

Code, Culture, Character

How historical sources carry heritage and examples of human choices.

SS.6.W.1.6 "Describe how history transmits culture and heritage and provides models of human character."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that show Diné language or the code talkers' story being passed from one group to another, and circle two actions that model responsibility, cooperation, or loyalty.

The Navajo Code Talkers

- ① In 1942, during World War II, the U.S. Marine Corps recruited 29 Diné, or Navajo, men to help create a code using their language. Diné bizaad had grown through generations of speakers and carried names, sounds, and ways of expressing ideas from their community. The code talkers developed military terms and sent messages by radio. Their work shows that a language is more than a tool. It is part of a people's heritage and identity.
- ② At battles in the Pacific, code talkers quickly sent and received messages that helped Marines coordinate their actions. Japanese forces did not decipher the code. The men faced combat danger, strict deadlines, and the need for accuracy. They depended on one another to learn the code and communicate clearly. Their service offers historical examples of responsibility, skill, and cooperation. It also reminds readers that people can use knowledge from their own communities to serve a larger cause.
- ③ After the war, the code remained classified, so many families and the public could not hear the full story. In 1968, the government ended the classification. Veterans' interviews, museum exhibits, books, and school lessons now record their experiences. These sources help later generations learn about Diné language and the code talkers' service. They also let students consider the veterans' choices, not as perfect heroes, but as people whose careful work and loyalty can guide others.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What detail from the first paragraph shows that Diné bizaad is part of cultural heritage?

2 How did the code talkers use knowledge from their community to help the Marine Corps?

3 Name two character traits the code talkers showed. Give one passage detail that supports each trait.

4 How do interviews, museum exhibits, books, and school lessons transmit both heritage and examples of character?

3 YOUR TURN _____ Your own words

Choose a historical person or group you have studied. Write five sentences that explain how their story passes on culture or heritage and describe one action that provides a model of human character. Include at least one accurate historical detail.

PART 1 • READ AND MARK

Underline details that show Diné language or the code talkers' story being passed from one group to another, and circle two actions that model responsibility, cooperation, or loyalty. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What detail from the first paragraph shows that Diné bizaad is part of cultural heritage?	The language grew through generations of speakers and carried names, sounds, and ways of expressing ideas from the Diné community.
2	How did the code talkers use knowledge from their community to help the Marine Corps?	They used their Diné language to create a military code and send messages by radio.
3	Name two character traits the code talkers showed. Give one passage detail that supports each trait.	Answers may include responsibility because they worked under strict deadlines and needed accuracy, cooperation because they depended on one another, skill because they learned and used the code clearly, or loyalty because of their careful service.
4	How do interviews, museum exhibits, books, and school lessons transmit both heritage and examples of character?	They teach later generations about Diné language and the code talkers' service, while also showing choices such as careful work and loyalty that can guide others.

PART 3 • YOUR TURN (SAMPLE ANSWER)

During the Montgomery Bus Boycott, Black residents of Montgomery, Alabama, organized carpools and walked to work after Rosa Parks was arrested in 1955 for refusing to give up her bus seat to a white passenger. Accounts of the boycott pass on the heritage of a community working together for civil rights. Parks accepted arrest rather than obey an unfair segregation rule. Her choice models courage. The organizers' carpools also model cooperation and persistence.

Accept equivalent evidence-based explanations that connect historical sources to cultural heritage and connect a specific action to a character trait. For the open task, accept any accurate historical example that includes both required connections and a factual detail.