

# 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

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## Teacher's Guide for Spies, Double Agents, and Traitors

Movie spies such as James Bond go on dangerous missions, and so do real-life spies. They risk their lives every day, doing just about anything to complete their mission. But not all spies are heroes; double agents betray their own country. If a spy is caught, the punishment can be death. In this book, readers explore the dangerous lives of real-life spies.

### Before Reading

Let students browse the book to note chapter headings, primary source photos, captions, sidebars, *Secret Fact* boxes, and other nonfiction features. Then have them make **KWL** charts, listing what they already **Know** about spies and traitors and **What** they want to know about the subject. After reading, students will write what they learn in the **L** column.

**Chapter 1, pages 5–11** Review the process of *visualizing*: as you read, you look for words that describe people, places, and events and try to picture them in your mind. Suggest that students write or sketch what they “see” by placing sticky notes near corresponding text. Also, suggest that they place stickies by any text or photo that answers a question they listed on their **KWL** charts. To check comprehension, ask: *What is a double agent?* (a spy who pretends to work for one country but really works for the enemy)

**Chapter 2, pages 12–19** Encourage students to continue visualizing and recording responses. To check comprehension, ask: *Who was Mata Hari?* (famous dancer/spy in WW I believed to be a double agent) *What happened to her?* (She was executed.)

**Chapter 3, pages 20–27** Let students partner-read and discuss the chapter. Ask: *Who is believed to be the inspiration for James Bond?* (Dusan Popov) *What cartoon code names did two Norwegian spies use?* (Mutt and Jeff)

**Chapter 4, pages 28–35** Encourage students to continue visualizing and recording responses. To check comprehension, ask: *What was the Cambridge Five?* (Kim Philby and four university friends in England who spied for the Soviets.) *What did he do when he was “outed” as a double agent?* (defected to the Soviet Union, where he was considered a hero.)

**Chapter 5, pages 36–44** Let students partner-read and discuss the exploits and downfall of double agents Aldrich Ames and Robert Hanssen. Ask: *What was Hanssen’s motive for spying?* (money) *How was he caught?* (Someone recognized his voice on a tape.) Read and discuss the *Spies Like Who*, *Glossary*, *To Find Out More*, and *Index* pages that follow the chapter.

### After Reading

Have students complete and share their **KWL** charts. To elicit personal responses to the book, ask: *Which part of the book do you think was most interesting? Why? Do you think you’d like to be a counter-intelligence agent, or spy catcher? Why or why not?*

Use the Reading/Language Arts, Social Studies, and Science activities on the next page. Make copies of the Handout and Assessment pages for students to do in class or as homework. Have them correct each “False” question. **Answers: Handout** 1. treason, 2. agency, 3. dead drop, 4. al-Qaeda, 5. Washington, 6. fluent, 7. traitor, 8. Mata Hari, 9. defect, 10. Normandy, 11. tricycle, 12. espionage. **Assessment** 1. A, 2. D, 3. B, 4. C, 5. A, 6. B, 7. D, 8. C, 9. A, 10. D.

## Curriculum Links

### SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

### Reading/Language Arts Activities

1. Review that a timeline shows a sequence of events in the order in which they happen. It helps readers see relationships between events. Challenge students to use information from the book about Benedict Arnold or one of the other spies to create flowcharts, from before the person became a spy to the end of his or her career in espionage. Have students share and compare timelines.
2. Remind students that a good descriptive passage paints a word picture. You choose words that help the reader see, hear, feel, smell, or taste what you saw, heard, felt, smelled, or tasted. Ask students to imagine that they accidentally discover a spy or a network of spies plotting an attack on America. Let students work alone or with a partner to write a fictional narrative about whom they would tell and what they would do to stop the plot and “save the day.” Suggest they use ideas from the book or from TV shows and movies about spies as inspiration. Encourage students to illustrate their work and to share it with classmates.

### Science Activity

Over several days, record group discussions in which no names are mentioned, or tape each student saying the same line, such as, “Yes, I finished my homework” or “I will see you later.” Point out that someone identified Robert Hanssen by his taped voice, then let students take turns being blindfolded and trying to identify a classmate by voice alone. If you can’t tape the voices, blindfold one student and ask a second to quietly stand behind him or her and say something. Discuss the characteristics of different voices and how easy/hard they were to identify.

### Social Studies Activities

1. Have students work in groups to research more information about the D-Day invasion on the beaches of Normandy. Let groups 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 brief captions and sources cited..
  - a Web page with well-organized information and relevant visuals, properly cited.
  - a PowerPoint™ presentation with a visual and a few facts on each side of a slide.
2. Explain that ethics deals with moral issues related to how we do things; what’s right and what’s wrong, based on a society’s beliefs. Review that Robert Hanssen was caught because someone recognized his voice on a tape recording, then say: *Americans believe in rights and freedoms, including the right to privacy. So when it comes to espionage, like taping conversations, what is right and what is wrong? Do citizens’ rights count more than a country’s safety? Is espionage ever justified? Why or why not?* Allow time for sharing of viewpoints.

## Word Scramble

Some words from the book are scrambled. Read each clue, then write the word correctly.

Scramble	Clues	Word
1. STONEAR	the act of betraying one's country	_____
2. CANEGY	an intelligence organization	_____
3. EDDA PROD	secret spot where spy leaves information	_____
4. LA-DEAQA	major Islamic terrorist organization	_____
5. SHOWTANING	General during the American Revolution	_____
6. UNLEFT	speaks or writes a language easily	_____
7. RATIORT	one who betrays his or her country	_____
8. TAMA RIHA	Margaretha Zelle	_____
9. TEFCED	abandon one's country to live in another	_____
10. DRAMNOYN	where the Allies invaded France	_____
11. LICERTCY	MI5's code name for Dusan Popov	_____
12. PEIONEGAS	the act of spying	_____

Now mix up the letters in three more words from the book. Write a clue for each word, and then challenge a friend to unscramble them!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Assessment

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

1. Benedict Arnold was an American double agent.
  - A. True
  - B. False
2. Which is **NOT** a true fact about Aaron Burr?
  - A. He was Thomas Jefferson's vice president.
  - B. He plotted to take over parts of the American south.
  - C. He formed his own army.
  - D. He was a low-level military officer.
3. Mata Hari was originally from Germany.
  - A. True
  - B. False
4. Operation Fortitude was supposed to \_\_\_\_\_.
  - A. send Mata Hari to Spain to spy on the Germans
  - B. keep Vera Schalburg in Russia to spy on the resistance
  - C. keep German soldiers away from Normandy
  - D. trap the Cambridge Five spy ring
5. Which is a synonym for *espionage*?
  - A. surveillance
  - B. ambassador
  - C. sinuous
  - D. omnipresent
6. A *dead drop* is a location where spies bury the bodies of informants.
  - A. True
  - B. False

7. Which is an antonym for *treason*?
- A. subversion
  - B. disloyalty
  - C. betrayal
  - D. allegiance
8. Which characteristic does the author **NOT** infer about double agents?
- A. They may get careless.
  - B. Some are greedy.
  - C. They never lie to their families.
  - D. Some think they are uncatchable.
9. The author implies that if J. Edgar Hoover had acted on Tricycle's information, the Japanese might not have attacked Pearl Harbor.
- A. True
  - B. False
10. After reading this book, you can infer that \_\_\_\_\_.
- A. double agents have a lot of fun
  - B. some FBI spy catchers are just 20 years old
  - C. Flora Solomon was an American
  - D. double agents lead dangerous lives that can end in execution