**Expert Pack: Spies of the Revolutionary War**

Lexile Range: 960-1260

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| **Topic/Subject:**  Who were the spies of the Revolutionary War and how did they help win the war? |
| **Texts/Resources**  Articles   1. “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution” 2. “Benjamin Franklin – World of Influence – Spies” 3. “Lafayette, James Armistead”   Videos   1. “Inside a Revolutionary War Spy Ring”   Other Media   1. “Revolutionary War” 2. “The Patriot Spy” 3. “Spy Letters of the American Revolution” |
| **Rationale and Suggested Sequence for Reading**  In the first article, “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution,” students are introduced to women spies and the roles they played in the American Revolution. Students will then watch the video, “Inside a Revolutionary War Spy Ring” that provides a brief summary of how George Washington and the Culper Spy Ring outsmarted the British during the Revolutionary War. At this point, students should begin to become familiar with some of the major spies of the Revolution and their motives for becoming a spy. They will also begin to form an understanding of how the American Revolution began and some of the events that occurred during the war. The next source, an informational website, “Revolutionary War” will allow students to research answers they may have in regards to the war and spies up to this point. Students will then venture to the website titled “Spy Letters of the American Revolution” to learn various aspects of spies and their letters, stories, methods, routes, and an overall timeline of events. The next piece in this text set will narrow its focus to one spy--the World Book Online Student edition article titled “Lafayette, James Armistead.” This article highlights the bravery of one spy who was a slave. James Armistead Lafayette risked everything working as a double agent to further the Patriot cause despite the fact that he was not freed immediately following the war. The text set culminates with an interactive game and an article. The game “The Patriot Spy” has students act as a spy and ties in all the events and challenges spies faced in the Revolution. The last article, “Spy Techniques of the Revolutionary War” explains in detail the various ways spies communicated through ciphers, coded letters, invisible ink and hidden letters. |
| **The Common Core Shifts for ELA/Literacy**   1. Regular practice with *complex* text and its academic language 2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational 3. Building *knowledge* through content-rich nonfiction |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**   1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. *Determine central ideas or themes of a text* and analyze their development; summarize the key supporting details and ideas. 3. *Read and comprehend complex literary and informational texts independently and proficiently.* |
| **Annotated Bibliography** 960L “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution” Author: Graf, Christine  Genre: Informational article  Length: 327 words  Synopsis: Explains the role women played in spying during the Revolution. Students may also listen to this article as it has a read-aloud function.  Citation: “From eavesdroppers to secret agents: women spies of the American Revolution.” *Appleseeds*. December, 2005. Vol. 8, issue 4. Retrieved from Galegroup: <http://go.galegroup.com/ps/i.do?id=GALE%7CA142567736&v=2.1&u=vol_b28hs&it=r&p=GPS&sw=w&asid=03a2b5c3141e714c0d470910864e4993>  Recommended Student Activities: Wonderings  **N/A “Inside a Revolutionary War Spy Ring”**  Author: Fox News  Genre: Newscast video  Length: 3:31 minutes  Synopsis: This video provides a brief summary on how George Washington and the Culper Spy Ring outsmarted the British during the Revolutionary War. Brian Kilmeade the author of “George Washington: Secret Six” is interviewed.  Citation: Fox News. (Writer). (n.d.). Inside a Revolutionary War Spy Ring [Video file]. Retrieved from <http://video.foxnews.com/v/2826753663001/inside-a-revolutionary-war-spy-ring/?#sp=show-clips>  Recommended Student Activities: Wonderings  **1170L “Revolutionary War”**  Author: Unknown  Genre: Website, informational, clear section headings  Length: 2,010 words  Synopsis: This website provides brief first-person biographies of different patriots and their acts. The patriots included are: George Washington, Benjamin Franklin, Nathan Hale, James Armistead Lafayette and Anna Strong.  Citation: *Revolutionary War*. (2013). Retrieved February 27, 2015, from <https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html>  Recommended Student Activities: Break the Code game <https://www.cia.gov/kids-page/games/break-the-code>  **1080L “Spy Letters of the American Revolution”**  Author: From the Clements Library Collection  Genre: Informational website  Length: N/A  Synopsis: This website provides spy stories, methods, timelines and routes they took during the American Revolution.  Citation: Spy Letters of the American Revolution -- Secret Methods and Techniques. (n.d.). Retrieved December 19, 2016, from <http://clements.umich.edu/exhibits/online/spies/index-methods.html>  Recommended Student Activities: Wonderings  **1040L “Lafayette, James Armistead”**  Author: World Book Online  Genre: Encyclopedia article  Length: 431 words  Synopsis: This website provides information on the Patriot and double agent spy James Armistead Lafayette, who was a slave.  Citation: Lafayette, James Armistead. (2016). In *World Book Student*. Retrieved from <http://www.worldbookonline.com/student/article?id=ar754751>  Recommended Student Activities: Picture of Knowledge  **N/A “The Patriot Spy”**  Author: Unknown  Genre: Website; interactive game  Length: N/A  Synopsis: Players will act as a patriot spy and deliver a message to Paul Revere. They will learn about the events that led to the American Revolutionary War and the challenges spies faced.  Citation: *The Patriot Spy.* (n.d.) Retrieved February 27, 2015, from <http://www.nps.gov/webrangers/activities/patriot/>  Recommended Student Activities: N/A  **1260L “Benjamin Franklin – World of Influence – Spies”**  Author: PBS  Genre: Informational article  Length: 601 words  Synopsis: Spycraft during the American Revolution consisted of a complicated system of risk taking including ciphers, coded letters, invisible ink and “blind drops”.  Citation: *Benjamin Franklin – World of Influence – Spies*. PBS. Retrieved February 27, 2015, from <http://www.pbs.org/benfranklin/l3_world_spies.html>  Recommended Student Activities: Picture of Knowledge |

**Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time
* Use Expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

## Repeat steps one through four with each resource in the text set as appropriate.

**Expert Pack: Spies of the Revolutionary War**

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text about (topic).
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Title** | **Write or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution” | There were many spies during the Revolutionary War. Many were men but some were women. They risked their lives to help Washington. |  |
| 1. “Inside a Revolutionary War Spy Ring” | The Culper Spy Ring was a huge factor in the victory of the war. They outsmarted the British - they did not overpower them. The British stole America’s currency paper to start a counterfeit operation but the spies were able to stop it. Robert Townsend was the most vital spy to George Washington. | The spy ring was very important in winning the war against the British. |
| 1. “Revolutionary War” | Benjamin Franklin was a spy. He was on secret committees that employed spies and gathered supplies for the revolution. | George Washington, Nathan Hale and Anna Strong are mentioned. |
| 1. “Spy Letters of the American Revolution” | There were many spies who contributed to intelligence gathering during the Revolutionary War. | Many spies played a role in the fight against the British. They employed many methods to be successful in their work. |
| 1. “Lafayette, James Armistead” | James Armistead was a slave and a spy. He was able to cross enemy lines easily because no one suspected a slave would be a spy. | Some spies work as double agents, which was the role James Armistead Lafayette played. |
| 1. “The Patriot Spy” | The spies had a challenging path to get through to contact Paul Revere with information. Paul Revere was important in communicating vital information to George Washington. The Boston Tea Party and Boston Massacre were two reasons why the redcoats (British soldiers) were making lives difficult for the Boston people. | Secret messages, codes, and invisible ink are mentioned. |
| 1. “Benjamin Franklin – World of Influence – Spies” | Spies had to be very careful to not get caught. They would carry messages in silver balls that could be swallowed if the messenger was captured. | Blind drops, codes, and invisible ink are mentioned. |

1. **Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

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| **Title** | **Six Vocabulary Words & Sentences** |
| “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution” | Words:relied, warn, pretending, attack, prepared, mission   1. During the Revolutionary War, generals relied on spies for information about the British. 2. Spies found ways to warn the generals of surprise ambushes. 3. Many times, the spies warned the Americans about surprise attacks from the British. 4. As soon as spies received their messages for the general, they were on a mission to defend their position. 5. Spies had creative ways of getting information from the British. They did a lot of pretending in order to fool the British. 6. The main goal of the spies was to make sure the Americans were prepared for attacks from the British. |
| “Inside a Revolutionary War Spy Ring” | Words:outsmarting, exploits, ordinary, resistance, unsung, operations   1. Spies were tasked with outsmarting military people. 2. The Culper Spy Ring had several great exploits during the Revolutionary War. 3. The spies were not all military people, but ordinary working-class people. 4. The resistance movement was strong in Setauket, Long Island. 5. The unsung heroes of the Revolutionary War were the spies. 6. Many of the spy operations were very dangerous. |
| “Revolutionary War” | Words:sacrifice, forge, deception, courier, recruited, intelligence   1. During war time, spies had to make great sacrifices to help their country. 2. The spies were trying to forge a new nation. 3. George Washington used deception techniques against the military. 4. Benjamin Franklin helped to create a courier system for passing information during war time. 5. People were recruited to help the spies pass information. 6. Nathan Hale was considered an intelligence gatherer during the Revolutionary War. |
| “Spy Letters of the American Revolution” | Words:cipher, composed, disguise, intercepted, recipient, transactions   1. The cipher made it impossible for the enemy to read the note. 2. We composed the document carefully so no one would know who wrote it. 3. The enemy used a disguise to change how they looked. 4. He intercepted a piece of mail from the Patriot cause. 5. The recipient of the letter didn’t realize it was written in invisible ink. 6. Many transactions that took place during the War were done in private. |
| “Lafayette, James Armistead” | Words:double agent, false information, defeat, betray, surrendered, negotiate   1. The spy, who as a double agent, was collecting information for the Patriots but providing incorrect information to the British. 2. If false information was passed along during the war, it could mean the difference between life and death! 3. In order to defeat or beat the enemy, we had to outsmart them. 4. A spy could never betray, or turn their backs to their cause. 5. If we hadn’t surrendered, they would have destroyed the entire army. 6. James Lafayette Armistead tried to negotiate or argue for his freedom following his service as a spy. |
| “The Patriot Spy” | Words:capture, occupied, patriot, presence, tension, merchants   1. The British wanted to capture cannons in the town of Lexington, Massachusetts. 2. The city of Boston was occupied by the British. 3. The patriots were fighting for their cause. 4. The British presence was obvious as I traveled around the city. 5. Tension between the townspeople and the redcoats had caused many disturbances. 6. Loyalist merchants were also spies for the British. |
| “Benjamin Franklin – World of Influence – Spies” | Words:quill, espionage, musket, fortification, maneuvers, chemical bath   1. People used to use the quill of a feather, the tube part, to write letters. 2. Being good at espionage helped the spies not get caught. 3. Soldiers used to fire at enemies with muskets. 4. In order to protect themselves, soldiers built fortifications to keep enemies out. 5. Spying helped figure out maneuvers and moves the opposing side would do next. 6. A chemical bath, or a tub filled with chemicals, helped reveal letters written with invisible ink. |
| **Sensational Six** | Words: deception, sacrifice, mission, patriot, espionage, maneuvers  **Patriot** spies would take on **missions** that required them to smuggle information through enemy forces. The spies used techniques of **deception** to hide valuable information for their people; a practice called **espionage**. They had to evade **detection** and remain secret or they could be found out and **revealed** to the enemy. These spies created many different techniques and **maneuvers** in order to avoid capture. The spies of the Revolutionary War made great **sacrifices** to help ensure America won its independence. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
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* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

**Sample Response**

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| --- | --- |
| **Title:** | **Six Vocabulary Words & Sentences** |
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| **Sensational Six** | Words: |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for “Benjamin Franklin – World of Influence – Spies” and “Lafayette, James Armistead”)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

1. **Wonderings** (Recommended for “From Eavesdroppers to Secret Agents: Women Spies of the American Revolution,” “Inside a Revolutionary War Spy Ring,” “Spy Letters of the American Revolution”)

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| **I’m a little confused about:** | **This made me wonder:** |
| On the left, track things you don’t understand from the video and the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

**Expert Pack: Spies of the Revolutionary War**

Expert Pack Glossary

**“From Eavesdroppers to Secret Agents: Women Spies of the American Revolution”**

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| *Word* | *Student-Friendly Definition* |
| controlled | To have power over or command.  *The British controlled the city.* |
| hatched | Many animals hatch from eggs. One can also hatch a plan.  *They hatched a plan to pass the message along.* |
| defeated | To win or beat in a game. In a war one army may defeat another.  *The patriots were not defeated by the British in the battle.* |

**“Inside a Revolutionary War Spy Ring”**

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| *Word* | *Student-Friendly Definition* |
| exploits | A brave or daring act.  *The exploits of the spies were extraordinary during the war.* |
| operations | Putting a military plan into action.  *The operation to remove the hostages was dangerous but necessary.* |
| ordinary | Another word for usual, normal or common.  *It’s an ordinary day – nothing unusual is going on.* |
| outsmart | To get the better of by being clever.  *The girl outsmarted her brother by taking his cookie off his plate when he wasn’t looking.* |
| resistance | A secret organization formed to oppose an army that has taken over a country.  *The small band of resistance fighters fought against the army.* |
| unsung | Not known or honored.  *Many spies are unsung heroes because we don’t know their identity.* |

**“Revolutionary War”**

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| *Word* | *Student-Friendly Definition* |
| surveyor | A person who looks carefully at the land and helps with the making of maps.  *People hire surveyors today to map their property lines.* |
| intelligence | Collection of knowledge or information.  *The general received intelligence of a secret attack.* |
| directorate | A group of people who make important decisions.  *The directorate decided who would be a secret agent.* |
| courier | Someone who delivers messages and packages for a government, military organization, or business.  *The general sent a courier to his commander with the message of his victory.* |
| privateers | A privately owned, armed ship directed by the state to attack or capture enemy ships in wartime.  *Privateers were hired by the government to help support them in war.* |
| propaganda | Information or opinions that are made public to promote or attack a movement, cause, or person.  *The government spread propaganda to boost support for the war.* |
| concocted | Can mean to mix up as in a witch’s brew but it also means to make up out of one's imagination; invent.  *Ben Franklin concocted letters to the Hessians to convince them to get out of the war.* |
| forged | Produce a copy or imitation of (a document, signature, banknote, or work or art) for the purpose of deception.  *The spies forged many letters requesting more soldiers.* |
| elites | Those having the greatest power, authority, privilege or highest status.  *The colonial elites were important members of society.* |

**“Spy Letters of the American Revolution”**

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| *Word* | *Student-Friendly Definition* |
| cipher | A message written in a secret code.  *If I had written my email in a cipher, my teacher would never have known what it said.* |
| composed | Made up of.  *My group of friends was composed of Sara, Mandy, Sandy and myself.* |
| correspond | To write a letter you intend to send.  *I wrote a letter to my friend in India so we could correspond with one another.* |
| deliberately | On purpose.  *The student deliberately broke the pencil when the substitute teacher was in the room to avoid doing a math worksheet.* |
| disguise | To change your looks in order to not be recognized.  *She wore a wig to disguise herself.* |
| frequently | To happen often.  *If you forget your homework often, you forget it frequently.* |
| intercepted | To stop or take hold of.  *The football player intercepted the ball*. |
| manipulate | To influence to achieve a certain goal.  *Mom manipulated me by offering me candy after I finish my homework.* |
| recipient | Someone who receives something.  *He was the recipient of the college scholarship.* |
| transactions | The act of doing business.  *A sales transaction took place when I paid for the headphones at the store.* |
| transposed | To change the order of things, usually letters in a word.  *He transposed the letters “ie” and made it “ei” instead.* |

**“Lafayette, James Armistead”**

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| *Word* | *Student-Friendly Definition* |
| betray | To not be faithful to.  *She betrayed her friend by sharing a secret she promised to keep.* |
| defeat | To be defeated is to lose.  *We were defeated 14-7 by the other school’s football team.* |
| double agent | A spy who works for both sides.  *A turn coat is another word for a double agent.* |
| false information | Bad information; not true.  *If the general used false information to make decisions during war time, it could cost lives.* |
| negotiate | Bargain with and come up with a decision about.  *He tried to negotiate for a later bed time, but his dad said no.* |
| surrendered | To give up to another person.  *He surrendered his water balloons after his sister was declared the winner of the water balloon fight.* |

**“The Patriot Spy”**

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| *Word* | *Student-Friendly Definition* |
| capture | To take over or gain control of by force or through planning.  *In the game Capture the Flag, you need to take the other team’s flag and bring it to your side of the line.* |
| impending | If something is impending, it is about to happen.  *The lightning signaled that the impending thunderstorm was approaching the baseball game.* |
| merchants | Someone who buys things and sells them for more money.  *There are many online merchants like Amazon.com that sell goods for a profit.* |
| occupied | To take and control.  *Her brother occupied the couch when he laid down on it.* |
| presence | Being in a place at a certain time.  *There was a presence of soldiers at the army camp.* |
| tension | Similar to stress or strain.  *The tension during the presidential election between the Democrat and Republican parties was intense.* |

**“Benjamin Franklin – World of Influence – Spies”**

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| *Word* | *Student-Friendly Definition* |
| quill | The hollow tube like part of a feather.  *Benjamin Franklin would write letters with the quill of a feather.* |
| espionage | The practice of spying.  *Benjamin Tallmadge was very good at espionage.* |
| musket ball | The ammo used to shoot muskets.  *Hidden messages were found in hallow musket balls.* |
| fortification | A construction built for defense.  *Fortifications were built to protect against enemies.* |
| maneuvers | A clever or skillful move or action.  *Getting ahead in the war required both sides to figure out each other’s maneuvers.* |
| tenure | Manner or term of holding something.  *Franklin held tenure as America’s diplomat.* |
| cipher | A secret way of writing.  *Ciphers were often used in messages to hide the real meaning.* |

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