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Weekly Test Lesson 18

Read the text. Then answer the questions.

Talking in Code

As Philip Johnston listened to the radio in late December 1941, he was afraid the United States was going to lose World War II. The nation had been staggered by its losses just recently at Pearl Harbor on December 7. The U.S. Navy's Pacific Fleet had been crippled that day, and the Japanese were attacking American military bases in the Philippines and on Guam. The United States' allies in Europe were faring no better. France had fallen to Germany. German troops were now headed for the Soviet Union. Great Britain had not recovered from the Nazis' nighttime attacks, and two British ships were sunk off Malaya as a result of Japanese bombing.

A major problem for the Allies was communication. Many of the code breakers from Japan had been educated in the United States, and they had learned to speak English well. They could crack the codes about U.S. battle plans even before the orders were sent to the American troops on the front lines. This meant lost battles, lost ground, and lost lives for the Americans.

Johnston was a civil engineer living in Los Angeles. He wanted to help, but he was too old to be a soldier. However, as he thought about the Japanese code breakers, he remembered growing up on a Navajo reservation. His parents had been missionaries there. Johnston had learned to speak Navajo so that he could talk to his classmates. The complicated Navajo language was understood by few people outside a reservation. Johnston wondered if this language might be used as a secret military code.

Johnston presented his idea to officials at the U.S. Marines' Camp Elliott in San Diego. He explained that a number of words in the Navajo language have up to four different meanings when they are spoken in a different pitch, rhythm, stress, or tone. To some people, the language sounded like the rumble of a moving train. Additionally, at that time, the Navajo language had no alphabet or other written form that the Japanese could study.

Determined to show that his plan would work, Johnston found four bilingual Navajos in Los Angeles. He put each pair of men in a separate room at Camp Elliott. The first pair were given a military order. They had to give the order, in their own language, to the two men in the other room, using a telephone. The second pair then accurately translated the Navajo into English. The marines must have been amazed at how well and how quickly they did it. In time, the marines recruited 30 Navajos for a trial project. Most had never been off their reservation before, and they did not realize the role they would play in the war.

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The trial was a huge success, and over the next months, a code-talker training program was set up at Camp Pendleton. It was supervised by Philip Johnston. During the next year or so, the Navajo code talkers served with the marines all over the Pacific. They helped the marines make hundreds of successful assaults.

In fact, a major victory at Iwo Jima was directed by Navajo code. You might have seen the famous photo of American soldiers raising our flag in Iwo Jima. For that assault, the code talkers worked around the clock. They sent and received more than 800 messages with no mistakes.

The Japanese code breakers could not understand what the Navajo code talkers were saying. The Japanese generals did not know what the Americans were planning and could not prepare. The United States and its allies were able to win the war.

By the end of the war, 421 Navajo code talkers had been trained. They were all essential to the war effort. A number of them continued to work with U.S. forces after the war. They had given the marines their only unbreakable battlefield code and saved thousands of American lives. The United States owes the Navajo code talkers much gratitude.

1 Read this paragraph from the text.

A major problem for the Allies was communication. Many of the code breakers from Japan had been educated in the United States, and they had learned to speak English well. They could crack the codes about U.S. battle plans even before the orders were sent to the American troops on the front lines. This meant lost battles, lost ground, and lost lives for the Americans.

How does this paragraph affect the text?

- (A) It speeds up the pacing by describing action.
- (B) It slows down the pacing by describing action.
- (C) It speeds up the pacing by offering background information.
- (D) It slows down the pacing by offering background information.

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- 2 Read this sentence from the text.

He put each pair of men in a separate room at Camp Elliott.

What does the word pair mean as it is used in the sentence?

- (A) to cut down
- (B) kind of fruit
- (C) to match something
- (D) two people or things

- 3 Read the paragraph from the text.

By the end of the war, 421 Navajo code talkers had been trained. They were all essential to the war effort. A number of them continued to work with U.S. forces after the war. They had given the marines their only unbreakable battlefield code and saved thousands of American lives. The United States owes the Navajo code talkers much gratitude.

Which points from the paragraph are the author's opinions? Explain why they are opinions rather than facts.

- 4 How did Philip Johnston help the United States?

- (A) Johnston grew up on a Navajo reservation.
- (B) Johnston proved that the code talkers could help in the war.
- (C) Johnston learned to speak Navajo in order to talk to his classmates.
- (D) Johnston knew that the Japanese code breakers were able to read American military orders.

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- 5 Mark the boxes to indicate whether each statement is fact or opinion.

	Fact	Opinion
Johnston had learned to speak Navajo so that he could talk to his classmates.		
Johnston wondered if this language might be used as a secret military code.		
The marines must have been amazed at how well and how quickly they did it.		

- 6 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the main idea of the text?

- (A) Navajo is a complex spoken language.
- (B) Philip Johnston was devastated to not be able to join the navy.
- (C) The attack on Iwo Jima was the largest assault in World War II.
- (D) Navajo code talkers helped the United States win World War II.

Part B

Which detail from the passage **best** supports the answer to part A?

- (A) Philip Johnston was too old to be a soldier.
- (B) Code talkers worked around the clock for the Iwo Jima attack.
- (C) Many Navajo words have up to four different meanings depending on the pitch, rhythm, stress, or tone.
- (D) Japanese code breakers could not break the Navajo code, so they were not prepared for attacks by the United States.

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Writing

7 Which sentence is written incorrectly?

- (A) You should study in the library.
- (B) I put my coat into the front door.
- (C) He kicked the ball across the field.
- (D) She watched the movie in the theater.

8 Read the sentences.

My brother goes down the slide. There are slides at the park.

What is the **best** way to combine these two sentences?

- (A) My brother goes down the slide at the park.
- (B) The slides at the park my brother goes down.
- (C) My brother goes to the park, and goes down the slide.
- (D) There are slides at the park, and my brother goes down.

9 Which sentence is written incorrectly?

- (A) Every day I get to school by bus.
- (B) My friend asked to sit beside me.
- (C) Today I ate lunch inside my desk.
- (D) There was a surprise quiz in math class.

10 Read the sentences. Underline the word that is spelled incorrectly.

Rosa was excited to see it was sunnier than yesterday. That made her job much easier. She was going to direct cars onto the ferrys near her house. They'd be going to a nearby island to see the loveliest flowers that grew there.