

# The Secret World of Spies

## Introduction

What's it like to be a spy? Readers get a glimpse through real spy stories in this new ***The Secret World of Spies*** series. Each book focuses on a specific aspect of espionage, including famous and infamous spies, secret spy agencies, and the technology used in spying. Action-packed, true-crime stories keep readers engaged as they uncover the mysteries of spying, from ancient times to today's cutting-edge surveillance. As students read, they use critical-thinking skills, such as comparing/contrasting, identifying sequence, and making inferences.

## National Standards

This series supports Language Arts, Social Studies, and Science/Technology. Go to [www.enslowclassroom.com](http://www.enslowclassroom.com) and/or [www.enslow.com](http://www.enslow.com) and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

## Classroom Activities

Included in this teacher's guide are activities linking to Reading/Language Arts, Social Studies, and Science and/or Math. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be modified for use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

## Guided Reading Level: Q

## Reproducible for Educational Use Only

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## Where to Find More Information About Titles in this Series:

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## Teacher's Guide for *Spy Codes and Ciphers*

For centuries, spies have found ways to pass secret information. It might be with flashing lights or words hidden in pictures. But whatever it is, the code or cipher must keep secret information safe from the enemy. In this book, readers explore the amazing world of codes and ciphers.

### Before Reading

Remind students that good readers preview a book to find out what they already know and what they might learn about the subject. Have them browse the book to note chapter headings, primary source photos, captions, sidebars, and *Secret Fact* boxes. Then ask each student to write a statement predicting what he or she will learn from the book. Keep the statements to review after reading the book.

**Chapter 1, pages 5–11** Remind students that every book has a **main idea**, what it is mostly about; the text gives **details** about the main idea. Add that in nonfiction, the title often states the main idea. Have students use stickies as they read to note important details that support the book's main idea: spy codes and ciphers. Later, students can use the information to create concept webs with *Spy Codes and Ciphers* in a circle and details, such as *Enigma*, *butterfly spots*, and *Navajo code talkers* in smaller circles around it.

**Chapter 2, pages 12–20** As students read, encourage them to continue to note details that support the main idea. Check comprehension by asking: *How is Morse code transmitted?* (as electrical impulses) *How did the Nazis use Morse code?* (in fashion designs)

**Chapter 3, pages 21–29** Let students partner-read and discuss the chapter. Ask: *What was the name of the machine the Nazis used?* (Enigma) Have students look up the word in a Thesaurus, then ask: *Why was that a good name for the machine?* (It was a puzzle, a mystery)

**Chapter 4, pages 30–36** Have students continue to note important details. To check comprehension, ask: *Why was using the Navajo language a good idea?* (few people understood it) *Which tribes were code talkers in World War I?* (Cherokee and Choctaw)

**Chapter 5, pages 37–43** Let students partner-read and discuss high-tech codes. *What are encrypted files?* (scrambled data made to look like ordinary computer files) *Why do spy agencies hire hackers?* (to fight back against terrorist hackers) Read and discuss the *Spies Like Who*, *Glossary*, *To Find Out More*, and *Index* pages that follow the chapter.

### After Reading

Review the statements students wrote before reading the book. Did they learn what they predicted? If not, have them use the Internet to research the information. To elicit personal responses to the book, ask: *What was the most interesting fact you learned from this book? Do you think you'd like to be a cryptanalyst? Why or why not?*

Use the Reading/Language Arts, Social Studies, and Math activities on the next page. Make copies of the Handout and Assessment pages for students to do in class or as homework. Have them explain why each "False" question is incorrect by correcting it. **Answers: Handout** 1. replica/e, 2. cryptologist/g, 3. encrypt/f, 4. disguise/a, 5. steganography/h, 6. decode/d, 7. hacker/c, 8. allies/b. **Assessment** 1. B, 2. D, 3. A, 4. C, 5. D, 6. B, 7. D, 8. A, 9. B, 10. A.

## Curriculum Links

### SAFETY WARNING:

Make sure students do not have allergies to any materials. Supervise activities requiring sharp or hot/cold objects. Always review directions and safety rules before beginning any project.

### Reading/Language Arts Activities

1. Display page 6. Review that a **sidebar** is information set apart from the main text, often in a box. It gives facts relating to the main text and enhances understanding with more specific details. Ask: *What is this sidebar about? How does it relate to the main text?* (main text about codes, this is about one kind) Have partners create a sidebar to elaborate on another aspect of codes and ciphers, using details from the book or researching online. Let partners exchange sidebars for review and feedback.
2. Point out the word *completely* in the 6<sup>th</sup> line of page 5. Explain that adverbs tell *when*, *where*, or *how*, and many adverbs that tell *how* use the suffix *-ly*, meaning “like, having the qualities of.” Have students skim the book to find and write other *-ly* adverbs. (Examples: *simply*, *closely*, p. 8; *seemingly*, p. 11; *amazingly*, *instantly*, p. 13; *normally*, *electrically*, p. 14.) Have students circle the root, underline the suffix, and give the word’s meaning, confirming their definitions by checking in a dictionary.

### Math Activity

Explain that codes are patterns that repeat in a mathematically predictable way. Then write a coded word or phrase on the board, using the Polybius square on page 19, scrambling the letters, writing backward (can only be read with a mirror), or making up your own pattern. Ask students to try to figure out your pattern and decode your message. Let them work in pairs or small groups to create a code key and make coded messages for other pairs/groups to crack.

### Social Studies Activities

1. Discuss communication—the sharing of ideas and information. As a group, list ways in which people communicate: speaking, writing, drawing, pantomiming, singing, dancing, body language—facial expressions, gestures, or attitude. Remind students that Major Denton used eye blinks to send a Morse code message. Ask a volunteer to use body language to communicate boredom. Ask another to pantomime receiving a gift. Then ask each student to communicate a review of the book in one of these ways:
  - write a newspaper column.
  - draw a cartoon or poster.
  - create a document or email on a computer.
  - create a song or rap.
  - make a code (include the code key).
2. Have groups check [www.comanchelanguage.org/Comanche%20Code%20Talkers.htm](http://www.comanchelanguage.org/Comanche%20Code%20Talkers.htm) and other sites to research more about the Comanche code talkers, then present their results in one of the following ways:
  - a written report with visuals, properly cited.
  - a photo essay of images on a poster, with a brief caption and source cited.
  - a PowerPoint™ presentation with a visual and a few facts on each side of a slide.
  - a Web page, with well-organized information, relevant visuals, and source citing.

# Handout

## Crack the Code

Use the Code key to help you decode each word. Then draw a line to match it with its description.

Code Key																
A	C	D	E	I	G	H	K	L	N	O	P	R	S	T	U	Y
10	4	12	1	11	16	6	17	5	14	13	2	9	7	3	15	8

1. 9 1 2 5 11 4 10

\_\_\_\_\_

a. change appearance to hide identity

2. 4 9 8 2 3 13 5 13 16 11 7 3

\_\_\_\_\_

b. countries that fought against the Nazis and Japan in World War II

3. 1 14 4 9 8 2 3

\_\_\_\_\_

c. expert in breaking computer codes

4. 12 11 7 16 15 11 7 1

\_\_\_\_\_

d. discover the meaning of a code

5. 7 3 1 16 10 14 13 16 9 10 2 6 8

\_\_\_\_\_

e. exact copy of an object

6. 12 1 4 13 12 1

\_\_\_\_\_

f. use a secret code, as in computer files, to hide a true meaning

7. 6 10 4 17 1 9

\_\_\_\_\_

g. person who studies secret writing like codes and cipher systems

8. 10 5 5 11 1 7

\_\_\_\_\_

h. act or science of writing

## Assessment

Circle the letter that best completes the statement or answers the question.

1. Morse code is a binary code using only the numerals 1 and 0.
  - A. True
  - B. False
2. Lord Baden-Powell was a spy who hid secret codes in \_\_\_\_\_.
  - A. downloaded music files
  - B. nonsense phrases over the radio
  - C. scrambled-letter games
  - D. sketches of butterflies, moths, and leaves
3. The Navajo language was an unwritten language, with no alphabet or symbols.
  - A. True
  - B. False
4. Which did German U-boats use to encode and decode messages in World War II?
  - A. Polybius squares
  - B. International Morse Code
  - C. Enigma machines
  - D. the Colossus
5. Which is an antonym of *replica*?
  - A. model
  - B. reproduction
  - C. duplication
  - D. original
6. A cryptologist is the person in charge of tombs, or crypts.
  - A. True
  - B. False

7. What do they call hackers who use their computer skills to help law enforcement?
- A. cipher wheelers
  - B. green hats
  - C. scytales
  - D. white hats
8. Because the work of code talkers helped the U.S. win at Iwo Jima, you can infer that \_\_\_\_\_.
- A. without the code talkers, the Japanese might have won
  - B. without the code talkers, the Americans would have won anyway
  - C. with their own code talkers, the Japanese would have won
  - D. without the code talkers, the Americans would definitely have won
9. If you get a note written in code from a friend, you can infer that he or she \_\_\_\_\_.
- A. wants you to share the message with everyone
  - B. wants you to tell you something secret
  - C. does not know how to write
  - D. wants you to call the police
10. The author infers that the Germans valued the Enigma machine more than human life.
- A. True
  - B. False