



**WARRIORS
IN UNIFORM**




Teacher Inquiry Kit: 6-12
Alfred K. Newman, Sr.



Title	Understanding the History of Military Service of Native Americans
Author(s)	Bridget Hocutt
Grade Level	6 - 12
Soldier	Alfred K. Newman, Sr.
Tribal Affiliation	Navajo, Zuni Clan, Black Streak Wood People Clan
Branch of Service	Marine Corp - 1st Battalion, 21st Regiment, 3rd Division
Dates of Service	1942 - 1945
Essential Question	When speaking about what he wants to be remembered for, in regard to his military service, Alfred K. Newman, Sr. says that, in addition to being a code talker, “no matter how they were mistreated in the past, the Navajos didn’t take it to heart or remember back and say, ‘Hey, you treated us this way. Why should we help?’ That was never said.” In what ways can the service of Navajo Code Talkers and Native Americans in the United States Armed Forces help change others’ worldview of Native Americans?
Contextual Paragraph	Born July 21, 1924 at Rehoboth Mission, Alfred K. Newman, Sr. grew up near Coolidge, New Mexico. His mother was a home keeper and rug weaver; his stepfather a silversmith. The oldest of 6 children, Alfred spent the 1930s with his parents living at the trading post, doing work for the trader, and selling the rugs to tourists who passed through the area. At an early age, Alfred attended a Hispanic school about a mile from his home, but because he was learning Spanish rather than English, he was removed from that school after about a year and a half. At about age eight, Alfred was sent on to the Rehoboth Mission Boarding School, which was a day’s travel by wagon from home. During his time at the boarding school, Alfred quickly learned that speaking Navajo was forbidden. Fortunately for Alfred, his English was at least good enough to understand and be understood, so he didn’t have to deal with the punishment that many other Navajo students did, like missing out on weekend activities and writing lines. Summers were spent herding sheep for the family on the reservation since his parents had moved back to the homestead.



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	<p>At the age of 18, Alfred joined the Marine Corp after reading about their history and their pattern of being the first ones to the battles. He went on to boot camp in San Diego, on to Camp Elliott for rifle training and finally to Camp Pendleton for training to be a Code Talker. Once Alfred’s training was complete, he was assigned to the 1st Battalion, 21st Regiment, 3rd Division of the Marine Corp in the South Pacific. He was on Bougainville, Guam, Guadalcanal and Iwo Jima during this service, although never had the opportunity to actually use his code talker training. When the war ended, Alfred returned home. In the 1960s, Alfred relocated his family to Kirtland, New Mexico where he worked for the Utah International Navajo Mine for 25 years as first a laborer and then a supervisor for the drill and blast crew before his retirement. He died in Bloomfield, New Mexico on January 13, 2019, at the age of 94.</p>
<p>C3 Standards</p>	<ol style="list-style-type: none"> 1. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. / D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 2. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. / D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. 3. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time
<p>Source : Permanent Link</p> 	<p>https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.96428/afc2001001_096428_sr0001004.stream?start=1259&clipid=d48825e254 (Grades 6-12)</p>
<p>Title of Source</p>	<p>Alfred K. Newman, Sr.: Returning to Civilian Life and Being Remembered: An Oral Interview (excerpt) 20:59 - 27:44 of Audio 4</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Why does Alfred say his return to civilian life was easy for him? 2. How did civilians respond to Alfred when he returned home after serving as a code talker?

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	<ol style="list-style-type: none"> 3. What advice does Alfred give to younger generations? Older generations? 4. What is the legacy that Alfred wants to be remembered for in the future? 5. What makes Alfred's military service ironic?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What reasons would the military have for requiring soldiers returning from war to receive training in returning to civilian life? 2. What legacy do the Navajo Code Talkers leave behind that should be considered today?
<p>Source: Permanent Link</p> 	<p>https://americanindian.si.edu/why-we-serve/ (Grades 6-12)</p>
<p>Title of Source</p>	<p>Why We Serve: Native Americans in the United States Armed Forces</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. In what ways has the United States taken advantage of and discriminated against Native Americans since its establishment? 2. What have historically been the motivations for the military service of Native Americans? 3. What roles did Native American women play in service to the United States during wartime? 4. How did the military service of Native Americans help bolster the fight for equality in the United States? 5. In what ways have Native Americans in the Armed Forces helped shape United States history?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What role does culture play in Native American military service? Why? 2. Why has it taken so many years for the United States to create a memorial to honor Native American military service?
<p>Source Permanent Link</p> 	<p>https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.96428/afc2001001_096428_sr0001004.stream?start=0&clipid=d48825e238 (Grades 6-12)</p>
<p>Title of Source</p>	<p>Alfred K. Newman, Sr.: The War Ends and Waiting to Go Home - An Oral Interview (excerpt) 0:00 - 4:08 of Audio 4</p>

<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. What was the mission Alfred was preparing for on Guam when the war ended? 2. How did things change for Alfred once they heard news of the war's end while on Guam? 3. What was the soldiers' reaction to the dropping of the atomic bomb on Japan? Why did they react this way? 4. Why did it take so long for Alfred to get back to the United States once the war ended?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. How do you think Alfred felt about the United States dropping the atomic bomb on Japan? What about the other soldiers he was with? Why? 2. Why did the focus for soldiers' change once they learned the news that the war was over?
<p>Source Permanent Link</p> 	<p>https://www.pbs.org/video/image-native-americans-qt2fn/ (Grades 6-12)</p>
<p>Title of Source</p>	<p>The Warrior Tradition: The Image of Native Americans clip</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. What are some of the names Native Americans have been called by non-Native Americans? 2. What stereotypes were used by non-Native Americans when asking about who the Native Americans were? 3. How has military service helped these Native Americans face the challenges of stereotypes?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. How has Hollywood's portrayal of Native Americans influenced the stereotypes that create the world view of them? 2. In what ways has the traditional teaching of history in public schools influenced society's understanding of Native Americans?
<p>Source Permanent Link</p> 	<p>https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/t/american-indians-us-military.html (Grades 9-12)</p>




Title of Source	20th Century Warriors: Native American Participation in the United States Military
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. What traditional American Indian cultural values are encompassed in the warrior tradition? 2. How does military service provide opportunities for young American Indians to experience their cultural heritage? 3. How has the military viewed the service of Native Americans? 4. What benefits does military service bring to the individual service member? To the tribe? 5. How has American Indian military service brought about change in the military, especially in the 20th century?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. In what ways has Native American service in the military strengthened cultural heritage? 2. How do American Indians view their military service?
Source : Permanent Link	https://diversity.defense.gov/Portals/51/Documents/Demographics_Info/AIAN%202020%20all_Final_ACC.pdf?ver=waMNWkIOj-AayBi-XFRG0g%3d%3d (Grades 6-12)
	
Title of Source	2020 Portrait of American Indian/Alaska Native Active Duty Service Members
Suggested questions for the source	<ol style="list-style-type: none"> 1. What percentage of active duty personnel are American Indian/Alaska Native for each branch of the military? 2. What percentage of American Indian/Alaska Native veterans continue to serve the United States working as government civilians? 3. What percentage of American Indian/Alaska Native active duty commissioned officers have graduated from a military academy? 4. What types of jobs do American Indians/Alaska Natives who are serving as government civilians hold?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. What can we learn about American Indian/Alaska Native military service members from this infographic? 2. How does military service prepare American Indians/Alaska Natives for the work force?
Source : Permanent Link	https://youtu.be/GkBASFMYwL0 (Grades 9-12)

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Title of Source	Saved By Our Language - The Story of the Navajo Code Talkers of World War II
Suggested questions for the source	<ol style="list-style-type: none"> 1. How did the Navajo Code Talkers help bring understanding to non-Natives about the disparity for Native Americans in the United States? 2. Why did Phillip Johnson believe Navajo was a language that should be considered for use as a code? 3. Why was the military skeptical about using the Navajo as a secret code for the military? 4. Why were there made-up words in the Navajo code? 5. How did the made up words contribute to the quality of the code? 6. How were the Navajo Code Talkers primarily used during the Pacific Theater? And why was the code ideal for this use? 7. How long after their service were the Navajo Code Talkers recognized for their military service by the United States government?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How are the Navajo Code Talkers representative of the Marine Corp Memorial motto: "Uncommon valor was a common virtue"? 2. In what ways did the Navajo Code Talkers' exemplary service influence Congress to improve the standard of living on reservations?
Source: Permanent Link	https://www.smithsonianmag.com/smithsonian-institution/remarkable-and-complex-legacy-native-american-military-service-180976264/ (Grades 9-12)

	
<p>Title of Source</p>	<p>The Remarkable and Complex Legacy of Native American Military Service</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. What motivates Native Americans to serve in the military? 2. Why is it difficult to find historical data on the military service of Native Americans? 3. What were historically the reasons that Native Americans were enlisted into the military? 4. What are some of the unique struggles that Indigenous people face? 5. What tribal practices did the military service of Native Americans help to restore to the people?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What characteristics have Native Americans portrayed during their service in the Armed Forces throughout the history of the United States? 2. What makes the military service of Native Americans remarkable and complex?
<p>Works Cited</p>	<p>Ault, Alicia. "The Remarkable and Complex Legacy of Native American Military Service." <i>Smithsonianmag.com</i>, 11 Nov. 2020, www.smithsonianmag.com/smithsonian-institution/remarkable-and-complex-legacy-native-american-military-service-180976264/.</p> <p>Bucholz, Rodger, et al. "20th Century Warriors: Native American Participation in the United States Military." <i>Naval History and Heritage Command</i>, United States Department of Defense, 14 Sept. 2017, 11:31:36 EDT, www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/t/american-indians-us-military.html.</p> <p>Chowder, Ken. <i>The Warrior Tradition</i>, Episode The Image of Native Americans, PBS, 11 Nov. 2019, www.pbs.org/video/image-native-americans-qt2fn/.</p>



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