The United States Mint
Has Big Plans for You!

The Code Talkers Recognition Act of 2008 commemorates the dedication of Native American code talkers to the U.S. Armed Services during World Wars I and II. The program is described at http://www.usmint.gov/mint_programs/medals/?action=codeTalkers.

This plan, created and reviewed by teachers to meet your curricular goals, draws upon the specific designs that commemorate Native American Code Talkers to help inspire students to learn about the honorees' vital service to our nation.

The lesson plan blends clear instructions with kid-friendly reproducible worksheets, background information and answer keys to help make instruction easier for you!

Within the lesson plan, you will also notice connections to the United States Mint H.I.P. Pocket Change™ website. The site, **www.usmint.gov/kids**, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features and interactive animated cartoons, the site introduces students to what's "H.I.P." about coins: they're "History In your Pocket."

The United States Mint is proud to be taking an active role in promoting knowledge about Native American culture and history among America's youth. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change website, including those related to the Native American $1 Coin Program. We hope you find these resources to be an extremely valuable addition to your classroom.

Visit us online at
www.usmint.gov/educators

Code Talkers Recognition Act of 2008

THE PROGRAM

The Code Talkers Recognition Act of 2008 (Act) (Public Law 110-420) requires the Secretary of the Treasury to strike Congressional Medals in recognition of the dedication and valor of Native American code talkers to the U.S. Armed Services during World War I and World War II. "Code talkers" refers to those Native Americans who used their tribal languages as a means of secret communication during wartime.
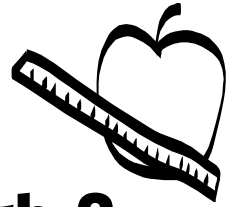
Under the Act, unique gold medals are struck for each Native American tribe that had a member who served as a code talker. Silver duplicate medals are presented to the specific code talkers, their next of kin, or other personal representatives. In addition, bronze duplicates are available for sale to the public.

THE MEDALS

The medals may be viewed at http://www.usmint.gov/mint_programs/medals/?action=codeTalkers.
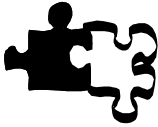
THE EVENT

On November 20, 2013, in Emancipation Hall at the U.S. Capitol, 33 tribes were recognized for the dedication and valor of Native American code talkers to the U.S. Armed Services during World Wars I and II. Of the tribes recognized, 25 were presented with their Congressional Gold Medals.

Code Talkers Medals
Lesson Plan for Grades 6 through 8

	✓+ Objective	Connections	Class Time	Page
Signal Soldiers	Sequencing events, researching time periods and finding Code Talkers in history	• Social Studies • Language Arts • Technology • Art	Six 45- to 60-minute sessions	1
United States of America Map	States are labeled.			16
Medal images and narrative	Download at http://www.usmint.gov/mint_programs/medals/?action=code-Talkers	• Science • Social Studies • Language Arts	Four 45- to 60-minute sessions	**Online Resource**

Signal Soldiers
Based on the Code Talkers Recognition Act of 2008
Grades 6 through 8

OBJECTIVES

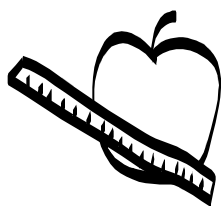Students will research and draw conclusions about specific time periods. Students will understand and sequence events and demonstrate an understanding of the importance of Code Talkers in American history.

MATERIALS

- 1 document camera or equivalent technology
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
  - "Clues to the Code" page
  - "Meaning Behind the Medals" worksheet
  - "Signal Soldiers Rubric"
- Copies of the following:
  - "This Time in History" worksheet
  - "Clues to the Code" page
  - "Meaning Behind the Medals" worksheet
  - "Signal Soldiers Rubric"
- Copies of age-appropriate texts that give information about American History, World War I and World War II, such as:
  - *DK Eyewitness Books*: World War I by Simon Adams
  - *The Drama of American History: The United States in World War II 1941–1945* by Christopher Collier and James Lincoln Collier
  - *Don't Know Much About American History* by Kenneth C. Davis
  - *Armies of the Past Going into War in World War I* by Adrian Gilbert
  - *On the Front Line: In the Trenches in World War II* by Adam Hibbert
- Internet sites that give information about American History, World War I and World War II, such as:
  - americanhistory.si.edu/gsearch/world%2Bwar%2B
  - http://www.archives.gov/research/military/ww1/index.html
  - http://www.archives.gov/research/military/ww2/index.html
  - http://www.americaslibrary.gov/jb/index.php

1
Grades Six through Eight

Signal Soldiers

- 1 copy of an age-appropriate text that gives information about Code Talkers, such as
  - *The Code Talkers: American Indians in WWII* by Robert Daily
  - *Warriors in Uniform: The Legacy of American Indian Heroism* by Herman J. Viola
- 1 copy of an age-appropriate recording that gives information about Code Talker (optional)
- Internet sites that give information about Code Talkers, such as:
  - www.usmint.gov/mint_programs/medals/?action=codeTalkers
  - nmai.si.edu/education/codetalkers
  - nmai.si.edu/education/codetalkers/html/chapter2.html
  - http://www.army.mil/americanindians/code_talkers.html
- Chart paper
- Markers
- Pencils
- Computers or tablet devices with Internet access
- Long sheets of paper
- 1 large class map of the United States
- Push pins (variety of colors)
- Yarn (variety of colors)
- Construction paper (variety of colors)
- Scissors

PREPARATIONS

- Make an overhead transparency or equivalent of each of the following
  - "Clues to the Code" page
  - "Signal Soldiers Rubric"
- Make copies of each of the following:
  - "This Time in History" worksheet (1 per student)
  - "Clues to the Code" page (1 per student or group)
  - "Meaning Behind the Medals" worksheet (1 per group, pair or student)
  - "Signal Soldiers Rubric" (1 per student)
- For Session 1, create a K-W-L chart.
- For Session 1, create two concept maps on chart paper, titled "World War I" and "World War II."
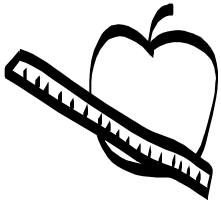
Signal Soldiers

- Gather a variety of texts that give information about World War I and World War II (see examples under "Materials").

- Bookmark Internet sites that contain information about World War I and World War II (see examples under "Materials").

- Locate a portion of text that gives information on the importance of Native Americans as Code Talkers during World War I and World War II (see example under "Materials").

- Bookmark Internet sites that give information about Native Americans Code Talkers (see examples under "Materials").

- Prepare this coded message for students to decipher in Session 3: Wgibod wadlgkxw—Malk Vodekxw aj navh Saxdl Soxw. (Answer, using Alpha wheel or code chart #3: Signal Soldiers—Code Talkers of both World Wars). For assistance, use the "Clues to the Code" page.

- Arrange to use the computer lab for Sessions 4 and 5.

- Discuss with your school's multimedia specialist the projects your students will be creating so the students can have additional time and resources if possible.

- For Session 5, prepare bulletin board space and put the map of the United States on the bulletin board.
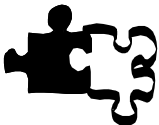
GROUPINGS

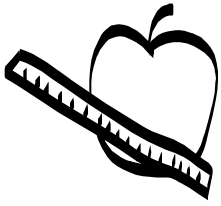- Whole group
- Small groups
- Pairs
- Individual work

CLASS TIME

Six 45- to 60- minute sessions, total 4.5 to 6 hours

CONNECTIONS

- Social Studies
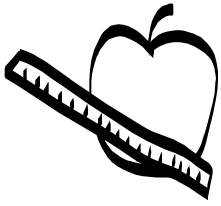- Language Arts
- Technology
- Art

Signal Soldiers

NATIONAL STANDARDS/COMMON CORE

- National Social Studies Standards
  - People, Culture and Environment
  - Time, Continuity and Change
  - Individuals, Groups and Institutions
- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
  - Use grammatical and mechanical conventions in written compositions.
  - Gather and use information for research purposes.
  - Demonstrate competence in the general skills and strategies for reading a variety of literary texts.
  - Demonstrate competence in the general skills and strategies for reading a variety of informational texts.
  - Demonstrate competence in speaking and listening as tools for learning.
- National Education Technology Standards
  - Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
- Visual Arts Standards
  - Standard 1: Understanding and applying media, techniques, and processes
  - Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
- Common Core State Standards English/Language Arts
  - CCSS.ELA–Reading:Informational Text RI.6-8.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
  - CCSS.ELA–Reading:Informational Text RI.6-8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
  - CCSS.ELA–Writing W.6-8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
  - CCSS.ELA–Writing W.6-8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Signal Soldiers

- CCSS.ELA–Speaking and Listening SL.6-8.5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
- CCSS.ELA–L.6-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TERMS AND CONCEPTS

- Medals
- Code Talkers
- Secretary of the Treasury
- Obverse (front)
- Valor
- Cipher
- Reverse (back)
- Encryption

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- World War I
- Internet Search
- World War II
- Timelines
- Native American tribes
- Concept maps

STEPS

Sessions 1 and 2

1. Present a brief overview of key events in American history since the 1860s (wars, major events and key people). For student reference, create a timeline of these major events from the Civil War to the present.

2. Through a class discussion, a Venn diagram and a K-W-L chart, assess what students know about World War I and World War II. Use the Venn diagram to compare and contrast the wars. Add notes to the "K" and "L" sections of the K-W-L chart.

3. Explain to the students that they will be gathering information on American history, specifically World War I and World War II. Divide the class into two groups. Assign some groups World War I and the others World War II.

4. Subdivide the groups so each subdivision researches and focuses on one category, such as events leading up to the wars, effects, key events, people, a mode of communication (radio, hand signals, lights, etc.) and culture of the time (what was popular, what things cost, trends).

5. Using the "This Time in History" worksheet, have the students use available classroom and Internet resources to learn more about World War I and World War II.
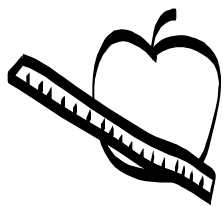
Signal Soldiers

6.   Post concept maps with "World War I" and "World War II" as the titles. Have the students add specific information from their research to the concept maps.

7.   As a class, discuss the concept maps, specific events and communication tools of the two wars.

8.   Have the student groups review and discuss all of the information they gathered about the wars.

9.   Have the class complete the "L" column of the K-W-L chart. Have the students share what they learned, what they found most surprising and what questions they still have.

10. Using information based on class discussions, research and graphic organizers, have the students write summary statements about World War I and World War II.

Sessions 3 and 4

1.   Review the charts and information from the previous sessions.

2.   Discuss the kind of situations in which a coded or secret message would be used. Ask the students, based on their research of World Wars I and II, why there would be a need for coded messages during the wars.

3.   Discuss the meaning of the terms "cipher" and "encryption" with the students. If necessary, tell the students that cipher is a method of secret writing using substitution or transposition of letters according to a key and encryption means to put a message into coded form. Record the definitions on chart paper.

4.   Distribute copies of the "Clues to the Code" page to the students. Display the "Clues to the Code" transparency. Explain how this can be used to "break" a coded message.

5.   Display the coded message given under "Preparations" for the students to decipher. Allow students time to work with the resource to decipher the message.

6.   As a class, discuss the deciphered message and strategies the students used.

7.   Discuss the Code Talkers medal program with the students. Tell the students that the Code Talkers Recognition Act of 2008 required the Secretary of the Treasury to strike Congressional Medals to recognize "the dedication and valor of Native American Code Talkers" to the Armed Services during World Wars I and II. Code Talkers are Native Americans who used their tribal languages as the basis of secret codes for military communications. The gold medals go to each Native American tribe that had a member who served as a Code Talker. Duplicate silver medals will be presented to the specific Code Talkers, their next of kin or other personal representative, and duplicates in bronze are sold to the public. The names of the Code Talkers and their tribes are also added to a list to be submitted to the Smithsonian's National Museum of the American
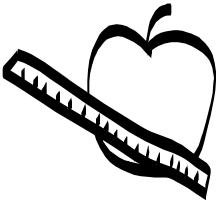
Signal Soldiers

Indian. There the list will be maintained along with any medals that tribes may decide to send to the institution. The program is also described at http://www.usmint.gov/mint_programs/medals/?action=codeTalkers.

8. Tell the students that the United States Mint produces a variety of national medals to commemorate significant historic events or sites and to honor those whose superior deeds and achievements have enriched U.S. history or the world. Some of these are bronze duplicates of Congressional Gold Medals authorized by Congress under separate public laws, while others are produced under the Secretary of the Treasury's authority to strike national medals. Information about additional medals can be found on the United States Mint's website at http://www.usmint.gov/mint_programs/medals.

9. Introduce the students to the selected text about Code Talkers. Have the students predict how the Code Talkers would make an important contribution to the successful outcome of World War I and World War II.

10. As a class, discuss the significance of coded messages and the importance of the role of Code Talkers during World Wars I and II. Explain to the students that the military relied on Code Talkers to help protect messages from the enemy. Native American tribes had their own languages, and many were not written down. Record key points and student responses on chart paper.

11. Display the medal images from http://www.usmint.gov/mint_programs/medals. Explain to the students that the front of a medal, as with a coin, is called the "obverse" and the back is the "reverse."

12. Examine and discuss the details of the Code Talker medal obverse and reverse designs. Note the similarities and differences among the images as well as the communication tools shown and the ways each of the tribes is represented on the medals.

13. Using the information from the resource guide, discuss specific ways Native American tribes are represented by the medals' images.

14. Explain to the students that they will learn more about the tribes represented on the medals. Each group will study a tribe and learn about its location, history, communication tool or language, involvement with the armed forces and significance, and the designs' connection to the tribe. The students will share their findings with the rest of the class through a presentation.

15. Assign all the medals to the students. Based on class size and range of abilities, have students work in small groups, pairs or individually on the research and the development of the final project.

16. Distribute a "Meaning Behind the Medals" worksheet to each group, pair or individual researching a tribe. As a class, review the directions on the worksheet.
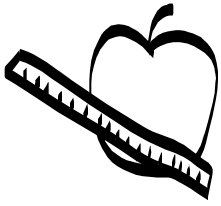
Signal Soldiers

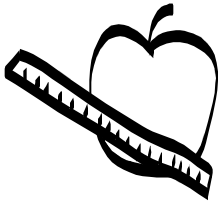17. Using available classroom and online resources, have the students research the tribes represented and the symbols depicted on the medals. If necessary, take the students to the computer lab.

Sessions 5 and 6

1.   If necessary, take the students to the computer lab.

2.   Display and review the "Signal Soldiers Rubric" and distribute a copy of the rubric to each student. Remind the students that they are each to complete a rubric regardless of their group size. Tell the students that all the components listed on their "Meaning Behind the Medals" worksheet need to be incorporated into the presentation.

3.   Allow time for the students to develop a multimedia project (digital presentation, video, performance, magazine, mural, poster, etc.) in the style of their choice based on their research and class discussions. Tell the students they should accentuate the people and the meaning behind the medals and use media that best represents their subject.

4.   Have students make their media presentations to the class.

5.   In order to show the connection between the location of the Native American tribes and the Code Talkers medals, have the students help you create a Code Talkers location map on a bulletin board. Begin by posting a United States map on a bulletin board. Have the students help to develop a catchy title.

6.   Tell the students that, before the end of the last session, they need to print and cut out the obverse and reverse images for their chosen tribe from http://www.usmint.gov/mint_programs/medals/?action=codeTalkers guide and place it on a small piece of construction paper with the tribe's name, then post it on the bulletin board outside the United States map.

7.   As the students learn more about their chosen Code Talker medal, have them add information to the bulletin board by indicating the location of their tribe on the map with a colored push pin and using yarn to connect that location to their tribes' medal image outside the map.

8.   Have the students give their presentations and complete their portion of the rubric and bulletin board.

9.   Have a "Signal Soldiers Presentation Night," inviting parents, friends and community members to the classroom. Make it an event—have the students decorate the room, create programs and present their projects. Arrange with your multimedia specialist to have a classroom volunteer record all of the presentations.

Signal Soldiers
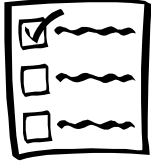
ASSESSMENTS

- Use class activities, worksheets and the rubric to assess the students' understanding of the lesson's objectives.
- Take anecdotal notes about the students' participation in class discussions and group activities.

ENRICHMENTS/EXTENSIONS

- Have students locate towns and cities where Code Talkers used their language to send secret messages.
- Have students identify the specific tribal languages used in different battles.
- Have students research and summarize the Public Law behind other medals and commemorative coins.
- Invite guest speakers to the school to discuss the stories behind Code Talking.
- Have students listen to recordings and read transcripts from Code Talkers.
- Have students extend the lesson by creating their own codes and have classmates decipher them.
- Have students research communication tools, their role in history and how they've changed over the years.
- Have students modify the bulletin board idea used in the classroom and prepare another to showcase in a hallway display case.
- Have students create replicas of the medals using an art medium of their choice.

DIFFERENTIATED LEARNING OPTIONS

- Allow students to work individually
- Allow students to work with a scribe.
- Allow students extended time to complete their work.
- Allow the use of a computer or tablet device.

Name _____

This Time in History

Directions: Using available resources, research the time in history you were assigned. Include details and your sources. After the class discussion, complete the summary statement.
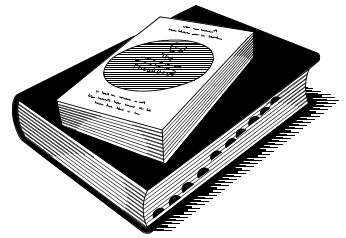
Others in group _____

Time period to research _____

Research focus _____

RESEARCH

Information	Source

SUMMARY STATEMENT

_____

_____

_____

_____

Name _____

Clues to the Code

Directions: Use the decoder wheels below to help you break the code.
Only one of these spin positions will help you correctly decipher the message.

Decoder

Spin Position 1
Spin Position 2
Spin Position 3
Spin Position 4

Decoder

Spin Position 1
Spin Position 2
Spin Position 3
Spin Position 4

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
M	L	K	J	I	H	G	F	E	D	C	B	A

A	B	C	D	E	F	G	H	I	J	K	L	M
V	U	T	S	R	Q	P	O	N	M	L	K	J
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
I	H	G	F	E	D	C	B	A	Z	Y	X	W

Decoder

Spin Position 1
Spin Position 2
Spin Position 3
Spin Position 4

Decoder

Spin Position 1
Spin Position 2
Spin Position 3
Spin Position 4

A	B	C	D	E	F	G	H	I	J	K	L	M
O	N	M	L	K	J	I	H	G	F	E	D	C
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
B	A	Z	Y	X	W	V	U	T	S	R	Q	P

A	B	C	D	E	F	G	H	I	J	K	L	M
I	H	G	F	E	D	C	B	A	Z	Y	X	W
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
V	U	T	S	R	Q	P	O	N	M	L	K	J

Grades Six through Eight

Name _____

Meaning Behind the Medals
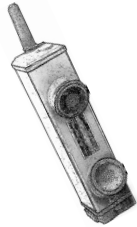
Directions: Using available resources, research the Native American tribe and time in history you were assigned. Include details and your sources.
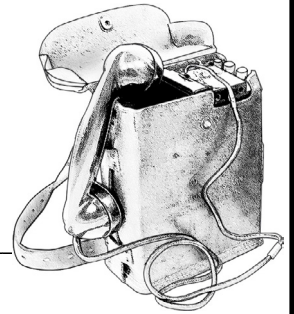
Others in group _____

Native American tribe _____

RESEARCH

Research Area	Information	Source
Location		
History		
Communication Tool or Language Used		
Involvement with Armed Forces		
Significance of Symbols in Obverse Design		
Significance of Symbols in Reverse Design		
Other Facts		

Grades Six through Eight
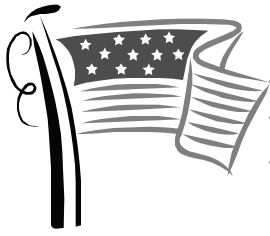
Name _____

Signal Soldiers
Rubric

Category	4	3	2	1	Self	Teacher
Use of Class Time	Excellent. Never lost focus on the project or distracted others.	Very good. Seldom lost focus on project or distracted others.	Fair. Sometimes lost focus or distracted others.	Poor. Often lost focus on the project or distracted others.		
Presentation	Excellent information with extra creative elements.	Good information, well presented.	Information is good but components are missing.	Very little information or creativity is included.		
Required Elements	More than required are included.	All are included.	Most are included.	Many are missing or incomplete.		
Knowledge Gained	Student can answer all questions about the topic and how the presentation was created.	Student can answer most questions about the topic and how the presentation was created.	Student can answer some questions about the topic and how the presentation was created.	Student appears to have little knowledge about the topic or the presentation's creation.		
Accuracy	All facts are accurate.	Most facts are accurate.	Some facts are accurate.	Few facts are accurate.		
Grammar	No errors	1 error	2 errors	More than 2 errors		
Cooperative Work (if applicable)	All members made quality contributions.	All members contributed.	Most of the team members contributed.	The group did not work well together.		
Capitalization and Punctuation	Correct throughout.	1 error	2 errors	More than 2 errors		
Total Points						

Student Reflection

Teacher Notes

Grades Six through Eight

The United States of America

Maine

New Hampshire

Massachusetts

Rhode Island

Connecticut

Vermont

New York

New Jersey

Delaware

Maryland

Washington, D.C.

Pennsylvania

Virginia

West Virginia

North Carolina

South Carolina

Georgia

Florida

Michigan

Ohio

Indiana

Kentucky

Tennessee

Alabama

Illinois

Wisconsin

Missouri

Arkansas

Louisiana

Iowa

Minnesota

North Dakota

South Dakota

Nebraska

Kansas

Oklahoma

Texas

Colorado

New Mexico

Wyoming

Montana

Utah

Arizona

Idaho

Nevada

California

Washington

Oregon

Hawaii

Alaska

Grades Six through Eight

Check out all the resources and information on

The United States Mint
Educators Pages

Don't miss the area created just for **educators**! This extensive section provides tons of teaching resources.

- **Ideas** abound for ways to use the content and activities on the United States Mint H.I.P. Pocket Change™ website to enrich your curriculum.

- **Trivia Treasures** can both inform you about coin history and spark ideas on how to incorporate it into class lessons through a database of hundreds of coin- and United States Mint-related facts.

- **Lesson plans** and other activities by the score help you make the most of the educational opportunities that coins uniquely provide.

- **The Teachers' Network** lets you stay in touch with the site's stream of new features and contribute your own ideas.

- **Class Gadgets** like Coin Toss, Bingo, Decoder Wheel and Timer help make learning (and teaching!) fun, interactive and technologically plugged in.
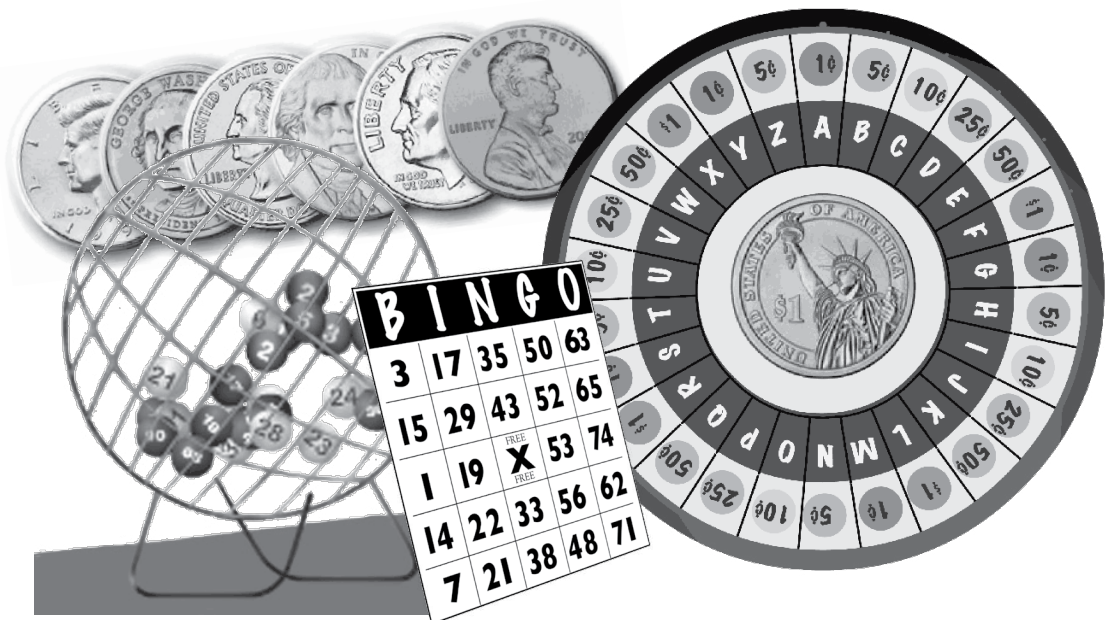
www.usmint.gov/kids

Check out all the sources of fun and information on
The United States Mint
H.I.P. Pocket Change™
website

- **Games** Games for all ages, listed in categories: Action, Adventure, Art, Puzzles, Facts and Collecting.

- **Toons** From brief animations to lengthy adventures in faraway lands... cartoons to take you on virtual trips around the world or through time.

- **Coins and Medals** New coin programs from the United States Mint... past coin programs in the Coin Conservatory...the process of making coins...a collection of Congressional Gold Medals.

- **Coin News** Articles on coins new and old...national holidays, their history and meaning, coins that tie in.

- **Collectors Club** Coin Collectors Workshop for information on how to collect, coin terms, a coin library...collecting activities like having fun with coins, a Boy Scouts' merit badge, sharing the hobby, finding a coin club.

- **Mint History** Stories of past and current facilities...interactive timeline...

- **Trivia** Time for fun facts about money and collecting.

- **About** This Site How to get around the site, where to go, what plug-ins you need...how and why the site was created.

And don't miss the link for **educators** on the main page. It links to a whole section just for teachers, providing ideas for ways to use the content and activities on the United States Mint H.I.P. Pocket Change website to enrich your curriculum. It also has lots of lesson plans and other classroom activities to help you make the most of the educational opportunities that coins uniquely provide!

www.usmint.gov/kids