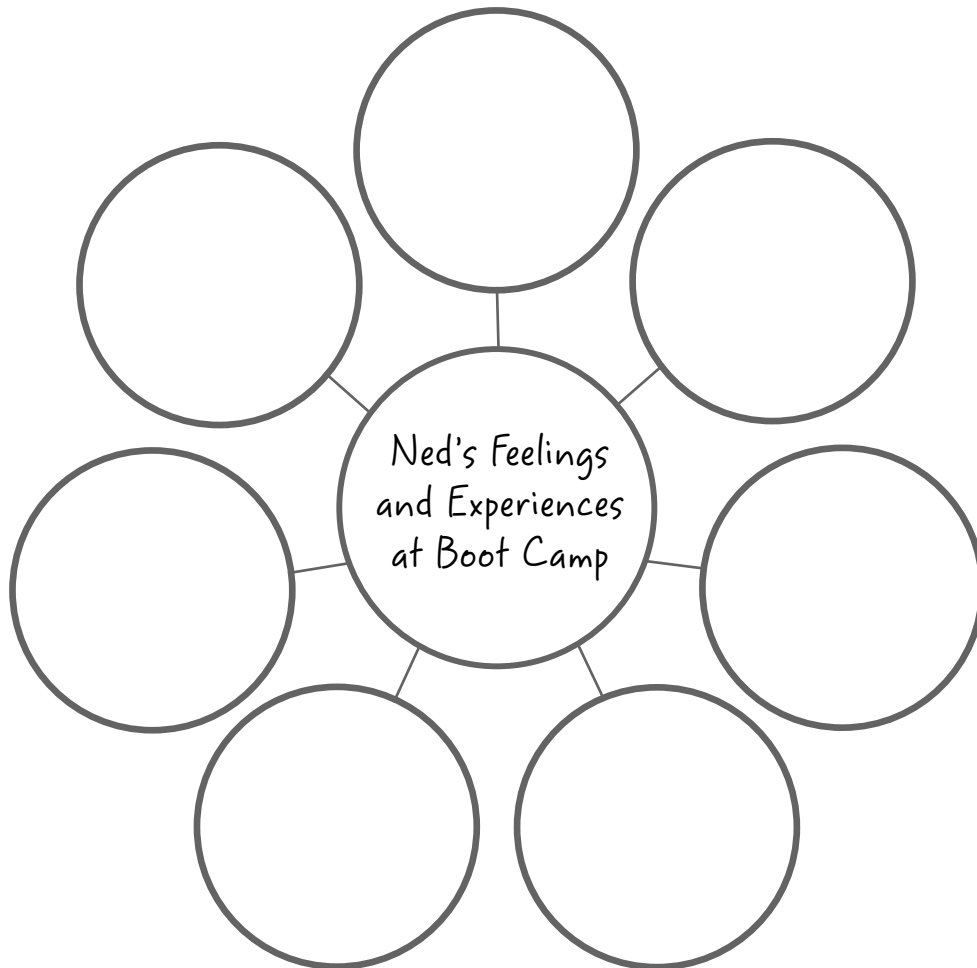
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## Respond to Chapters 10–16, continued

5. **Cause and Effect** Ned goes through boot camp, learns the code, and prepares for fighting. List Ned’s feelings and experiences in the **Details Web**.

### Details Web



How does being Navajo affect Ned’s feelings and experiences in the Marines?

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# Respond to Chapters 17-21

1. **Personal Response** Ned is glad that friends surround him during the war. Who or what helps you deal with tough experiences? Why?

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2. **Parallelism** Do you see any parallels between how the Japanese treat the native islanders and how the United States treat Native Americans? Use the word *tolerate* in your response.

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3. **Minor Characters** Who are the minor characters that Ned encounters while he is on Bougainville and Guam? Why are they included in the story?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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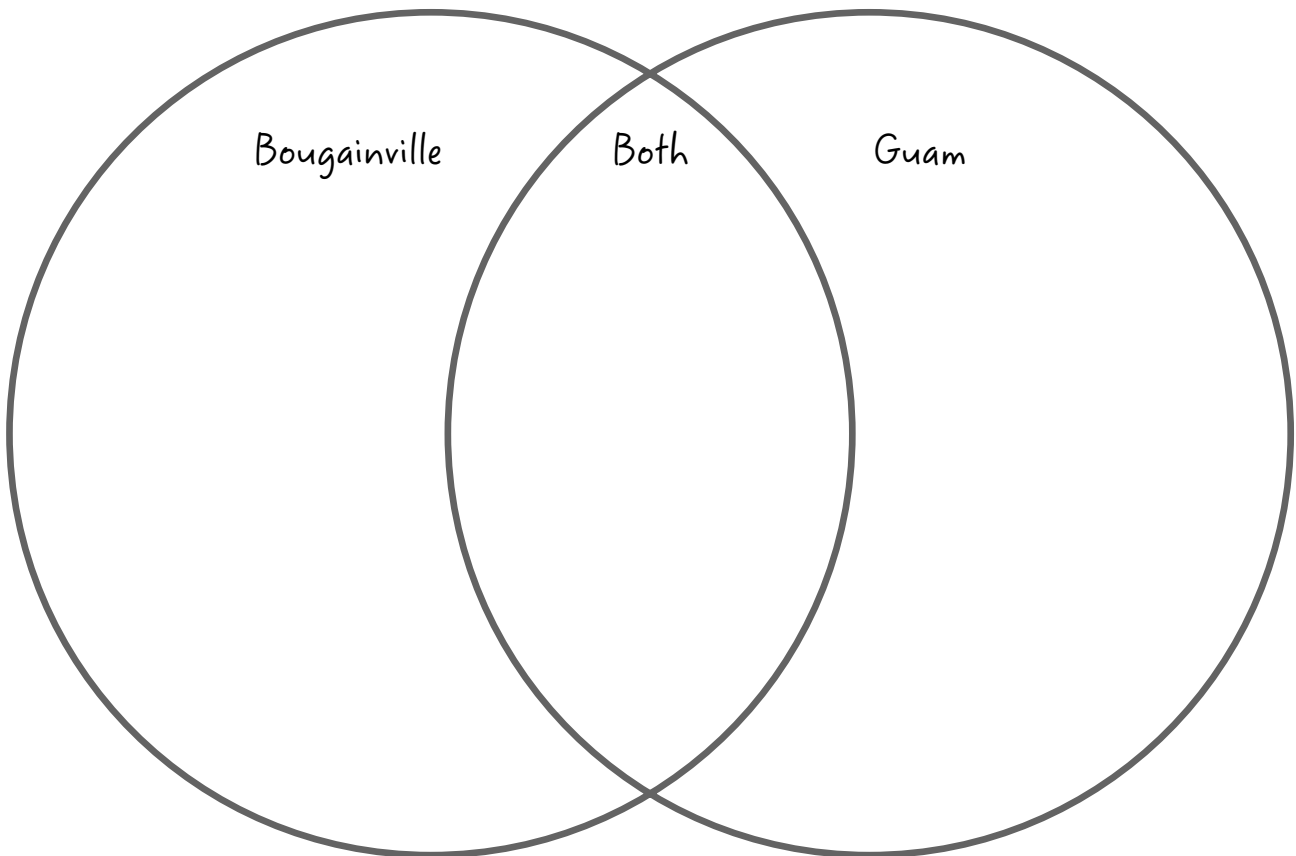
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## Respond to Chapters 17–21, continued

5. **Setting** In Chapters 17–21, you read about the first two islands Ned is sent to during the war. Write characteristics and events that occur on each island and on both.

### Venn Diagram



How do the different settings affect the marines? What helps them deal with their challenges?

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## Respond to Chapters 22–Author’s Note

1. **Personal Response** Ned and the other code talkers are proud of the important work they do during the war. Describe a job or accomplishment that you are proud of.

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2. **Summarize** Who are the Thought Police? Why do you think the Japanese military feels it is necessary to form this organization? Use the word *conform* in your response.

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3. **Comparisons** Compare the American newspapers and the Japanese newspapers. How are the descriptions of the war in each newspaper different?

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### What If?

4. **Connect** Look at your notes on **Student Journal, page 2**. Think about what might happen if you were forced to speak a new language. Compare this to *Code Talker*. Why does the Navajo language divide and unite Ned and other people?

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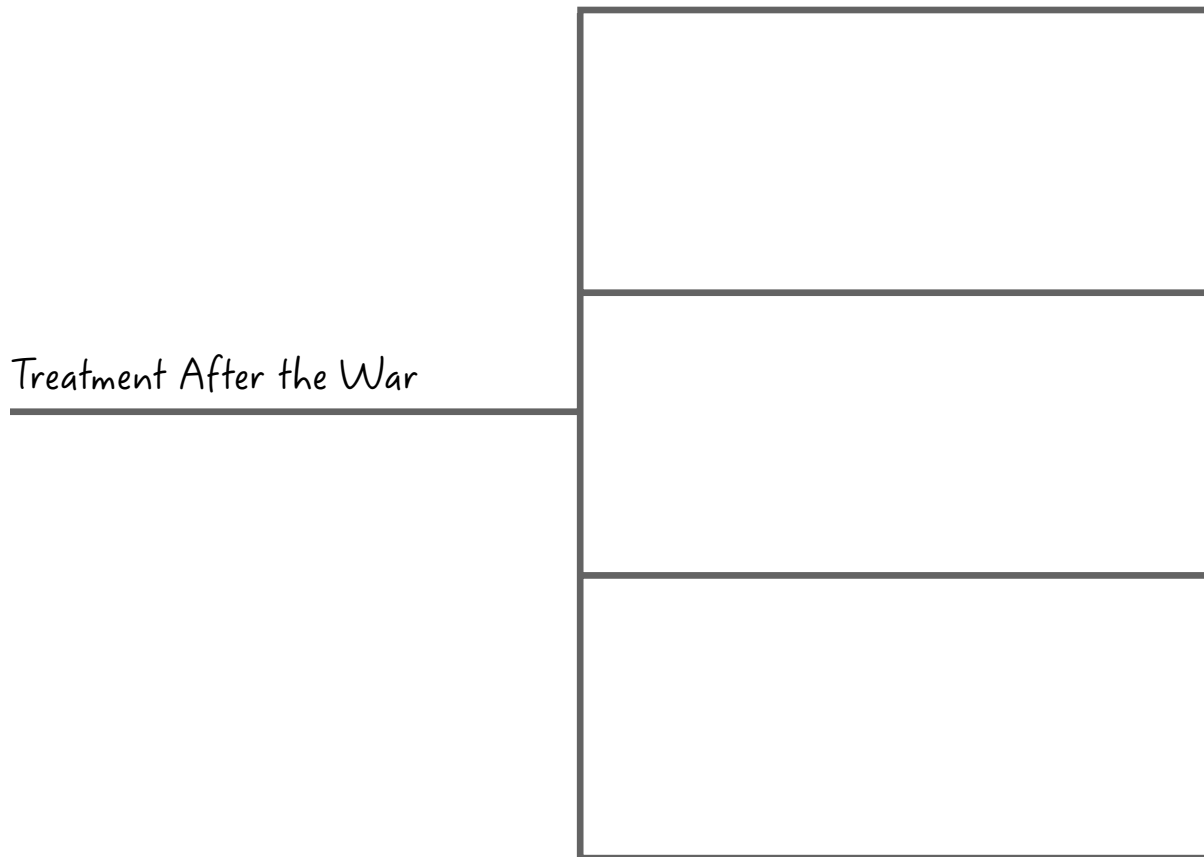


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## Respond to Chapters 22—Author’s Note, continued

5. **Perspectives** Ned and the other code talkers help bring the war to an end. List the ways Navajos were treated after the war. Use the **Details Tree** to answer the question.

### Details Tree



If you were a code talker, how would you have felt about what happened to you after the war?

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