



**WARRIORS
IN UNIFORM**



Teacher Inquiry Kit
John Kinsel, Jr.

Title	Corporal John Kinsel Sr., Navajo Code Talker
Author(s)	Holly Jones
Grade Level	6-12
Soldier	Corporal John Kinsel Sr.
Tribal Affiliation	Navajo
Branch of Service	United States Marine Corps
Dates of Service	1942-1946
Essential Questions	<ol style="list-style-type: none"> 1. How has our understanding of World War 2 been shaped by the voices of the Navajo Code Talkers themselves? 2. How did the experiences of Native American Code Talkers during WWII place them in situations of both conflict and cooperation during their service? 3. How did service in the military support the ideals of Native American tribal members, and at the same time conflict with them as well?
Contextual Paragraph	<p>Cpl. John Kinsel Sr. served in the Marine Corps as a Code talker from 1942-1946 with the 9th Marine Regiment, 3rd Marine Division. Kinsel was born in 1921 on a reservation near Lukachukai, Arizona. His father died when he was an infant. His mother remarried and bore several other children, one of whom died when Kinsel was six. He recalls at the age of 4-5 of being “shoveled” around from many family members' households where he would do chores like chopping wood, herding sheep and carrying water. At times he enjoyed the many different families and has good memories of riding donkeys. However, this also made him feel discarded by his mother and step-father. He attended a day school where he was bullied. After not learning much from the day school, he then attended a boarding school where he recalls once again being</p>

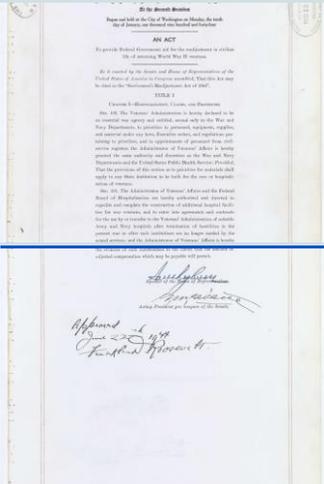
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	<p>bullied, along with strict rules, dress codes, and small rations of food. During his two years there, he did not learn English. Again, he moved schools where he was told that he had a wonderful singing voice. This is how he learned English.</p> <p>Once Pearl Harbor was attacked, Kinsel decided to join the armed forces, although he now recounts that because he was the oldest sibling, he should not have joined any armed forces. He reported to Camp Elliot after boot camp where he met Phillip Johnston, the director of the code talkers. Kinsel joined the “First Twenty-Nine” to further develop the Navajo code for military terms. He trained for eight months in New Zealand and describes nightly bombings from “Washing Machine Charlie” until a Black Widow Plane shot them down. While in Iwo Jima, Kinsel was injured while his unit was in the many tunnels and caves where the Japanese set off a series of explosions.</p> <p>After healing from his injuries, Kinsel was on furlough for 30 days and he returned home. He describes the day he was reunited with his mom as one of the best in his life. His uncle did not recognize him. His return home was celebrated, and a medicine man held a ceremony thankful for his safe return. Once he returned from the war, he did not want to talk about his experiences overseas. Kinsel then became an instructional aid at a school in Chinle where he had to walk over twenty miles a day to get there.</p>
<p>C3 Standards</p>	<p><u>C3 Standards:</u> Analyze connections among events and developments in broader historical contexts. (D2.His.1.6-8)</p> <p>Analyze how people’s perspectives influenced what information is available in the historical sources they created. (D2.His.6.6-8)</p>
<p>Source Permanent Link</p>	<p>https://www.usacoinbook.com/coins/5971/dollars/native-american-sacagawea/2016-P/code-talkers-from-world-war-i-and-world-war-ii/</p>

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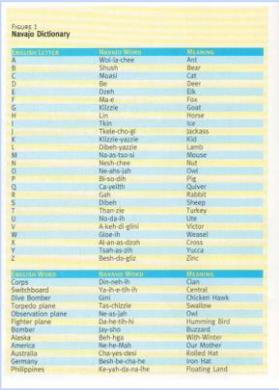
Title of Source	Sacagawea Coin commemorating the Code Talkers
Suggested questions for the source	<ol style="list-style-type: none"> 1. Describe what you see on both sides of this commemorative coin? 2. What symbols do you see that honor Native Americans? 3. How do those symbols also honor the Code Talkers?
Possible discussion prompts beyond the questions. (2)	Sacagawea was a young woman who helped the Lewis and Clark expedition long before World War II. What similarities do the Code Talkers and Sacajawea share?
Sources Permanent Link 	https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-gi-bill

Title of Source	Servicemen's Readjustment Act of 1944: GI Bill of Rights
Suggested questions for the source	<ol style="list-style-type: none"> 1. What rights do you believe should be given to those who have served in the military? 2. The GI Bill rewarded veterans with funds for education, government backing on loans, unemployment allowances, and job-finding assistance. Why do you think the government rewarded these benefits to those who fought in World War II? 3. How were the Code Talkers able to better themselves after serving in World War II?
Possible discussion prompts beyond the questions. (2)	<ul style="list-style-type: none"> • There were many opponents of the G.I. Bill of Rights. What would their arguments be against assisting those who fought for our country? • How does the GI Bill create both equity and inequity in the benefits received after military service?
Source Permanent Link 	https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/80-q/80-G-20000/80-G-20683.html
Title of Source	Guadalcanal Campaign, August 1942 -- February 1943
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. Analyze the image and describe what you see in this photo. 2. Click on this image and read the description of what you are seeing. Read the bibliographic information from the collection this image is housed in. What did you miss from your first observation that is given to you by reviewing this record?

	3. After looking at this picture and reading its description, why do you think it was so difficult to fight at Guadalcanal? Explain using examples to support your claim.
Possible discussion prompts beyond the questions. (2)	During his time on Guadalcanal, Cpl. John Kinsel Sr. recounts a Thanksgiving dinner with the other soldiers. Describe what he may have felt during this celebration.
Source Permanent Link	https://archive.library.nau.edu/digital/collection/cpa/id/6292/
	
Title of Primary Source	Navajo Code Talkers: in formation at Camp Elliott, California
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. What training do you think any Marine would need to have before fighting in World War II? 1. What additional training would a Code Talker need to complete their job effectively? ? 2. What are cultural differences that the Navajo had to get used to while training?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. Most of the Navajo Code Talkers did not speak English as a first language. How might that have affected them during training prior to their work in the field? 2. What are the advantages of being fluent in more than one language?
Source Permanent Link	https://www.dvidshub.net/news/365618/cave-men-marking-75th-anniversary-147th-infantry-iwo-jima



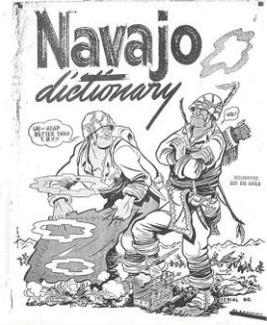
Title of Source	Two Soldiers Clearing a Cave on Iwo Jima
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. Analyze the image and describe what you see. 2. Why did the Japanese create this complicated system of caves and tunnels? 3. Why was it so dangerous for the American soldiers to clear out these caves and tunnels during battle and afterwards? ?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. Cpl. John Kinsel Sr. was in the networks of caves that were bombed by the Japanese. His regiment was warned that this was going to happen that day, but they ignored the warning. What are some possible reasons that this warning was ignored? 2. How could things have been different if they had followed that warning?

<p>Source Permanent Link</p> 	<p>https://www.archives.gov/files/education/lessons/code-talkers/images/figure-1.jpg</p>
<p>Title of Source</p>	<p>Navajo Dictionary</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Explain three of the Navajo meanings for the military terms. For example, explain why “Owl” was used for “observation plane”. 2. What military terms did the Navajo need to create to be effective for communicating the orders that were to be sent out to the other military units? 3. The Navajo language is an ancient language. The Code Talkers had to create words to communicate military orders. Choose a current term that does not exist in the Navajo language (ie. Tik Tok, computer, cell phone, YouTube, etc.). Using the examples in this document, create a term for your chosen item that the Navajo could have used to create a code word.
<p>Possible discussion prompts beyond the questions. (2)</p>	<p>Each Code Talker had a guard who was ordered to shoot him if in danger of being captured by the Japanese. Based on this complicated language and the Code Talkers work, do you agree or disagree with this order? Why?</p>
<p>Source Permanent Link</p>	<p>https://www.archives.gov/files/education/lessons/code-talkers/images/letter-01.jpg</p>



Title of Source	Maj. Gen. Clayton B. Vogel's Recommendation Letter
Suggested questions for the source	<ol style="list-style-type: none"> 1. Read the source and write a summary of the text which outlines the creation of the Navajo Code Talkers. 2. Why was the Navajo language well suited for this military purpose? 3. Why was it important that the Germans (and other Axis forces) didn't have access to the Navajo language?
Possible discussion prompts beyond the questions. (2)	How might the war have been different if the Navajo language had never been used?
Source Permanent Link	https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html

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<p>Title of Source</p>	<p>Navajo Code Talkers' Dictionary</p> <p>REVISED 15 JUNE 1945 (DECLASSIFIED UNDER DEPARTMENT OF DEFENSE DIRECTIVE 5200.9)</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Analyze this image. Describe what you see. 2. What are the differences between the depiction of the American soldier and the Navajo soldier? 3. What are the similarities between the depiction of the American soldier and the Navajo soldier?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ul style="list-style-type: none"> • What is a discussion prompt(s) that could be used besides the questions above? • Controversy could arise from the illustration of the Navajo soldier. Why? • Do you think this was drawn by a member of the Navajo tribe or not? Why?
<p>Works Cited</p>	<p>Please provide MLA citations for your primary/ secondary sources used in this lesson.</p> <p>“2016 P Native American & Sacagawea Dollars Code Talkers from World War I and World War II Native American Dollars.” <i>USA Coin Book</i>, 2021, www.usacoinbook.com/coins/5971/dollars/native-american-sacagawea/2016-P/code-talkers-from-world-war-i-and-world-war-ii/.</p>



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- Jevec, Adam, and Lee Ann Potter. “Figure 1 Navajo Dictionary.” *Memorandum Regarding the Enlistment of Navajo Indians*, National Archives, Sept. 2001, www.archives.gov/files/education/lessons/code-talkers/images/figure-1.jpg.
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- John Kinsel, Sr. Collection: Veterans History Project (Library of Congress)*, Library of Congress, 2011, memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.54894/.
- Mann, Joshua. “Cave Men: Marking the 75th Anniversary of the 147th Infantry on Iwo Jima.” *DVIDS*, Department of Defense, 20 Mar. 2020, www.dvidshub.net/news/365618/cave-men-marking-75th-anniversary-147th-infantry-iwo-jima.
- “Navajo Code Talker Dictionary.” *Naval History and Heritage Command*, United States Navy, www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html.
- Philip, Johnston. “Navajo Code Talkers: in Formation at Camp Elliott, California.” *Colorado Plateau Digital Collections*, Northern Arizona University, archive.library.nau.edu/digital/collection/cpa/id/6292/.



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“Research Starters: The GI Bill: The National WWII Museum: New Orleans.” *The National WWII Museum | New Orleans*, www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-gi-bill.

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