

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 and/or 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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Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
The Secret World of Spy Agencies	978-0-7660-3714-4	978-1-59845-352-2
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Spy Tech--Digital Dangers	978-0-7660-3712-0	978-1-59845-350-8

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Teacher's Guide for Spy Tech--Digital Dangers

You see a plane high above you. Is it carrying people to a business convention or a long-anticipated vacation? Or could it be a robot-piloted spy plane spying on people below, snapping pictures as it speeds by? In this book, readers discover that from spy planes to lasers to a robot catfish, spy technology is constantly changing to keep up with a fast-paced world.

Before Reading

Have students browse through the book to note the chapter headings, primary source photos, illustrations, captions, sidebars, *Secret Fact* boxes, *Spies Like Who* career page, *Glossary*, *To Find Out More*, and *Index*. Then have students fill out Anticipation Guides with the questions below. Explain that after reading, they will return to see if they still have the same opinions.

Anticipation Guide Statements	Agree	Disagree
Spies are the good guys.		
If it looks, acts, and sounds like a dragonfly, it must be a dragonfly!		
A seismograph can only record earthquakes.		

During Reading

Remind students that they've had many experiences in their lives that can connect them to what they read. Explain that to make *text-to-self connections* as they read, students should ask themselves questions, such as, *Have I seen or heard anything like this in real life or on TV? Has this ever happened to me or someone I know? Does this make sense with what I already know about the subject?* By answering their own questions, readers make connections to it. Suggest that as students read, they write on sticky notes by text where they make a connection, for example: *This reminds me what I heard on the news about . . . or I saw one of these . . .*

Suggest that as students read they also look for the following:

- What biometrics is and how it's used in the spy world.
- How businesses use digital spy stuff.
- How to make a keyhole spy device.
- Who designed a bomb-sniffing laser.
- Which countries are involved in *Project Echelon*

After Reading

Revisit students' Anticipation Guides. Ask: *Did you change your opinion about any statement? If so, what changed your mind?* Have students cite information in the text that convinced them. To elicit personal responses to the book, ask: *Which part of the book do you think was most interesting? Why? Would you recommend this book to a friend? 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 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 1. predator, 2. prisms, 3. agencies, 4. Sputnik, 5. remote, 6. embassy, 7. double agent, 8. drones, 9. infrared, 10. technology, 11. seismograph, 12. surveillance, 13. terrorists.
Assessment 1. D, 2. A, 3. D, 4. C, 5. B, 6. D, 7. C, 8. A, 9. B, 10. B.

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. Explain that *literary devices* add interest to writing. One device is **alliteration**—the use of words that start with the same sound. Add that when authors write, they may use a literary device to set a tone or attitude. Read aloud the Chapter 1 title and first sentence, *Espionage Evolution/Complicated covert computer codes*. Discuss how the alliteration suggests a friendly, informal tone. As a group, skim the book for more examples of alliteration. Then have students search newspapers and magazines for headlines and/or ads with alliteration. Let students share found examples.
2. Ask partners to create a script for a TV show about a local resident who caught Charlie, the robot catfish. Have dialogue answer questions such as, where and how was Charlie caught, what was it doing there, and was there anything strange inside it. Suggest that partners include “interviews” with the person who caught Charlie, locals who saw it, and CIA officials. When the script is ready, have partners make a storyboard to show how it would look on the TV screen, or choose actors, act it out, and videotape it.

Science Activity

Discuss the illustration on page 26. Remind students that light travels in a straight line until it meets something, then reflects or refracts in another direction. Model how to change a refracted path of light through a prism to hit a specific spot. Draw a circle on the board. Place a prism on a desk and shine a flashlight through to refract the light toward the board. Have students note the angle of the refracted light. At their direction, move the flashlight at different angles until the refracted light nears the target. Let students take turns trying to hit the target with refracted light.

Social Studies Activities

1. Understanding how technology influences history is an important social studies skill. As the author said, technology changes so the spy business changes, too. Tell students that technology can never be good or bad; it’s just ideas and inventions that adapt nature to meet human needs and wants. But human use can bring negative effects: ancient humans who discovered that fire kept them warm and cooked their food got an unexpected negative effect when sparks burned them or a whole forest! Brainstorm kinds of technology, such as fire, the wheel, clothing, books, TV, cars, medicines, and cell phones. Have partners research positive and negative aspects of one kind of technology, then present their findings to the class. Ask: *Do you think the positive benefits of this technology outweigh its negative effects? Why or why not?*
2. Have small groups of students use the Internet to research more about corporate espionage and find out how it impacts the economy. Invite groups to present their results in one of the following ways:
 - a written report with visuals, properly cited.
 - a blog, detailing their research and citing facts and photos.
 - a PowerPoint™ presentation with a few facts on each side of a slide.

Handout

Cross-a-Word

One column below spells **DIGITAL DANGER**. Read each clue, then fill in the missing letters of words from the book across the puzzle.

Clues

1. name of most successful drone
2. clear 3-D objects that can bend light
3. spy organizations, like CIA
4. the first atellite
5. far away
6. ambassador's headquarters
7. spy who pretends to work for you but actually works for the enemy
8. robotic spy planes
9. range of invisible energy waves
10. digital products and systems
11. machine that measures vibrations inside Earth
12. the act of observing
13. people who carry out acts of terror

1				D						
	2			I						
		3		G						
4				I						
	5			T						
		6		A						
			7	L						
				8	D					
				9	A					
				10	N					
11					G					
				12	E					
				13	R					

Assessment

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

1. Threats to our country today mostly come from _____.
 - A. terrorists
 - B. crime organizations
 - C. foreign intelligence agencies
 - D. all of the above
2. Earthquake technology can help detect nuclear weapon testing.
 - A. True
 - B. False
3. Which is **NOT** true about satellites?
 - A. Russia sent up the first one in 1957
 - B. *Explorer I* was launched in 1958
 - C. the first spy satellite was called the *Corona*
 - D. the *Corona* belonged to the Soviet Union
4. The CIA created "insectohopter," a robot listening device that looked like a _____.
 - A. bee
 - B. mosquito
 - C. dragonfly
 - D. grasshopper
5. The word *infrared* refers to the array of visible energy waves.
 - A. True
 - B. False
6. Which is an antonym of *remote*?
 - A. distant
 - B. isolated
 - C. detached
 - D. attached

7. A seismograph measures _____.
- A. density of liquids
 - B. volume of matter
 - C. vibrations inside Earth
 - D. elevation of volcanic peaks
8. The author infers that more high-tech devices will be invented as needs change.
- A. True
 - B. False
9. *Predator* is a good name for a drone because _____.
- A. a predator is hunted by smaller animals
 - B. a predator must be a good hunter to survive
 - C. a prey is a good hunter
 - D. a predator can be easily seen
10. No one can spy on a person without being caught.
- A. True
 - B. False