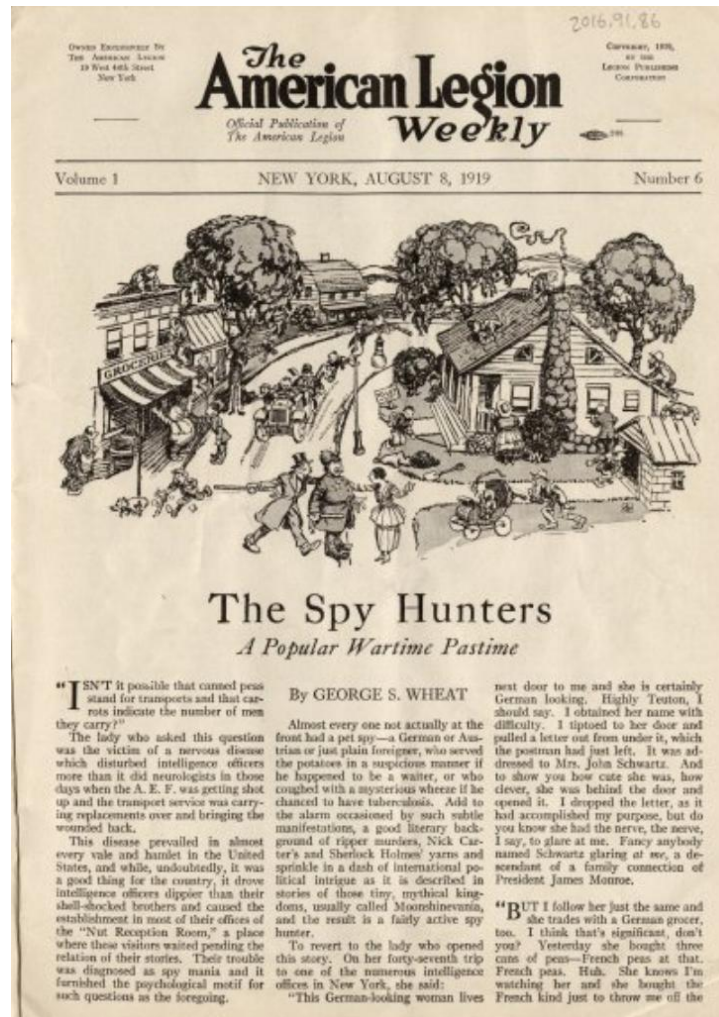


THE NATIONAL
WWI MUSEUM
AND MEMORIAL



Artwork and fictional short story from The American Legion Weekly acting as satire about people searching for spies in their communities

Online Collections Database, 2016.91.86, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

There is a Spy Among Us: Exploring the Role of Spies in WWI

Recommended Grade Levels: 5-8

Course/Content Area(s): World History, U.S. History

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LESSON OVERVIEW:	Students will take on the roles of soldiers and spies, completing learning tasks while working to uncover the spies in the room. Students will learn about a variety of methods used for spying and communication during WWI. Topics include coded languages, the Choctaw Code Talkers, methods to interrupt spying in the U.S. such as censorship, the Zimmerman Telegram, pigeons as information gatherers and knitting spies.
OBJECTIVES:	<i>Students will:</i>
	<ul style="list-style-type: none"> ● Students will analyze primary sources, such as pamphlets and codes, to gain insights into the role espionage played during WWI ● Students will participate in a simulation where they try to identify who the spies are in the classroom ● Students will learn about the important role that espionage played in WWI
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <p>NSS-WH.5-12.8 ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945</p> <p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p>Common Core English Language Arts State Standards:</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
TIME NEEDED:	2 45-minute class periods
INTERDISCIPLINARY:	ELA
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ● Students should have a basic understanding of WWI, its causes, who was fighting, and where was fighting occurring. See the <i>Additional Resources</i> section for support.
MATERIALS NEEDED:	<ul style="list-style-type: none"> ● There is a Spy Among Us Introduction Slideshow ● There is a Spy Among Us Role Cards (printed to hand out to students) ● Secret Messages for Spies to Send (printed out and placed around the room, each next to its own strip of tape)

	<ul style="list-style-type: none">● Tasks for There is a Spy Among Us WWI Spy Lesson (you may want to print these, but students will still need access to some digital resources as listed in the lesson plan)● Answer Key for WWI Spy Tasks (the final task key includes hints you can provide as needed for students)
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LESSON

PRE-ASSESSMENT/INTRODUCTION/HOOK:

Host a classroom or partner discussion with your students over the following questions:

- Have you ever thought about the ways in which espionage shapes war?

Distribute Soldier Cards and Role Cards to students. Tell them not to show them to anyone.

Tell them: WWI Allied soldiers have been welcomed into the trenches on the Western Front. They must complete various tasks to help win the war, including breaking codes and piecing together pictures from spy pigeons. Completing these tasks ensures their safety and success and helps them win the war. The soldiers have found that their success is being thwarted by German spies. These spies want to sabotage soldiers' work, send three messages with top secret information, and win the war for themselves. Spies have infiltrated the trenches. "Soldiers, there is a spy among us!"

DIRECTIONS:

Part 1: There is a Spy Among Us Introduction

- Review [There is a Spy Among Us Introduction](#) with your students.
- Make sure they understand their tasks. All soldiers are to complete the first 4 tasks PLUS 2 tasks of their choice. They can work together to complete these tasks.
 - Each task must be done in the assigned space, as this creates movement around the room to create cover for the spies.
 - All spies are to complete the first 4 tasks AND they are to collectively send 3 messages to the Germans.
 - The tasks may be completed in any order.
- Briefly review the tasks with them (on the slideshow)
- Explain that if the spies are able to sabotage the class by turning out the lights, then there will be a one-minute delay until the soldiers are able to get the lamps re-lit. Leave the lights off and this might make it easier for the spies to send their messages. Remember, however, that they must send the messages AND complete the first 4 tasks. Just sending messages is not enough.
- Explain how the spies can send their messages. Set up spots in the room for the messages to be received (see the image in the introduction slides as an example). Provide students with some form of marker to move or flip to "deliver" their message. *Example: students could flip a two-colored chip once they have delivered, or students could move a marker from beside the tape, onto the tape.*

- When students feel that they have identified a spy, they can call an emergency meeting. At that meeting, there will be a whole class discussion where students can accuse and defend themselves.
- Once that discussion is over students will vote on who they think the spies are. You can either eliminate anyone who is voted on, or the top two or three. You can limit the number of meetings depending on your students, your number of spies (fewer spies need fewer meetings) and how quickly they will figure it out. You will want to give them at least 3 emergency meetings and as many as 7.
 - Ways to end the vote:
 - You can end it
 - Allow students to end it when they want. If students end it, that means that the first person to call for a vote automatically ends the discussion no matter what and everyone must vote
- If students are voted as spies, they should show their card and reveal if they were a spy or a soldier.
 - They should also go back to the Reserve Line to wait until their trial.
 - If they were a soldier, they are still removed, as the other soldiers voted to send them away.
 - They are no longer participating in the accusations but will still need to complete their tasks.
- Once the game is explained, it is time to play!

Part 2: Playing the Game

- Students will need to complete their tasks either digitally or printed. There are a few resources that are digital and need to be made available if you are printing the information on paper.
 - Task 1 can be completed on paper.
 - Task 2 has a [video](#) and [link](#) they need to visit.
 - Task 3 requires them to be able to read [these guidelines](#). They are on the page, but very small.
 - Task 4 can be completed on paper unless students want to learn more about the [Zimmerman Telegram](#).
 - Task 5 can be completed on paper unless they want to learn more about the [sabotage of the Black Tom Island munitions depot](#).
 - Task 6 can be completed on paper unless they want to know more about [pigeon cameras](#).
 - Task 7 can be completed on paper. If you want to see more about knitting spies, you can [visit this site](#).
 - Task 8 will require that students have access to [this primary source](#).
 - Task 9 can be completed on paper only. Students may need hints on this one, which are provided in [the Answer Key](#).

- Students will work to complete their tasks. The first group (spies or soldiers) to do so will win. Otherwise, the soldiers automatically win if they guess who the spies are.
- Even if the soldiers guess the spies, everyone should still complete the first 4 tasks.

POST-ASSESSMENT:

Once students have completed this activity, revisit the discussion at the beginning of the class. What have they learned about the role that espionage played in WWI?

MODIFICATIONS/ACCOMMODATIONS

Group students so that they can work collaboratively on this project. Provide hints for students who really struggle and help them work through the problems. Refer to the [Answer Key](#) if needed for this.

Additional Resources

- [Native Americans in WWI](#)
- [Choctaw Code Talkers](#)
- [Censorship Information Card](#)
- [Zimmerman Telegram](#)
- [February 1918: WWI counterintelligence agents get their man](#)
- [Pigeon Camera](#)
- [Knitting Spies](#)
- [Secret List of Coded Words](#)