

# 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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| <u>Titles in this series</u>                     | <u>Library Edition ISBN</u> | <u>Paperback Edition ISBN</u> |
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## Teacher's Guide for Spies and Lies--Famous and Infamous Spies

Some spies are not what you would expect. For example, in World War II a whole family, including a 6-year-old, spied on the U.S. military. In this book, readers uncover the secrets of some of the most famous and infamous spies, including animal species, like pigeons and mice!

### 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*, *To Find Out More*, and *Index*. Ask them to use their brief browse to predict what they will learn in the book and to set a purpose for reading. 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 |
|--|-------|----------|
| Small cats make great spies.                   |       |          |
| No one can be forced to become a spy.          |       |          |
| Sometimes secret messages are hidden in music. |       |          |

### During Reading

Explain that sometimes authors use a *cause-and-effect text structure*. Review that a *cause* is **why** something happens; an *effect* is **what** happens. Add that words like *because* can signal a cause-and-effect relationship, but that sometimes readers must infer the relationship from details in the text. A two-column Cause-and-Effect Chart can help readers see those relationships and better understand a selection. Suggest that as students read, they put sticky notes where they find examples of cause-and-effect relationships. After complete a chapter, students can use the stickies to locate entries for their Cause-and-Effect charts.

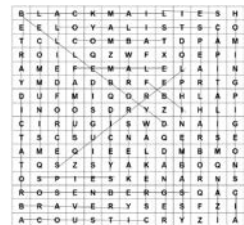
Suggest that as students read they also look for the following:

- What Belle Boyd did to earn the Southern Cross of Honor.
- How songs helped during World War II.
- Where children were blackmailed into being spies.
- Who saved some Jewish people from the Nazis.
- When the first American civilian spies were executed.

### After Reading

Revisit students' Anticipation Guides and 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. Elicit personal responses: *What was the most interesting fact you learned from this book? Who do you think was the most interesting spy? Why?*

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** (right). **Assessment** 1. C, 2. A, 3. D, 4. B, 5. C, 6. A, 7. D, 8. A, 9. D, 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. Remind students that we describe real people in nonfiction, just as we do make-believe characters in fiction. Character Webs can show a lot about people: how they look, what they do, how they feel, what they say, how others react to them, and more. Challenge students to create a character web for Belle Boyd, Agnes Daluge, Dicey Langston, or another person from the book. Tell them to write the person's name in a circle, then write details about the person in smaller circles around it. Encourage students to add an illustration of the person as well. Invite students to share and compare their webs.
2. Review with students that a **monologue** is one person speaking his or her thoughts aloud, either to the audience or to another actor. Have each student choose one person described in the book and write a monologue based on that person. Allow time for students to perform their monologues. Videotape the “author/actor” performances so students can see their work. Give feedback on both writing and acting.

### Science Activity

Discuss that some behaviors are **innate**—we are born with them, like the ability to cry; other behaviors are **learned**, like the ability to skate. Learning is achieved through practice. Animal spies learn by repeating a task many times. Have students test their learning ability. Give two partners a ruler. Have one student sit, elbow on desk with hand extended over the edge. Tell the partner to hold the ruler just above the seated student's hand, and then, without warning, drop the ruler. The seated partner should grab the ruler before it falls and record the catch-spot. The lower it is on the ruler, the faster the reaction time. Have partners change places so each is a dropper and a catcher. Ask: *Do you think practice can improve your reaction time?* Ask pairs to repeat the activity 10 times. Discuss the results. Did students “learn” or improve?

### Social Studies Activities

1. Have students scan the book for the names of spies and their locations, such as Belle Boyd/Virginia, the Kuehn family/Germany to Hawaii, Agnes Daluge/Germany to Switzerland, Dicey Langston/South Carolina, child spy network/Romania, Rosenberg in-law David/New Mexico. Then give students a world map and have them make a callout box from each location listing the spy who worked there. Let students use their maps to answer questions about a location's relative position, using cardinal directions, such as: *Which direction would you go to get from Los Alamos to Hawaii? From South Carolina to Germany? From Romania to Virginia?*
2. Reread the sentence on page 29, *Beliefs such as these were very different from beliefs in American capitalism.* Have small groups research how capitalism and communism differ at [www.edb.gov.hk/FileManager/EN/Content\\_5536/war\\_n\\_peace\\_1\\_3\\_eng.pdf](http://www.edb.gov.hk/FileManager/EN/Content_5536/war_n_peace_1_3_eng.pdf) or other Internet sources. Ask each group to make notes, and then create a Venn diagram to compare and contrast the two systems. If possible, let groups use an online graphic organizer site to prepare their diagrams.

## Handout

### Find-a-Word

Find these 30 terms from the book hidden across, down, or diagonally in the puzzle:  
ACOUSTIC, ALLIED FORCES, BELLE BOYD, BETRAY, BLACKMAIL, BRAVERY, CAPITALISM, CIA,  
COMBAT, COMMUNISM, DANGER, DICEY, DICTATOR, DISGUISE, DOLPHIN, EMBASSY, FAMOUS,  
FBI, FEMALE, HOMING PIGEONS, LIES, LOYALISTS, NAZI, PEARL HARBOR, ROSENBERGS, SNEAK,  
SPIES, SQUIRREL, WALKERS, WAR. Tell how each relates to the secrets of spies.

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

## Assessment

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

1. Belle Boyd was a spy in \_\_\_\_\_.
  - A. World War II
  - B. World War I
  - C. the Civil War
  - D. the American Revolution
2. Americans John and Michael Walker sold secrets to the Russians.
  - A. True
  - B. False
3. Nicolae Ceausescu, a Romanian, \_\_\_\_\_.
  - A. used mice to send secret messages
  - B. worked as a secretary at the U.S. embassy
  - C. saved a U.S. pilot whose plane crashed
  - D. forced young children to work as spies
4. Acoustic Kitty turned out to be a great spy.
  - A. True
  - B. False
5. Which is **NOT** a synonym for *combat*?
  - A. battle
  - B. fighting
  - C. cooperation
  - D. warfare
6. Someone who *betrays* a friend or country is disloyal.
  - A. True
  - B. False

7. Which is an antonym for *dictator*?
- A. ruler
  - B. tyrant
  - C. oppressor
  - D. none of the above
8. The author infers that if the U.S. military had noticed the flashes from the Kuehn home sooner, the Japanese would not have attacked Pearl Harbor.
- A. True
  - B. False
9. The author suggests that \_\_\_\_\_.
- A. the best spies are men
  - B. the best spies are women
  - C. the best spies are homing pigeons and dolphins
  - D. the best spies are humans or animals that are the least obvious.
10. Because 90 percent of messages sent by pigeon in World War I arrived safely, you can infer that \_\_\_\_\_.
- A. 10 percent of the pigeons were old
  - B. 10 percent of the pigeons were captured or killed
  - C. 10 percent of the pigeons lost their messages
  - D. 10 percent of the pigeons stopped to eat