

# 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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## Teacher's Guide for Spy Gizmos and Gadgets

What's a spy without a spy tool? Maybe it's a camera hidden in a pen or behind a shirt button. Maybe it's invisible ink used to hide a secret message. In this book, readers explore some of the most important gizmos and gadgets in the spy game, from wiretaps to lipstick pistols!

### Before Reading

Have students browse through the book to note the chapter headings, primary source photos, illustrations, captions, sidebars, *Secret Fact* boxes, career page, *Glossary*, and *Index*. Then ask each student to write a statement about what he or she hopes to learn from the book. Keep the statements to review after reading the book. Have students read the Introduction together.

### During Reading

Explain that authors of nonfiction often use a *descriptive text structure* to organize ideas. An author presents a topic, then gives details about it, usually in the present tense and in a down-to-earth, straightforward style. Add that phrases like *in fact*, *for example*, and *most important* can signal a descriptive text structure, but generally, readers simply infer the structure from the text. Have students note the text structure as they read. To check comprehension, ask:

**Chapter 1, pages 5–13** *Who did the first American spy ring work for? (George Washington) What did they use to send secret messages? (invisible ink)*

**Chapter 2, pages 14–20** *What made the Minox a good spy camera? (It was very small) How did spies use coins to send microdots? (The coins were hollowed out.)*

**Chapter 3, pages 21–28** *How was an umbrella used as a weapon? (inside similar to an air rifle, fired poison pellet) What was the "Kiss of Death"? (lipstick that fired a single shot)*

**Chapter 4, pages 29–35** *What did Aldrich Ames use to signal his handlers that a drop was made? (chalk) What do some terrorist cells use as virtual dead drops? (e-mail accounts)*

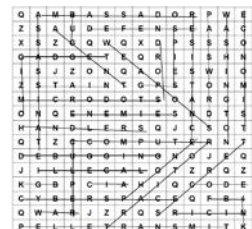
**Chapter 5, pages 36–44** *What do we call high-tech gadgets that listen to secret conversations? (bugs) Where did the Soviets hide one in the U.S. Embassy? (inside the Great Seal.) How long did it spy on secret conversation before the U.S. found it? (six years) Read and discuss the *Spies Like Who*, *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: *Which gizmo or gadget did you find most interesting? Why? What other kinds of gadgets do you think might be helpful to spies?*

Use the Reading/Language Arts, Social Studies, and Math activities on the next page. Make copies of the Handout and Assessment pages that follow for students to do in class or as homework. Have them explain why each "False" question is incorrect by correcting it. **Answers: Handout (right).**

**Assessment 1.** B, 2. D, 3. A, 4. C, 5. D, 6. B, 7. C, 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. Review that nonfiction has special features to help readers find information. At the beginning: a *title page* lists the name of the book, author, and company that printed it; a *copyright page* lists when and where it was printed; a *table of contents* lists everything in the book and on which page it begins. At the end: a *glossary*, or mini dictionary, defines special words; an *index* lists topics and on which page each appears. Have students answer these questions: *Where would you find the author's name, and what is it?* (title page/Susan K. Mitchell) *A definition of economist, and what is it?* (Glossary/person who studies the economy) *Where Chapter 4 starts, and what is its title?* (Contents/p. 29/Drop Dead Drops) *Where there's information about cell phones?* (Index/p. 39).
2. Have partners review the facts in the poisoning of Georgi Markov (pp. 22-27), and then retell the events in an action-packed, attention-grabbing way as a series of first-person journal entries, a historical-fiction short story, or a TV-documentary script. Encourage students to illustrate their work and share it with classmates.

### Science Activity

Point out that it was just by chance that a British radio operator overheard conversations from the U.S. Embassy in Moscow that led to finding the bug hidden there. Review that “chance” relates to the concept of *probability*. Let students test probability. Have them put four paper strips (1 red, 1 green, 1 blue, 1 yellow) in a paper bag. Tell students to make a four-column chart, labeled with the colors, to record results. Discuss that if you take a strip at random, there's a 1 in 4 (25%) chance you will get red. Have students take 1 strip at random 12 different times and record the results, then use the data to create a bar or pie graph. Do students think the odds would change with 20 random chances? Encourage them to test it and to graph the entire class's results!

### Social Studies Activities

1. Review with students that inventors create new things to meet people's needs and wants. Some inventors just change an existing object or come up with a new way to use it. Other inventors create new things that no one ever thought of before. Either way, inventors make life easier and/or better for people. Let students work alone or in pairs to sketch a new or an improved invention for the spy community. Explain that they don't have to **make** the object, just design it so it would function as they plan. Invite students to share their inventions and explain how they would work.)
2. Have groups research the Internet at [www.history.com/topics/culper-spy-ring](http://www.history.com/topics/culper-spy-ring) and other sites for more information about the Culper Spy Ring, established by Benjamin Tallmadge, a young cavalry officer appointed head of the Continental Army's secret service. Invite groups to present their results in one of the following ways:
  - a written report with visuals, properly cited.
  - a movie storyboard, with sources cited.
  - a Web page with well-organized text and appropriate graphics, properly cited.

## Handout

### Find-a-Word

Find these terms from the book hidden across, down, or diagonally in the puzzle:  
**AGENT, AMBASSADOR, ASSASSINATE, BUG, CIA, CODE, COMPUTER, CULPER, CYBERSPACE, DEBUGGING, DEFENSE, DROPS, ECONOMIST, ENEMIES, FBI, GADGET, GIZMO, GPS, HANDLERS, ILLEGAL, INK, KGB, MICRODOTS, PASSWORD, PELLET, PHONE, RESISTANCE, RICIN, SECRET, SPIES, STAIN, TRAITOR, TRANSMIT, WAR, WASHINGTON, WEAPONS.** How does each relate to spy gizmos and gadgets?

Q	A	M	B	A	S	S	A	D	O	R	P	W	E
Z	S	A	U	D	E	F	E	N	S	E	A	A	C
X	S	Z	G	Q	W	Q	X	D	P	S	S	S	O
G	A	D	G	E	T	E	Q	R	I	I	S	H	N
I	S	J	Z	O	N	Q	A	O	E	S	W	I	O
Z	S	T	A	I	N	T	G	P	S	T	O	N	M
M	I	C	R	O	D	O	T	S	O	A	R	G	I
O	N	Q	E	N	E	M	I	E	S	N	D	T	S
H	A	N	D	L	E	R	S	Q	J	C	S	O	T
Q	T	Z	C	C	O	M	P	U	T	E	R	N	T
D	E	B	U	G	G	I	N	G	N	O	J	E	Q
J	I	L	L	E	G	A	L	O	T	Z	R	Q	Z
K	G	B	P	C	I	A	H	I	Q	C	O	D	E
C	Y	B	E	R	S	P	A	C	E	Q	F	B	I
Q	W	A	R	J	Z	R	Q	S	R	I	C	I	N
P	E	L	L	E	T	R	A	N	S	M	I	T	K

## Assessment

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

1. America's first spy ring was set up during the Civil War.
  - A. True
  - B. False
2. Sir James Jay, the brother of John Jay, \_\_\_\_\_.
  - A. fought for the British
  - B. was head of the Secret Service
  - C. was a naval commander
  - D. developed the "sympathetic stain"
3. Weapons have two basic uses: for defense and for attack.
  - A. True
  - B. False
4. Which did Aldrich Ames use to signal his handler?
  - A. a light in the window
  - B. a red shoe
  - C. chalk marks
  - D. a whistle
5. As used in this book, the word *drop* means \_\_\_\_\_.
  - A. discontinue
  - B. decline
  - C. drip
  - D. deposit
6. An ambassador is someone who represents his or her country in Congress.
  - A. True
  - B. False

7. Which is **NOT** a synonym for *assassinate*?
- A. eliminate
  - B. murder
  - C. conserve
  - D. liquidate
8. The author infers that \_\_\_\_\_.
- A. not every killer is caught and punished
  - B. no American spies have ever been killed
  - C. not all spies use handlers
  - D. no bugs planted by Americans have ever been found
9. You can infer that Soviet schoolchildren were chosen to present the wooden carving of the Great Seal to the U.S. ambassador because \_\_\_\_\_.
- A. the children carved the artwork
  - B. no one would suspect children of spying
  - C. the children were really just very short adult spies
  - D. no one else wanted to do it
10. The author infers that spies kill only in self-defense.
- A. True
  - B. False