

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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Teacher's Guide for *The Secret World of Spy Agencies*

Even the greatest spy can't complete a mission without support from a spy agency. The agencies of some countries have mysterious histories, and some use double agents to get things done. In this book, readers uncover secrets behind spy agencies around the world.

Before Reading

Remind students that good readers preview a book to find out what they might learn and what they already know about the subject. Have them browse the book and note chapter headings, primary source photos, captions, sidebars, and *Secret Fact* boxes. 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.

Chapter 1, pages 5–12 Point out the sidebars and *Secret Fact* boxes and stress that each focuses on a specific detail related to the main text. Remind students that dates and words like *before* and *during* signal a sequence text structure. Add that sometimes an author tells events in the order they happened, but other times readers must infer the sequence from the text. As students read, have them note the sequence of events, then list important events in time order.

Chapter 2, pages 13–19 As students read, encourage them to continue to find and list the sequence of events. Check comprehension with questions such as: *What was the difference between the CIG and previous agencies?* (CIG was civilian-run) *Why was Angleton asked to resign?* (He was paranoid about catching Soviet moles.)

Chapter 3, pages 20–26 Let students partner-read and discuss the chapter. Ask: *What British spy agency is the oldest?* (MI6) *Who do many people believe was the inspiration for James Bond?* (real British spy, Sidney Reilly)

Chapter 4, pages 27–35 Have students continue to find and list the sequence of events. Check comprehension by asking: *How did Stalin use the GPU?* (to attack or kill those who opposed him) *What connection does Vladimir Putin have to the KGB?* (He once was a KGB agent.)

Chapter 5, pages 36–43 Let students partner-read and discuss the chapter. Ask: *Do you think people chose to be spies or did the Stasi pick them? Why do you think that?* 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 spymaster? 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 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. Mossad, 2. paranoid, 3. spymaster, 4. traitors, 5. Germany, 6. secrets, 7. counterfeiter, 8. civilian, 9. immigrants, 10. Pinkerton, 11. moles. **Assessment** 1. B, 2. C, 3. A, 4. D, 5. C, 6. B, 7. D, 8. B, 9. B, 10. A.

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 compound words are two or more words that express one idea. They may be joined (*football*), hyphenated (*high-tech*), or separate (*post office*), as long as they describe one idea. Direct students to the compound words on page 6 (*spy agencies, Civil War, United States, barrel-making, railroad, however*). Review that the first three each have separate words that together stand for one clear idea. Have volunteers explain the meaning of the hyphenated compound (*making barrels*) and joined ones (*path of rails, in whatever way*). Ask students to skim the book to find other compound words, then list each and tell how it's formed and what it means.
2. Point out that CIA and KGB are **acronyms**—terms formed from the first letters of a series of words. Ask students to tell what words make up these acronyms, researching if necessary: ATM—Automated Teller Machine, EMT (Emergency medical technician), NFL (National Football League), NASCAR (National Association for Stock Car Auto Racing), IRS (Internal Revenue Service), CNN (Cable News Network), PBS (Public Broadcasting System). Challenge students to look through a local newspaper to find as many acronyms as possible, then list each with the words it represents.

Math Activity

Review that the Stasi may have had 1 spy for every 166 citizens. Ask: *Using that ratio, how many spies would there be in a country with 12,617,992 citizens?* ($12,617,992 \div 166 = 76,012$) Have students check www.nationsonline.org/oneworld/world_population.htm for current world populations and, using the same ratio, figure out how many spies a given nation could have. Challenge students to do the same per U.S. state at 2010.census.gov/2010census/data/.

Social Studies Activities

1. Give partners a world map to color and use as the centerpiece on a poster about spy agencies from the book. Have them make fact boxes around the map in which to name each agency, along with a short statement about it. Let partners stretch colorful yarn from each box to the country where that agency is, or was, located: U. S.—Secret Service, OSS, CIG, CIA, NSA; Israel—Mossad; England—MI6, MI5, SIS; Russia—Cheka, GPU, KGB, GRU, FSB; Germany—BND, Stasi. Have pairs share their maps. Discuss the location of each country relative to the others, using cardinal directions.
2. Remind students that the author states, “During the Cold War, the KGB was America’s greatest threat.” Ask: *What is a cold war?* Have students research the overall meaning and, in particular, what the U.S. and Soviet Cold War was. Invite them to present their findings in one of the following ways:
 - a written essay, including visuals, with proper citing of sources.
 - a photo essay, with a brief caption for each image and its source cited correctly.
 - a Web page, well organized with accurate information, relevant visuals, and proper citing of sources.

Assessment

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

1. The Pinkerton brothers were Italian immigrants to the United States.
 - A. True
 - B. False
2. Lincoln hired Allan Pinkerton to _____.
 - A. find and shut down Southern banks
 - B. find and shut down other spymasters
 - C. find and shut down counterfeiters
 - D. find and shut down Southern newspapers
3. President Roosevelt created the spy agency known as OSS.
 - A. True
 - B. False
4. Agencies like the CIA _____.
 - A. uncover secrets
 - B. work with other spy agencies around the world to track down terrorists
 - C. can spy, but can't make arrests
 - D. all of the above
5. Which is **NOT** a synonym for *informant*?
 - A. *snitch*
 - B. *squealer*
 - C. *protector*
 - D. *stoolpigeon*
6. The word *counterintelligence* means, "to help an enemy gather information."
 - A. True
 - B. False

7. The meaning of *mole* as used in this book means _____.
- A. “a small, furry animal”
 - B. “a small, dark growth on human skin”
 - C. “spicy chocolate sauce”
 - D. “a double agent”
8. The author infers that _____.
- A. Lincoln would have died even if the Pinkerton’s had been guarding him
 - B. Lincoln might not have died if the Pinkerton’s had been guarding him
 - C. Lincoln would not have died if Baker had been out of town
 - D. Lincoln died because Baker was guarding him
9. Because of the way the Stasi acted with the Soviets, you can infer that _____.
- A. the Stasi were all Russians
 - B. East Germany was a communist country
 - C. the Stasi promoted democracy
 - D. East Germany was ruled by a king
10. The author suggests that being a spy is exciting, but not safe.
- A. True
 - B. False