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Instructions: Read each question carefully and choose the best answer.

1. What historical event occurred that led to the American military developing the Navajo code?
 - Ⓐ The Japanese surrendered to the United States on September 2, 1945.
 - Ⓑ In 1968, the secrecy around the code talker program ended, and the world learned of the code talkers' amazing contributions.
 - Ⓒ The United States was swept into the battle of World War II in 1941.
 - Ⓓ In 2000, President Clinton signed a law awarding medals to the original code talkers.
2. What was the problem facing the U.S. military?
 - Ⓐ The soldiers couldn't learn the old codes.
 - Ⓑ The Navajo wanted to be involved in World War II.
 - Ⓒ The military was losing to Japan.
 - Ⓓ The enemy was very good at breaking its secret codes.
3. Why does the section "Mysterious Messages" follow the section "Philip Johnston's Bright Idea"?
 - Ⓐ After learning that the military is going to create a new code, the reader needs to understand the nature of coded messages.
 - Ⓑ The reader needs to compare the previous Native American codes with the one to be developed from the Navajo language.
 - Ⓒ While the book begins by describing World War I, the second section backs up to trace its historical causes for the reader.
 - Ⓓ The second section further explains Philip Johnston's history, and his great idea introduced in the first section.

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4. How were the Navajo code talkers different from other code talkers?
 - Ⓐ They finished transmitting and translating messages much faster.
 - Ⓑ They used a code to transmit and translate messages.
 - Ⓒ They traveled overseas and participated in dangerous battles.
 - Ⓓ They helped the troops using their language skills.
5. What is the author's purpose for the section "Why Navajo?"
 - Ⓐ to inform readers about the connection between the Navajo and the war
 - Ⓑ to persuade readers that they should learn to speak Navajo
 - Ⓒ to inform readers about the reason Navajo was a good fit for the code
 - Ⓓ to persuade readers to develop a new coded system
6. In which section can information concerning the Navajo code talkers be located?
 - Ⓐ "Glossary"
 - Ⓑ "Communicating in Code"
 - Ⓒ "Philip Johnston's Bright Idea"
 - Ⓓ "Introduction"
7. Read this sentence: *Navajo people live on a **reservation** in the United States.* What does the word **reservation** mean?
 - Ⓐ money set aside for the protection of native inhabitants
 - Ⓑ special type of home
 - Ⓒ particular natural environment
 - Ⓓ land set aside by the U.S. government for Native Americans

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8. What is the main idea of the section "Unsung Heroes"?
 - Ⓐ Twenty-nine Navajo soldiers helped come up with a system for coding messages.
 - Ⓑ The military quickly started using the code and began training more code talkers.
 - Ⓒ After World War I, both Germany and Japan had sent students to the United States.
 - Ⓓ For many years, no one knew of the amazing work the Navajo code talkers performed.
9. Native Americans faced _____, or unfair treatment based on gender, race, religion, or other differences.
 - Ⓐ transmission
 - Ⓑ symbols
 - Ⓒ discrimination
 - Ⓓ marines
10. What was one of the reasons the military chose to solve its problem by developing a code based on the Navajo language?
 - Ⓐ The German and Japanese students had studied the Navajo language.
 - Ⓑ The Navajo language was a "hidden language" and unknown outside the country.
 - Ⓒ The Navajo language was easier to work with than other Native American languages.
 - Ⓓ The other allies in the war advised the U.S. military to make the code.
11. **Extended Response:** Why do you think the Navajo people became code talkers for the military when they faced discrimination from the same government? What would you have chosen to do if you were in their place?

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12. Extended Response: Describe at least three facts that support the opinion that the Navajo code talkers gave an amazing contribution to their country. What are some opinions you formed about the code talkers as you read?

Quick Check Answer Sheet

Code Talkers

Main Comprehension Skill: Problem and Solution

1. Ⓒ *Sequence Events*
2. Ⓓ *Problem and Solution*
3. Ⓐ *Cause and Effect*
4. Ⓐ *Compare and Contrast*
5. Ⓒ *Author's Purpose*
6. Ⓑ *Main Idea and Details*
7. Ⓓ *Vocabulary*
8. Ⓓ *Main Idea and Details*
9. Ⓒ *Vocabulary*
10. Ⓑ *Problem and Solution*
11. Answers will vary slightly but will provide reasonable inferences as to why the Navajo were willing to serve a government that treated them unfairly. Possible answers could indicate that they wanted to protect their country from outside invaders, they wanted to prove to the government their worth, they welcomed the opportunity to be treated like equals, and so on. Answers will conclude with an explanation of what the student thinks he or she would have done in a similar situation.
11. Answers will cite at least three relevant facts from the book, such as the following: *they were quicker decoders than anyone else, they worked with the only unbroken military code, they kept their important work a secret*, and so on. Answers will conclude with some of the student's own opinions about code talkers.