For a Day

- Pre-Visit Activities
- Museum Infiltration Activities
- Post-Visit Activities
DEAR TEACHERS AND STUDENTS:

We are very excited that you will be visiting the International Spy Museum. As the Museum’s Executive Director and a former spy, I welcome you to the Museum and to the shadow world of espionage. Your visit will help you develop a better grasp of the intelligence profession, and the skills and tradecraft used by spies.

As a 36-year veteran of the CIA and member of its clandestine service, I have lived the life that you will be learning about. The life of a spy is not usually what you read about in spy novels or see in James Bond movies. My career as a CIA Operations Officer was an exciting one and there were several instances when my work, recruiting and running sources in foreign countries to obtain secrets, led to policy decisions by the President.

Many young people ask me how they can pursue a career in intelligence. The intelligence community is comprised of all sorts of professionals with a wide array of skills and backgrounds. At CIA, some of the world’s leading scientists and technicians work in the Office of Technical Services (where Q from James Bond might work). The CIA’s Clandestine Service recruits candidates to become intelligence officers who are fluent in foreign languages – especially those of the world’s hot spots – such as the Middle East, Central Asia, and Africa.

I hope that at the very least, your visit to the International Spy Museum will open your eyes to the intelligence profession and help you understand the critical role that it has played since the beginning of civilization to today. Young people, living in this post 9/11 world need to be able to think critically about what they read in the newspapers and on the Internet, and what they see on television regarding world events.

Enjoy your visit, good luck on your missions, and please make full use of all of the resources the Museum has to offer students and teachers.

Signing off,

PETER EARNEST
Executive Director
International Spy Museum
All is not as it appears... Chalk marks on a mailbox, a button on a stranger’s coat... all around you things that seem unimportant are actually changing world events. As you prepare to explore this shadow world at the International Spy Museum, the **STUDENT SPY GUIDE** will assist you. With this you can plan your visit and provide your students with a memorable and valuable experience at the Museum. Pre-visit classroom activities, on-site worksheets, and a post-visit classroom activity are included.

**OVERVIEW**
The Student Spy Guide contains a series of missions. Students adopt a cover-identity of a real historic spy described in a dossier. The dossier provides all the pertinent information they need to “become” this person. At the Museum, students use their cover-identity and a hypothetical mission to “assemble” their **tradecraft** toolkit. This is done by finding appropriate spy tools in the exhibits and identifying spy skills described the exhibits. Then they discover how spies affected historical events, “the secret history of history” and conduct a scavenger hunt to search for information about historic spies from biblical times through the present day.

**IMPORTANT INTELLIGENCE**

**PRE-VISIT ACTIVITIES**
Mission #1: Living Your **Cover**
Mission Materials:
• Dossiers
• The Language of Espionage (page 57)

**MUSEUM INFILTRATION ACTIVITIES**
Mission #2: Tradecraft Toolkit & Secret History of History Mission Materials:
• Worksheets and Answer Keys
• Museum Maps

**POST-VISIT ACTIVITIES**
Mission #3: Crack the **Code** & Debriefing Mission Materials:
• Top Secret Message Worksheet
• Cipher Wheel Cut-Out
• Debriefing Questions

**APPENDIX**
The Language of **Espionage**
*National Council for the Social Studies*
Curriculum Standards Met by a Visit to the Spy Museum

**NOTE:**
Key terms in this Guide are shown in **bold** and are defined in The Language of Espionage (Appendix)
**What is the target age/grade range for the missions?**  
Middle school students

**What are the missions?**  
Three missions are included for prior, during, and after the Museum visit.

<table>
<thead>
<tr>
<th><strong>The missions in brief:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Mission #1: Living Your Cover</strong></td>
<td>Students are issued a dossier containing information about a real historic spy. They adopt this spy’s identity as their own (their <strong>cover</strong> identity) by memorizing the pertinent information. Then they are questioned by a fellow student or the teacher to test their ability to memorize their cover details and legend (background information). The dossier also describes their “mission” while at the Museum.</td>
</tr>
<tr>
<td><strong>Mission #2: Tradecraft Toolkit &amp; Secret History of History</strong></td>
<td>Students complete two worksheets. In the <strong>Tradecraft Toolkit Worksheet</strong>, they “assemble” a toolkit for a hypothetical mission (included in their dossier). They do this by examining the tools on display and identifying the ones they might require to complete their mission successfully. They are also asked to determine the specific skills they might need for mission success. In the <strong>Secret History of History Worksheet</strong>, they explore how real spies used <strong>tradecraft</strong>, and learn from these spies’ successes and failures. Guided by a scavenger hunt worksheet, they search for specific spy tools, identify strategies and skills used throughout history, and fill in the correct answers to the questions on their worksheet. The answers enable them to determine a top secret message which is written in cipher code.</td>
</tr>
<tr>
<td><strong>Mission #3: Crack the Code &amp; Debriefing</strong></td>
<td>Students construct a <strong>cipher</strong> wheel to decipher the message on the Secret History of History Worksheet. Questions are provided to stimulate dialogue about the challenges of being a spy, the role intelligence plays in the government, and the intelligence profession.</td>
</tr>
</tbody>
</table>
What are the overall objectives of this guide?

1. To familiarize students with the history, role, and importance of intelligence-gathering in affecting world events.
2. To motivate and excite students about their visit to the Museum.
3. To organize and focus students during their visit and strengthen the exhibit learning experience.
4. To identify specific spy tools and skills and their applications for different types of missions.
5. To encourage critical thinking and use of problem-solving skills.

How should students be grouped at the Museum?

Although each student should have his or her own dossier and set of worksheets, we suggest dividing your students into teams of two or three to travel the Museum together. Remember, an adult chaperone is required for every ten students.
Imagine what it would be like to assume a fake identity and try to live it day after day, or even year after year.

Real intelligence case officers often must adopt a cover identity. This is a new persona, one that guards and conceals an agent or officer’s real identity, so they can carry out their secret mission with no one suspecting who they really are. The additional background information about the persona, or the legend, provides the rich details that make their cover appear real.

A spy’s mission, and his or her life, depends on convincing people that this fiction is fact. Spies often must maintain and “live” their cover even under hostile interrogation.

Mission Objectives

1. To test and strengthen memorization skills.
2. To experience the feelings involved with living undercover.
3. To learn about historic spies.
4. To strengthen and support creativity and flexible thinking.
In this mission students get a feel for how very difficult it is to live undercover. Each student receives a dossier containing background information about a historic spy that they must use as a cover identity. They need to memorize the basic details listed in the dossier as if they were going to operate as this person overseas. Before infiltrating the Museum, each student should have a working knowledge of his or her cover and be able to stand up to basic questioning.

**Important Note:** There is a mission listed on each dossier. This hypothetical mission will be used during the Museum visit to complete the worksheets.

**Mission Materials**
- Dossiers
- Keeping Your Cover Worksheet
- Border Patrol Questions (see below) and a person who will be the “border patrol officer”
- Disguise materials (optional)
- **Pocket litter:** ticket stubs, foreign currency, documents that support the cover (optional)

**How To Do It**

1. Copy and distribute one dossier and The Language of Espionage (p. 57) to each student (you can give more than one student the same dossier if necessary). Alternatively, you may want to have students read all the dossiers and choose one.

2. Have students read their dossier thoroughly and tell them that they must “become” that person. They need to memorize their cover details and be familiar with their legend (the background information). They should think about what it would be like to really be this person—how would this person think, look, act, and feel in different situations? If students have trouble with memorization, you can limit the mission to just two or three cover details.

3. To strengthen their knowledge of their cover identity students should pair up and quiz each other on their cover details. Teachers can also serve as “border patrol officers” and question students on their cover details. Use the questions from the Keeping Your Cover Worksheet for interrogation. Curveball questions can be added to test their knowledge.

   Note: If the information is not available on the dossier, students should be prepared to make up their answers “on the fly” — but their answers need to be consistent with their cover details.

**Mission Debriefing**

**Discuss with your students the following:**
- Was it difficult to memorize your cover details?
- What did it feel like to “lie” about who you are and be undercover?
- Do you think you were convincing in your new persona?
- What do you think it is like for spies who have to live their cover for days, months, or even years?
- What are some of the challenges?
- Why is having a cover identity important for a spy?
1. Students can develop a disguise to transform their appearance to support their cover identity. If there is no photo on the dossier, they can get creative.

2. Students can fabricate or collect appropriate pocket litter (items found in their pocket or bag that help support their cover identity and mission). These can include theater ticket stubs, train ticket stubs, foreign currency, receipts, etc.

3. Because the dossiers represent real historic spies, students can conduct additional research on their cover identity. You can also issue extra “spy points” if students can find their spy in the exhibit during the Museum visit (location is listed at the bottom of their dossier).
Can your cover stand up to interrogation?
Read over your dossier and fill in the answers to these questions. Remember, there may be answers that you will have to make up “on the fly” because the information is not in the dossier.

What is your full name?

What is your cover or nickname?

Where were you born?

Where do you live now?

What languages do you speak?

What is your profession?

What are the names of your immediate family members?

Why are you traveling? (you will likely have to make this answer up based on your assigned mission)

What other countries have you visited or are you intending to visit?

Memorize your answers.

ARE YOU PREPARED TO BE QUESTIONED ON YOUR ABILITY TO REMEMBER YOUR COVER?
Name: Sidney Reilly  
Date of Birth: 1874 or 1877  
Country of Origin: Russia?  
Gender: Male  
Occupation: British Secret Service Officer  
Code Name: ST1

Background Intelligence:  
Sidney Reilly was a true master spy. He was so tricky and secretive that his country of birth and details about his childhood are not really known. Reilly spied for several years, mainly for Britain, and operated during and after the Russian Revolution of 1917. It is thought that he was born in Russia and immigrated to England as a young man, but there is no true documentation of his origins. In 1899 Reilly became a British citizen and changed his name from Sigmund Rosenblum to Sidney Reilly. Fluent in English and Russian, it is thought that Reilly mastered five other languages as well. He was an expert in disguise techniques and living undercover. Recruited by the British Secret Intelligence Service (SIS), he was given the code name of ST1. Reilly had a reputation for being smart and savvy, as well as ruthless. In 1905 he reportedly began to spy in the Far East for the British. Some people think that he also worked for the Japanese spying on the Russians. In 1918, he masterminded an unsuccessful coup against the Russian Bolshevik government in Moscow. In September 1925, he used a fake passport with the name of Sternberg and traveled to Russia. He was never seen again outside of Russia. Soviet intelligence captured and brutally interrogated Reilly in Lubyanka Prison and executed him in a forest near Moscow on November 5, 1925. Reilly’s admirers call him “the greatest spy who ever lived” and he was perhaps one inspiration for the James Bond character.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following: Develop a disguise and cover identity which will allow you to live undercover in China for one year. While there, collect top secret intelligence about Chinese military power and pass information back to SIS-British Secret Intelligence Service.

You can find out more about this person at the International Spy Museum in Red Terror.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
**DOSSIER**

**Name:** William G. Sebold  
**Date of Birth:** 1902  
**Country of Origin:** Germany  
**Gender:** Male  
**Occupation:** Aircraft Industry  
**Code Name:** Tramp, Henry Sawyer (cover name)

**Background Intelligence:**
William G. Sebold (birth name Debowski) was a German-born American citizen recruited by Germany as a spy. But Sebold eventually turned on Germany and spied for the United States. He served in the German armed forces during World War I. In 1922 Sebold traveled by merchant ship to the United States and jumped off the ship in Galveston, Texas. He then changed his name from Wilhelm G. Debowski to William G. Sebold. After becoming an American citizen, he got a job in San Francisco working in the aircraft industry. In 1939, while visiting friends and family in Germany, Sebold was recruited as a spy for Germany by the Abwehr (German intelligence). His reason for agreeing to become a German spy was that the Germans threatened to expose his criminal record to American deportation officials. Sebold attended spy school in Hamburg, Germany and learned how to operate a radio transmitter. He was issued a fake U.S. passport under the name Harry Sawyer and was given the names and addresses of several German agents working in the United States. Using the code name “Tramp,” his assignment was to transmit intelligence from these agents back to Germany. Additionally he arranged for intelligence to be placed in microdots on letters to German agents in Shanghai, Portugal, and Brazil. Before Sebold left Germany, he went to the U.S. Consulate and reported that he was recruited as a German spy and agreed to spy for the United States. Back in the U.S. the FBI paid him $50 per week to set up an office with hidden cameras to record his meetings with German agents. In 1940 Sebold began to transmit false intelligence via shortwave radio back to Germany. By 1942, only one month after the attack on Pearl Harbor and America’s entrance into World War II, the FBI used Sebold’s information to identify and arrest 33 German spies. He testified as a witness in the trials of the German spies. Sebold died in 1956 in the United States.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following: Meet with Agent X (a German spy) and collect his top secret intelligence about U.S. military actions. Instead of transmitting this intelligence back to Germany, create disinformation (information that you know is not true) and secretly send it back to your German handler.

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**NOTE:** Key terms in this Guide are shown in **bold** and are defined in The Language of Espionage (Appendix).
Name: Vilyam Fisher alias Colonel Rudolph Abel  
Date of Birth: 1903  
Country of Origin: England  
Gender: Male  
Occupation: Photographer/Artist  
Code Name: Emil R. Goldfus, Mark

Background Intelligence:
Rudolph Abel was a Soviet master spy who operated in the United States in the 1950s. It is believed that he born Vilyam Fischer, in Britain. Abel was fluent in English, German, Polish, and Yiddish as well as Russian and was selected by Soviet intelligence as a language expert. He rose to the rank of language instructor for the NKVD (the precursor to the KGB, Soviet intelligence agency). During World War II Abel was an intelligence officer in the Russian Army working on the German front. He was reported to be such a good spy that he was able to impersonate a German officer, penetrate German intelligence, and steal top-secret information on troop locations. He then secretly communicated the locations of the German troops to his Soviet commanders who used it to achieve victories on the battlefield. After the war, the KGB appointed Abel to head a network of Soviet spies working in America. Their goal was to uncover U.S. military secrets. In 1949, he was awarded the Order of the Red Banner (highest honor) by the Soviets for his excellence in spying. Eventually, Abel was arrested by the FBI, but no evidence that he had passed military secrets could be found. However, he was sentenced to 30 years in prison for espionage against the United States. He only served four years. Eventually he was traded to Russia for Francis Gary Powers, the American pilot of the U-2 spy plane that was shot down over the Soviet Union. He lived a quiet life in Moscow and died in 1971.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Unload a dead drop in a hollowed-out tree containing top secret documents passed to you by one of your agents. Make sure that you are not under FBI surveillance. Then, place microfilm (a strip of film on which miniature text is recorded) in a dead drop (a secret location where materials can be left) under a sidewalk slab for one of your agents to smuggle back to the KGB.

You can find out more about this person at the International Spy Museum in Cloak and Shadow.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Sir William Stephenson  
Date of Birth: 11 January 1896  
Country of Origin: Canada  
Gender: Male  
Occupation: Pilot/Boxer/Businessman/Spymaster  
Code Name: Intrepid

Background Intelligence:
Sir William Stephenson was a soldier, pilot, businessman, inventor, and finally a spymaster. He lived in England and became a fighter pilot during World War I becoming known for shooting down 26 German aircraft before being shot down and taken prisoner. After managing to escape and return to British lines, he provided valuable detailed observations about the German military. After the war, he became a boxer and won the world amateur lightweight champion title. Stephenson then became very interested in flying, designing, and manufacturing airplanes. During the 1930s, while traveling frequently to Germany on business, he developed an interest in intelligence. He began to provide information about German troops to the British Secret Intelligence Service (MI6) and to Winston Churchill, the soon-to-be British Prime Minister. In 1940, Churchill named Stephenson his personal representative to U.S. President Theodore Roosevelt. In 1942, he continued his spy work out of an office that was set up in New York called the British Security Coordination (BSC). The office became the U.S. center for all the branches of British intelligence operating in America. In an effort to help both the U.S. and Britain during World War II, the BSC’s secret missions included cracking German codes and running both British and American agents to uncover secret intelligence about German war strategies and weaponry. To protect his identity, Stephenson developed a cover of a British passport control officer. After the war he was knighted by the Queen of England. Many say that he was an inspiration for the James Bond character. Stephenson died in 1989 at the age of 92.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Travel to Germany undercover and meet with Mr. Frankel, a prominent businessman in the field of aviation. While there, secretly photograph documents that reveal Germany’s secret plans to design a new type of fighter plane.

You can find out more about this person at the International Spy Museum in *Behind Enemy Lines.*

**NOTE:** Key terms in this Guide are shown in **bold** and are defined in *The Language of Espionage* (Appendix).
Name: Sir Francis Walsingham
Date of Birth: c. 1532
Country of Origin: England
Gender: Male
Occupation: Principal Secretary to Queen Elizabeth I/Ambassador to Paris
Code Name: none known

Background Intelligence:
Born in England, Sir Francis Walsingham became involved in intelligence while working as secretary to the English ambassador to France. In 1570, when Elizabeth became the Queen of England, he returned to England and was appointed the ambassador to France. By 1573 Walsingham had built an extensive spy network, with agents placed in France, Italy, Germany, Spain, and Turkey. Their mission was to protect the Queen and prevent those who might want to overthrow her. He was an avid code-master with a deep interest in cracking codes and ciphers. Walsingham trained his agents in intercepting and deciphering letters, creating false handwriting, and breaking and repairing seals on letters without being detected. He was committed to protecting the Queen, and as a Protestant he wanted to stop the spread of Catholicism in Europe. He even used his own money to fund his spy network. Walsingham’s motto was “knowledge is never too dear.” Using codes and ciphers, his agents sent him secret intelligence about anyone who was working to spread Catholicism and/or with the desire to dethrone the Queen. Walsingham’s spy network uncovered a plot to overthrow the government by Queen Elizabeth’s cousin, Mary, Queen of Scots, who was eventually executed. Despite Walsingham’s loyalty and successes, he died in poverty and debt in 1590. Today Walsingham is often credited as creator of the first modern intelligence service.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following: Intercept a letter, open it without damaging it, decipher the codes hidden in it, and then return it to its original state and send it on its way. Secretly pass the decoded information to your contact.

You can find out more about this person at the International Spy Museum in the Lobby and in Earliest Espionage.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Theodore Hall  
Date of Birth: 1926  
Country of Origin: United States of America  
Gender: Male  
Occupation: Physicist  
Code Name: Mlad (Russian for “Youth”)

Background Intelligence:
Theodore Hall was an American physicist who was part of the Soviet atomic spy ring during World War II. He graduated from Harvard University at age 18 and was the youngest person to work on the Manhattan Project (the name given to the U.S. effort during WWII to develop a nuclear bomb). He believed strongly that the United States should not be the only country in the world with nuclear bomb capabilities. Hall visited New York in 1942 along with his college friend, Saville Sax (code name Star). While there, they arranged a meeting with a Russian diplomat. They gave the Russian a stolen detailed sketch of the American nuclear device (code-named “Fat Man”) as well as other top secret nuclear plans and theories. Hall recruited a more experienced spy, Lana Cohen (code name Leslie) who, along with her husband assisted him in passing more American atomic secrets to the Russians. In 1962 Hall immigrated to Britain and became a bio-physicist at Cambridge University. The intelligence he collected in England was transmitted to the NKVD (Russian Secret Police) with the use of a one-time pad cipher. In 1996, decoded Soviet communications revealed his espionage activities, but by then, he was in very bad health suffering from cancer. He was never put on trial for his espionage on behalf of the Soviets.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following: Photograph top secret plans and designs for a new nuclear weapon. Arrange for a top secret location where you will conduct a brush pass to get them to your contact. Make sure you are not tailed by FBI surveillance.

You can find out more about this person at the International Spy Museum in Atomic Spies.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
**Name:** Harry Gold  
**Date of Birth:** 12 December 1910  
**Country of Origin:** Russia  
**Gender:** Male  
**Occupation:** Chemist  
**Code Name:** Goose/Raymond

**Background Intelligence:**
Harry Gold was an American chemist who passed American atomic secrets to the Soviets during World War II. He was born in Russia and immigrated to the United States with his family when he was four years old. Gold became an American citizen in 1922 and settled in Philadelphia where he worked as a chemist for the Pennsylvania Sugar Company. After losing his job in 1932 he went back to school to study chemical engineering and was recruited to be a spy for the Soviet Union in 1934. Gold passed secret information about the atomic bomb and served as a courier to pick up nuclear information from two fellow Soviet agents, a British scientist named Klaus Fuchs, and David Greenglass, a machinist at the Los Alamos atomic laboratory. Gold was arrested by the FBI for espionage against the United States in May 1950. He confessed, and was sentenced to thirty years in prison. Gold was released on parole in 1965 and settled in Philadelphia. The Soviet Union awarded him the Order of the Red Star (highest military honor) for exceptional service. Gold died in 1972.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Go to Santa Fe, New Mexico and pick up stolen top-secret sketches and notes about a new nuclear weapon. Then, drive to Albuquerque, New Mexico and pay $500 to your contact so he will pass this top-secret information to the Soviets. Make sure that you are not under FBI surveillance when you conduct these operations.

You can find out more about this person at the International Spy Museum in *Atomic Spies.*

**NOTE:** Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
**Name:** William F. Friedman  
**Date of Birth:** 24 September 1891  
**Country of Origin:** Russia  
**Gender:** Male  
**Occupation:** Cryptologist  
**Code Name:** none  

**Background Intelligence:**  
William F. Friedman was an American cryptologist (expert in **codes** and **ciphers**) and was famous for breaking a top secret Japanese code called Purple during World War II. Historians consider him “unquestionably one of the greatest **cryptanalysts** of all time.” Friedman was born in 1891 in Russia and his family immigrated to the United States and settled in Pittsburgh. He graduated from Cornell University in 1914 with a degree in genetics and was hired by a laboratory near Chicago. In 1920 Friedman moved to Washington, D.C., where he worked for the Army Signal Corps, becoming their chief cryptographer in 1922. In 1938 he worked for the U.S. War Department where he began to track and decipher top-level Japanese codes. In 1940, after 20 months of intensive work, he managed to crack the first coded message. This helped the U.S. military during World War II decipher communications from the Japanese embassy in Nazi Germany. After the war, Friedman worked at the Army Signal Corps creating codes and ciphers and leading the transition from paper and pencil **cryptology** to machine analysis. He continued to use his cryptanalytic skills after the war. He and his wife disproved the popular theory that Shakespeare’s works were actually written by someone else. In 1958, Congress awarded Friedman $100,000 for his contribution to the development and improvement of electrical **enciphering** machines. He died in 1969.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:  
Travel to a secret meeting location. Once there, you are given an intercepted German top secret enciphered message. Although you’ve been successful in cracking many codes and ciphers in the past, this one looks completely unfamiliar. You need to break the code.

You can find out more about this person at the International Spy Museum in **Code Breaking**.

**NOTE:** Key terms in this Guide are shown in **bold** and are defined in **The Language of Espionage** (Appendix).
Name: Feliks Dzherzhinsky (pronounced: Der-gin-ski)
Date of Birth: 11 September 1877
Country of Origin: Russian Poland
Gender: Male
Occupation: Spymaster
Code Name: none known. Iron Felix (nickname)

Background Intelligence:
Feliks Dzherzhinsky is considered to be the first Soviet spymaster. He was born to a wealthy Polish family and was expelled from school for “revolutionary activity.” In 1897 and 1900 he was arrested for such activities; both times he was sent to Siberia and both times he escaped. Dzherzhinsky joined the Bolshevik revolution (a movement to overthrow the Russian government by giving power to the Soviets) in 1917 and was ordered by Lenin (the head of Soviet Russia), to establish and direct the Cheka, the first Soviet secret police and intelligence organization. The Cheka employed 23 people when it was founded in 1917, but had 37,000 employees just two years later. Dzherzhinsky remained the head of the Soviet secret police through its name changes (GPU and OGPU) until 1926. His goal was to detect and track counter-revolutionaries (citizens who might overthrow the new government and those who operated against the Soviet Union abroad). He was known to use any and all means including torture, imprisonment, and murder to track and contain suspects. One eye-witness account described him as “a man of correct manners... The most remarkable thing about him was his eyes...deeply sunk, they blazed with a steady fire of fanaticism...they never twitched.” Dzherzhinsky’s devotion to the cause of communism and his ruthless persecution of anyone opposed to the Soviets gained him the nickname “Iron Felix.” He died of a stroke during an argument with Joseph Stalin (the General Secretary of the Communist Party) in 1926. It is suspected that the stroke may have been caused by a deliberate poisoning.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Start your own spy ring by recruiting agents who can live undercover. Issue disguise materials and new documentation and send them on missions to retrieve secret intelligence. Develop ways for them to pass you their intelligence without actually meeting with them.

You can find out more about this person at the International Spy Museum in Red Terror.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Nathaniel Sackett
Date of Birth: 1737
Country of Origin: British North America
Gender: Male
Occupation: Intelligence Officer
Code Name: none known

Background Intelligence:
Nathaniel Sackett was an intelligence officer who was personally recruited by General George Washington during the American Revolutionary War. He started out as a counterintelligence specialist, serving on the New York Committee for Detecting and Defeating Conspiracies, which searched for and tried to capture British spies and couriers. A man who served on the Committee with him praised him as “a man of honor, with a firm attachment to the American cause” and, more importantly, “a person of intrigue and secrecy.” In February 1777 General George Washington contacted Sackett to set up a network of spies in the New York area with the goal of getting “the earliest and best intelligence of the designs of the enemy (the British).” Sackett was paid $50 a month (the equivalent of almost $1,000 today), and received an extra $500 for the recruitment of other agents. Sackett excelled at his assigned task. His later career, however, was filled with disappointment. In 1785 Congress ignored his plan to establish a new state in the west bordering the Ohio, Scioto, and Muskingum Rivers and Lake Erie. Four years later, evidently suffering from mental illness, he wrote a disjointed letter to George Washington begging him to remember the spy services he had rendered. It, too, was ignored. Sackett died in 1805.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Recruit an agent to help you in your spy mission. Issue him a cover identity and make sure he is equipped with a proper disguise and documentation to support his cover. Set up a system of dead drops to receive his secret information.

You can find out more about this person at the International Spy Museum in The Library.
NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Cardinal de Armand Jean Richelieu (pronounced: Reesh-a-lu)
Date of Birth: 1585
Country of Origin: France
Gender: Male
Occupation: Diplomat
Code Name: none known. Gray Eminence (nickname)

Background Intelligence:
Richelieu was a French diplomat, royal advisor, and spymaster to King Louis XIII. In 1616 he was appointed secretary of foreign affairs and became one of the most powerful men in Europe. His power stemmed from the fact that he ran the most effective and extensive spy network of his time. Richelieu had a personal need for spies because so many people were plotting against him. The first time his power was in jeopardy was in 1617 when a plot to lessen the influence of Maria de Medici (the mother of the king) involved getting rid of him. By spinning a counterplot he returned to power in 1621, shortly before he was made a cardinal by the Pope. In 1624 Richelieu became chief minister to the King. His main agent was an aristocratic friar (member of the Roman Catholic religious order), François Leclerc du Tremblay, who was also in the royal court. Richelieu sent agent Tremblay undercover to the German states, urging them not to support the German emperor in what became the Thirty Years War. Richelieu and his agents also arranged for King Gustavus Adolpus of Sweden to invade the German empire. Eventually Richelieu made Vienna one of his espionage centers, giving the city a lasting reputation for intrigue. He died in 1642.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Recruit an agent who has access to the secret files kept by the King of Sweden. Develop a system of secret communication to receive and transmit messages to and from this agent.

You can find out more about this person at the International Spy Museum in Earliest Espionage.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Isabelle “Belle” Boyd (aka La Bette Rebelle)
Date of Birth: 4 May 1844
Country of Origin: United States of America
Gender: Female
Occupation: not known
Code Name: none known

Background Intelligence:
Belle Boyd was a Confederate spy in the Civil War who was born in Martinsburg, Virginia. It is thought that she began spying for the South at the urging of a Confederate intelligence officer, but she claimed her career in espionage started by chance. Her side of the story is that on the Fourth of July 1861, a band of drunken Union soldiers broke into her home. When one of them insulted her mother, she shot and killed him. Even though she was never arrested, soldiers were posted around her house to keep track of her activities. In 1862 she charmed one of the Union officers into revealing military secrets. She passed these secrets to her slave, who carried them in a hollowed-out watch to Confederate officers. While staying in a hotel in Front Royal, Virginia, she overheard Union officers discussing military plans. She slipped out of the hotel and made her way through Union lines to tell Major General Thomas “Stonewall” Jackson’s intelligence officer that the Union army was understaffed in Front Royal. Boyd was arrested for her spying in 1863 and held in a Washington, D.C. prison for a month. After her release she set sail for England aboard a Confederate ship in the spring of 1864. When the ship was captured, she was again taken prisoner by Union forces and this time, sentenced to death. However, a Union officer, Samuel Harding, fell in love with her and helped her gain freedom. Boyd married him but he died shortly afterwards. After the war she became an actress and dramatized her life as a spy. In 1865, Boyd published a book, Belle Boyd in Camp and Prison, a romanticized version of her adventures. She died in Kilbourne City, Wisconsin, on 11 June 1900 while on a cross-country tour.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Secretly travel across enemy lines carrying food and supplies. Make friends with enemy soldiers and take notes on the conversations you overhear and the secrets you get from them. Arrange for a dead drop site to leave your top secret intelligence for your handler.

You can find out more about this person at the International Spy Museum in Sisterhood of Spies.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
**Name:** Rose O’Neal Greenhow  
**Date of Birth:** 1817  
**Country of Origin:** United States of America  
**Gender:** Female  
**Occupation:** Society Lady  
**Code Name:** none known

**Background Intelligence:**
Rose O’Neal Greenhow was a Confederate spy who operated during the American Civil War. She was born in Montgomery County, Maryland, and was orphaned as a child. As a teenager, she lived with her aunt who ran a stylish boarding house in Washington, D.C. Greenhow was considered charming and refined and was introduced to important people. She married Dr. Robert Greenhow and had four daughters, Florence, Gertrude, Leila, and “little Rose.” Tragedy struck the family when Dr. Greenhow died and then one of their children died. Greenhow’s sympathy for the Confederate cause grew and she was recruited as a spy. On 9 July 1861 she passed secret messages to a Confederate General containing important military information that helped the South win the First Battle of Bull Run. Greenhow knew she was suspected of being a spy and on 18 January 1862 she was sentenced to prison for her spying. She insisted on bringing her eight-year old daughter, Rose. While in jail, she managed to smuggle top secret coded messages out to her Confederate contacts. Greenhow was eventually released from prison and deported to Richmond, Virginia. Confederate President Jefferson Davis enlisted her as an official government courier to Europe. While in Britain, she met with Queen Victoria. Returning home in 1864 Greenhow’s ship was pursued by a Union gunboat and ran aground near North Carolina. She escaped by rowboat but it capsized. Weighed down by the $2,000 worth of gold intended for the Confederate treasury, Greenhow drowned. She received a full military burial in Oakdale Cemetery in Wilmington, North Carolina and was widely regarded as a soldier and a heroine.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following: During wartime, create a convincing cover and disguise, and infiltrate the enemy’s front lines. Through casual conversations, find out the location of enemy troops and develop a code system to send this information back to your contacts.

You can find out more about this person at the International Spy Museum in *Sisterhood of Spies.*

**NOTE:** Key terms in this Guide are shown in **bold** and are defined in The Language of Espionage (Appendix).
**Background Intelligence:**
Odette Sansom was a World War II agent for the British SOE (Special Operations Executive—the sabotage, subversion, and secret military force operating in German-occupied countries of Europe). She was born in France but married an Englishman, Roy Sansom, in 1931, and then moved with him to England. When the British War Office requested all French-born residents supply them with photographs of their hometown to help in the war effort, she volunteered her whole family album. In 1942 Sansom was asked to train under Colonel Maurice Buckmaster of the SOE. She left her husband and three daughters to return to France to work with the French underground (an anti-Nazi movement) in Nazi-occupied France. Landing near Cannes, France she made contact with her supervisor, Peter Churchill. She used the code name Lise and became Churchill’s radio operator, sending secret messages back to Britain. She and Churchill were betrayed by a double agent, who revealed their spy work, and they were both sent to prison in Paris, France. Sansom was tortured by the Gestapo (secret police of Nazi Germany) in prison but stuck to her cover story that Churchill was her husband and he was the nephew of the British Prime Minister Winston Churchill (neither of which were true). This story saved Churchill from being killed by the prison firing squad. In June 1943 Sansom was sentenced to death and sent to a concentration camp. However, she managed to survive and testified against the prison guards in 1947. Her husband died during her imprisonment, and she married Peter Churchill in 1947. They were divorced in 1956, and Sansom married another ex-SOE officer. She was the first woman awarded the George Cross (a British military award of distinction). She died in 1995.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Transport a concealment device containing top secret maps from England to France and place them in a pre-arranged dead drop for your contact. Make sure that you are not under surveillance during this mission.

You can find out more about this person at the International Spy Museum in *Behind Enemy Lines*.

**NOTE:** Key terms in this Guide are shown in **bold** and are defined in *The Language of Espionage* (Appendix).
Name: Virginia Hall
Date of Birth: 1906
Country of Origin: United States of America
Gender: Female
Occupation: Journalist
Code Name: Diane/René
Code Name: none known. The limping lady (nickname)

Background Intelligence:
Virginia Hall was an American journalist who became an agent for the British SOE (Special Operations Executive—sabotage, subversion, and secret military force operating in German-occupied countries of Europe) and the American OSS (Office of Strategic Services—the predecessor to the CIA) during World War II. Her life reads like a spy thriller. She grew up in Baltimore and attended the best schools and colleges, but wanted to continue her studies in Europe. With help from her parents, she studied in France, Germany, and Austria. Eventually she took a job as a service clerk at the American Embassy in Warsaw, Poland in 1931. Hall’s dream to join the Foreign Service was dashed when two years later she lost her lower left leg in a hunting accident. She resigned from the State Department in 1939. In 1941 she was working as a New York Post journalist in France when German troops invaded. She volunteered for Britain’s newly formed SOE to spy on the Germans. When Germany seized all of France in 1942 she managed to escape to Spain. Just two years later Hall joined the American OSS and returned to France to work behind enemy lines. Although she had a wooden leg, she disguised herself as a peasant woman and served as a messenger carrying secret messages between agents. She also helped form the first OSS network in France, becoming the Gestapo’s (German Military) most-wanted target. They called her “the limping lady” in all their top secret communications. After World War II she remained in intelligence and joined the CIA as a senior intelligence officer working on Latin America. She died in 1982.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Parachute out of an airplane behind enemy lines in wartime. Encode a top secret message and transport it and a secret map to one of your agents.

You can find out more about this person at the International Spy Museum in Cloak and Behind Enemy Lines.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Elizabeth Van Lew  
Date of Birth: 1818  
Country of Origin: United States of America  
Gender: Female  
Occupation: not known  
Nickname: Crazy Bet

Background Intelligence:  
Elizabeth Van Lew was a spy for the Union Army in the American Civil War. She was the oldest daughter of a prominent Richmond, Virginia businessman and was very much against slavery. Van Lew convinced her mother to free her household’s nine slaves after her father’s death. During the Civil War she ran a spy network in Richmond to help the Union Army. She pretended to be a crazy woman, talking to herself and making strange noises in public to cover up the fact that she was actually quite smart and was devising plans to help the Union Army. She began her missions by visiting Union prisoners of war and providing them with food and medicine. She also hid escaped prisoners and spent her entire fortune ($10,000) on anti-Confederate causes. She even managed to infiltrate the home of President Jefferson Davis by convincing one of her former servants to give her a job on the Davis household staff. While working in the house, Van Lew spied on the family and mailed the information she uncovered to Federal authorities. Van Lew’s methods got more sophisticated as she continued her spy work. She loaned books to Union prisoners and they sent secret messages in code by underlining words and letters in the books. In appreciation of her service, she was made the head of the postal service of Richmond after the war. She died in 1900. A plaque at Van Lew’s gravestone reads: “She risked everything that is dear to man-friends, fortune, comfort, health, life itself, all for one absorbing desire of her heart—that slavery might be abolished and the Union preserved.”

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:  
During wartime, volunteer to work in prison in enemy territory. Develop a disguise and visit the soldiers. Pass coded messages to them and take coded messages back from them. Pass their secret information to your contacts in the military.

You can find out more about this person at the International Spy Museum in *Sisterhood of Spies.*  
NOTE: Key terms in this Guide are shown in **bold** and are defined in *The Language of Espionage* (Appendix).
Name: Lilly Barbara Carola Stein
Date of Birth: unknown
Country of Origin: Austria
Gender: Female
Occupation: Artist, model
Code Name: none known

Background Intelligence:
Lilly Stein was an artist and model who was also a German spy operating during World War II. She was born in Vienna, Austria to a wealthy family. Austria fell under German control in 1938 and Stein was recruited by the Abwehr (German intelligence organization from 1921 to 1944). She attended spy school in Hamburg, Germany. In October 1939 she was sent on assignment to the United States. In order to avoid detection by the British (who were at war with Germany) she traveled through Sweden to get to the United States. Stein’s mission was to make friends with wealthy people in Manhattan and collect important information from them that could help Germany. To do this she spent time at the best hotels, nightclubs, and the opera. Stein was also able to help other German agents operating in America by passing them information and giving them money as needed. In one of her missions she used the bottom of a make-up compact to hide and transport messages to members of her German spy ring. She also let other German agents use her New York address to receive secret communications from Germany. In 1941 Stein and other members of her German spy ring were arrested by the FBI. The press portrayed her as the glamour girl among the Nazi spies. She was tried, convicted of espionage, and sentenced to 12 years in prison.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Take on a cover identity that puts you in contact with your target. Your cover should be supported by disguise, documentation and a job. In this new life, make friends and hold parties at which you casually speak to your target and their friends. Once you’ve gotten the intelligence you need, design a concealment device to carry this information to other agents working with you.

You can find out more about this person at the International Spy Museum in Streetscape.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Violet Szabo (pronounced: Za-bo)
Date of Birth: 26 June 1921
Country of Origin: France
Gender: Female
Occupation: Store Clerk
Code Name: none known

Background Intelligence:
During World War II Violet Szabo was a spy working for the SOE (Special Operations Executive—a British sabotage, subversion, and secret military force operating in German-occupied countries of Europe). She was born in Paris, France to a French mother and an English father. In 1940 she married Etienne Szabo, a French military officer. Shortly after the birth of their only child, her husband was killed at the Battle of El Alamein in North Africa. In 1942, motivated by his death, she offered her services to the SOE. Her first mission was to parachute into France and lead a group of resistance fighters opposing the Germans. Szabo led them in sabotaging bridges and sent intelligence to SOE headquarters about the locations of factories producing war materials for the Germans. This intelligence helped the SOE determine where to target their bombs. Szabo then returned briefly to England but was sent back to France where she coordinated an effort to sabotage German communications in preparation for D-Day (the beginning of the end of WWII). In June 1944 she was captured by German soldiers and interrogated under torture, then sent to a concentration camp where she was forced to do hard labor and suffered terribly from malnutrition and exhaustion. After a failed escape, she was executed by the Germans in February 1945. She was only 24 years old. After her death she was awarded the George Cross (British high military honor) and the Croix de Guerre (French award for bravery during wartime) for her bravery and selfless acts. Another SOE operative, Odette Hallowes, later said about Szabo, “She was the bravest of us all.”

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Conduct surveillance on a bridge in enemy territory during wartime. Determine how you and your forces can sabotage the bridge. Then conduct surveillance on a factory to determine if it is producing war materials and if so, what and how much. Pass this top-secret information to Agent Star who will carry it to headquarters.

You can find more about this person at the International Spy Museum in Behind Enemy Lines.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Vera Laska
Date of Birth: unknown
Country of Origin: Czechoslovakia
Gender: Female
Occupation: University Professor
Code Name: none known

Background Intelligence:
Vera Laska was a young outdoorswoman who was 15 years old when she joined the Czech underground and became a resistance fighter against Nazi Germany during World War II. She was fluent in both Slovak and Hungarian, and in 1942 she went undercover to run an underground railroad moving prisoners of war and Jews out of danger in Poland into a safe harbor in Hungary and Yugoslavia. She used the fact that she was a woman to her advantage—often posing undercover as the wife of the men who she was smuggling out of Nazi-occupied Europe. Unfortunately, she was captured several times by the Nazis and their allies, jailed, and beaten—but she always managed to escape. Eventually, the Nazis came to consider Laska as one of the most dangerous enemy agents in Central Europe and went to great lengths to try to capture her. When Hungarian security forces arrested her mother, she gave herself up to the Nazis, and was sent to Auschwitz concentration camp. She survived and after the war immigrated to the United States. She earned a doctorate degree and became a university history professor in Massachusetts. She died in February 2006.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
During wartime go undercover to steal enemy equipment to blow up a fueling station for enemy Army vehicles, then cut telephone and telegraph wires to ensure your safe escape back to headquarters.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
**Name:** Harriet Tubman  
**Date of Birth:** 1812  
**Country of Origin:** United States of America  
**Gender:** Female  
**Occupation:** Nurse and Cook  
**Code Name:** none known

**Background Intelligence:**  
Harriet Tubman was an ex-slave who became a spy for the Union during the American Civil War. She was born in Maryland to slave parents and escaped to freedom in Pennsylvania around 1849. In the 1850s she became one of the conductors of the Underground Railroad, risking her life to bring other slaves, including her parents, to freedom. When the Civil War started, Tubman volunteered to work for the Union. First she worked as an Army cook, then a nurse, and finally as a spy. In 1863 she organized a scouting service consisting of former slaves who could slip through Confederate lines and locate military supplies and provisions. She recruited African American river boat captains who helped her locate Confederate “torpedoes” (underwater vessels carrying explosives that were hidden in rivers). She disguised herself as a field worker or a poor farm wife and personally conducted short-term spying expeditions behind Confederate military lines in South Carolina. Tubman observed troop movements and took notes on supply points then reported back to a Union Colonel who commanded a unit of African American soldiers. After the war, she tried unsuccessfully to collect $1,800 in back pay from the government. She finally got a pension in 1899 but only because she was the widow of a veteran. Tubman settled in Auburn, New York where she opened schools for freed slaves and sponsored a home for the poor. She died in 1913 and in acknowledgement for her work as a spy during the Civil War she was given a full military funeral.

**Your Mission:** When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Go undercover and recruit a river boat captain and supply him with maps to navigate a river in South Carolina. Secretly communicate with him and find out the top secret location of enemy troops and weapons.

You can find out more about this person at the International Spy Museum in *Sisterhood of Spies.*

**NOTE:** Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Ethel Rosenberg  
Date of Birth: 28 September 1915  
Country of Origin: United States of America  
Gender: Female  
Occupation: Shipping Clerk  
Code Name: Ethel

Background Intelligence:
Ethel Rosenberg and her husband, Julius Rosenberg, were members of an international Soviet spy ring that passed high level secrets about the U.S. atomic bomb project to the Soviet Union in the 1940s. She was born in New York City and was very smart, graduating from high school at the age of 15. She took a job as a shipping clerk and after four years was fired for organizing a protest strike of 150 women who were being treated unfairly. She became interested in politics and joined the Young Communist League and later the American Communist Party. She met her future husband, Julius at a choral event. They married in 1939 and she stayed home with her two sons, Michael and Robert. In 1946 her husband was fired from his government job as a signals intelligence (SIGINT) specialist because of his pro-Soviet opinions. Julius became a spy for the Soviet Union and recruited other Americans to steal top secret military information. Ethel assisted her husband on many missions including passing top secret information to and from their Soviet contacts. In June 1950 the Rosenbergs obtained passport photos to escape to the Soviet Union but it was too late. That July, Julius was arrested and in August, Ethel was arrested. Their sons were placed with their grandmother and in March 1951 the Rosenbergs and other Soviet spies were brought to trial. Ethel was accused of passing American atomic secrets to the Soviets. She maintained her innocence but was executed for espionage in Sing Sing Prison on 19 June 1953. She was the first woman to be executed in the United States for a federal offense since 1865. Although there was much controversy over Ethel’s involvement in actual spying, decryptions of Soviet messages reveal that Ethel was indeed a Soviet spy.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
You must pick up intelligence at a dead drop site located on the corner of Fifth and Vine. Decode the message and type it in original text. Use another dead drop site to pass this information to your Soviet handler. Make sure you avoid FBI surveillance.

You can find out more about this person at the International Spy Museum in Atomic Spies and Red Alley.

NOTE: Key terms in this Guide are shown in bold and are defined in The Language of Espionage (Appendix).
Name: Margaretha Zelle (aka Mata Hari)
Date of Birth: 7 August 1876
Country of Origin: Netherlands
Gender: Female
Occupation: Dancer
Code Name: H – 21

Background Intelligence:
Operating during World War I, Mata Hari is perhaps the most famous woman spy in history—but some might not actually define her as a true spy. She was born in 1876 to a wealthy Dutch hat maker and his Javanese wife. She married at 18 and lived in Java. Following her divorce, she moved to Paris where she supported herself as an exotic dancer, performing under the name “Mata Hari” which is Javanese for “eye of the dawn.” Her beauty and talent gave her opportunities to meet very wealthy and influential gentlemen. During World War I, she met and had an affair with a German military officer in Madrid. He sent an encoded message back to Berlin which was intercepted and decoded by the French. The message said that a spy code-named H-21 (later alleged to by Mata Hari) had proved valuable. Upon her return to Paris, she was arrested for her espionage activities. Although French authorities suspected her of spying, they could not produce hard evidence against her. They found secret ink in her room but she explained that it was part of her makeup. She admitted that she took money from Germans but said it was for love, not spying. She was court-martialed, found guilty, and sentenced to death in 1917. She went before a 12-man French firing squad and refused to wear a blindfold or to be tied up—she even blew a kiss to them before they fired. Several movies have been made about her dramatic and exotic life and adventures.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Write a top secret message in secret ink. Travel to Germany and pass this secret message to your contact. Make sure that you are not under any British or French surveillance while you perform this mission.

You can find out more about this person at the International Spy Museum in *Sisterhood of Spies.*

NOTE: Key terms in this Guide are shown in **bold** and are defined in The Language of Espionage (Appendix).
Name: Emma S. Edmonds
Date of Birth: 1839
Country of Origin: Canada
Gender: Female
Occupation: Nurse
Code Name: Frank Thomson

Background Intelligence:
During the American Civil War, Emma Edmonds operated successfully behind Confederate lines as a Union spy. She came to the U.S. from Canada in 1856 and when the Civil War began in 1861 she changed her name to Frank Thomson, dressed as a man, and volunteered to serve as a male nurse for the Union Army. After serving as a nurse and living undercover as a man for two years, she volunteered to serve as a spy behind Confederate lines. Disguising herself as a young black man by dying her skin, cutting her hair short, and wearing a wig, she managed to cross the front lines in Virginia. She was confronted by a Confederate soldier who, thinking she was a black slave, put her to work building a fort. After a day of hard labor, she was able to draw a sketch of the area and escape back to Union lines sharing her intelligence on Confederate troop locations and fortresses. During the following months she successfully accomplished eleven more missions behind Confederate lines without being detected or being revealed as a woman. Her various disguises and covers included an Irish peddler, a dry goods clerk, and a friend of a dead soldier. She contracted malaria while on a spy mission and deserted after returning to Union lines, fearing that medical treatment would reveal her as a woman. She died of the disease in 1898.

Your Mission: When you go to the Spy Museum, pretend you are this person and imagine that you have been assigned the following:
Develop a disguise of the opposite gender and cross into enemy lines. Live in this disguise and uphold your cover while you take secret notes on enemy war plans. Develop a way to secretly transport your intelligence back to your handlers.

You can find out more about this person at the International Spy Museum in *Sisterhood of Spies.*

NOTE: Key terms in this Guide are shown in **bold** and are defined in The Language of Espionage (Appendix).
All spies (intelligence case officers and agents) need specific skills and tools, called “tradecraft” to successfully accomplish their missions.

Tools range from concealed radio transmitters and listening devices to secret writing instruments and disguise kits.

Skills can include observation, analysis, mathematical, and technical abilities.
MISSION BRIEFING

While at the Museum, students operate under their **cover** identity to search the Museum’s galleries for just the right tools and skills they will need for their hypothetical mission (on the dossier). They will have the ability to “time travel” in order to choose tools that existed prior to or after their spy’s lifetime. Additional questions on the worksheets encourage students to explore the Museum’s galleries and learn from the artifacts and stories that encompass the entire history of intelligence.

**Mission Materials**
- Worksheets (Tradecraft Toolkit & Secret History of History)
- Dossier
- Museum Map
- Top Secret folders (optional—see illustration) or clipboards
- Pencils

**HOW TO DO IT**

1. Make a copy of the Worksheets (Trade-Craft ToolKit & Secret History of History) and Museum Maps for each student or team.
2. Make sure each student has a pencil (no pens, please) and either a clipboard or a hard surface to write on (see suggestion for how to make Top Secret Files below).
3. Make sure all students take their dossier with them to the Museum.
4. Divide students into small groups of two or three to travel through the Museum. Remember, one adult chaperone for every ten students is required.

**Make TOP SECRET file folders for your students.**
Provide each student with his or her own manila folder—staple the dossier to the inside left side and the worksheets and map to the inside right side. Take it a step further and stamp TOP SECRET on the cover.
ISSUED TO:
Your real name

COVER/CODE NAME:
(Consult your dossier or make one up)

YOUR MISSION:
(Listed on your dossier)

As you travel through School for Spies (the first section of the Museum) pretend you are the spy in your dossier. Search for the tools and descriptions of skills you will need to complete your mission. You can choose from any time period. Keep in mind that there is no one right answer to these questions—just the ones you THINK will help you achieve your mission successfully. Use your map to find the exhibit areas.

ARE YOU READY?
Tradecraft Toolkit Checklist:
Check the items you think you will need for your assigned mission on your dossier. You can learn more about each item as you travel through School for Spies.

☐ Concealed camera
☐ Bug/listening device
☐ Button-hole camera
☐ Invisible ink
☐ Disguise materials
☐ Shoe-heal transmitter
☐ Microdot
☐ Suitcase radio
☐ Dog doo transmitter
☐ Getaway car
☐ Lipstick pistol
☐ Rectal toolkit
TRICKS OF THE TRADE

Do you have what it takes to become a master spy?
Spies steal secrets, look for ways to hide them, and pass them to their intelligence officer. In addition to gadgets, spies need to have special skills or talents to do their job (for example, remaining calm under pressure).

Identify two skills described in this section that you will need to successfully complete your mission.

1. Spy skills I will need: 

2. Reason I will need it:

If you have time, test your spy skills in the Observe and Analyze activities at the front of this section.

NINJA

Can you secretly enter enemy territory, investigate your surroundings and exit...undetected?

Find a tool for the following tasks and list it below:

1. Breaking in

2. Conducting surveillance (listening to or watching a target)

Extra Spy Points #1
What is the Code Name for the Button-hole Camera? (circle one)
a) Smile  b) Cheese  c) Ajax  d) Colgate

Extra Spy Points #2
Enter the Duct Work to practice your silent surveillance skills.
How quiet can you be? Did you stay in the “green”?

Would an air duct be a good place to conduct surveillance if you were on a real spy mission? Why or Why not?

What are the advantages and disadvantages of spying from inside the duct?
CLOAK

Describe two ways that you can deceive everyone about who you are and the purpose of your mission.

1. 

2. 

Extra Spy Points #3

The make-up artist for this famous Hollywood movie helped the CIA develop new disguise techniques: (circle one)

- Alien
- Goldfinger
- Planet of the Apes
- Austin Powers

DAGGER

You’ve watched, waited, and planned. Now it’s time to take action.

Find tools which might help you…

1. Escape

2. Defend yourself

Extra Spy Points #4

Which gadget would you most want to have in your Tradecraft Toolkit? (circle one)

- lipstick pistol
- Bulgarian umbrella gun
- rectal tool kit
- dog doo transmitter

Why?
Don’t miss the James Bond car and all of its tricks!

If you could only choose one trick for your spy car which would it be? (circle one)

a) rotating license plates
b) tire shredders
c) bullet proof shield
d) headlight machine gun

Why?

__________________________________________

__________________________________________

Once you’ve collected your intelligence, who will use it and how will you get it to them?

List two methods of gathering and transmitting intelligence:

1. ______________________________________________________________________

2. ______________________________________________________________________

BE PREPARED! What actions will you take if your cover is blown and you are exposed or caught while on your mission?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Now it’s time for your journey through the “SECRET HISTORY OF HISTORY”
Your toolkit is packed and now you must gather information from master spies. The answers you write down will form a top secret code that you will decipher back at HQ (headquarters). Guard this mission document carefully, do not lose or destroy it as it is vital to the completion of your mission.

**EARLIEST ESPIONAGE** (1st Room in Secret History of History)
Go straight to the Warrior Spies Case on the right behind the Trojan Horse
1. Find the Skytale (pronounced Skit-al-ay) and practice your decoding skills. What time is the invasion?

     ___ ___ ___ ___
     8

2. Consult this historic manual to learn the ancient strategies of espionage.

     ___ ___ ___       __ ___ ___      ___ ___      ___ ___ ___
     1

**PIGEON ROOM** (down the hall on your left)
3. If you need to conduct overhead surveillance you may want this World War I hero on your team. What is his French nick-name? (hint: it's not Bird Cam)

     ___ ___ ___ ___      ___ ___ ___
     5

**THE LIBRARY** (across the hall)
4. Will you need to set up a Spy Ring to achieve your mission? Find the letter from this U.S. president who worked hard to get his agents behind enemy lines.

     ___ ___ ___ ___ ___ ___ ___      ___ ___ ___ ___ ___ ___ ___
     9 11

**BALLROOM TO BATTLEFIELD** (down the hall on your right)
5. If you need to go deep undercover, learn from this Civil War spy who traded in her petticoats for pants to move freely amongst Confederate Troops.

     ___ ___ ___ ___ ___ ___ ___      ___ ___ ___ ___ ___ ___ ___
     2 16
**CODE BREAKING** (pass through Red Terror and the Streetscape)
6. If you need to send a top secret message, this German World War II machine may come in handy—but make sure the code manual doesn’t get into enemy hands!

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**Extra Spy Points**
Try your hand at cracking a code on one of the computers in this exhibit.

**BEHIND ENEMY LINES** (wood floor)
7. Take a look at a creative concealed weapon—you wouldn’t want to find this in your Christmas stocking!

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**D-DAY** (room with army truck)
8. If deception is your game, you can learn from this operation that was full of hot air.

Operation __ __ __ __ __ __ __ __

**ATOMIC SPIES** (small room – with grid)
9. You’ll need to learn to protect your secrets—losing them can prove deadly, as the U.S. discovered when it lost this secret to Russia.

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**GO DOWNSTAIRS TO THE FIRST FLOOR TO THE EXQUISITELY EVIL: 50 YEARS OF BOND VILLAINS EXHIBITION**

**COLD WAR POWER PLAYS** (room with volcanic lair)
10. This Bond villain loved his cat as much as he hated Bond.

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11. This Bond villain had a really “sharp” pair of shoes.

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**COLD WAR CASTOFFS** (room with Ice Palace artifacts)
12. Who Said It—Bond Villain or Real Villain?
“One death is a tragedy—a million deaths is a statistic.”

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46 STUDENT SPY GUIDE ©2008 The House on F Street, LLC All Rights Reserved.
Tricks of the Trade
Possible answers to spy skills needed:
- Nerves of steel
- Open eyes
- Insatiable curiosity
- Sealed lips
- Quick wits
- Observation
- Analysis
- Blending in
- Assessing risks
- Respond to threats coolly

Ninja
Possible answers for tools for breaking in:
- Lock pick kit
- Penlight
- Electronic stethoscope
- Key casting and pocket putty kits
- Burglar alarm evasion kit
- Key pattern device

Possible answers for tools for conducting surveillance on a target:
- Minox camera
- Fountain pen camera
- Through the wall camera
- Cigarette lighter camera
- Keychain camera
- Button-hole camera
- Wristwatch camera
- Bugs / listening devices

Extra Spy Points #1
- C – AJAX

Cloak
Possible answers for two ways you can deceive everyone about who you are and the purpose of your mission:
- Use a getaway car or hide in a getaway car
- Use codes and ciphers to communicate
- Create a convincing disguise and cover
  - Use secret writing
  - Create false documents to support a cover
  - Use dead drops and concealment devices
  - Use a spy radio or transmitter
  - Use a microdot

Extra Spy Points #3
- C- Planet of the Apes

Dagger
Possible answers for tools to help your escape:
- Lock jamming kit
- Heel knife
- Parachutist’s knife
- Signal torch
- Signaling mirror
- Cufflink compass
- Pencil clip compass
- Neck lanyard compass
- Escape boot
- Rectal tool kit
- Heat lighter
- Emergency sustenance kit
- Rice paper escape map
- Night vision goggles
- Escape compass
- Escape knife

Dagger, continued
Possible answers for tools to defend yourself:
- Lipstick pistol
- Bulgarian umbrella gun
- Explosive canteen
- Tear gas canteen
- Dart pen
- Cigarette pistol
- Tobacco pipe pistol
- Sleeve dagger with sheath
- Tear gas pen
- Bobbins
- Hook jabber
- Double switchblade
- Flashlight gun
- Lighter gun
- Ring gun
- Assassination weapon in cigarette pack
- Smatchet and scabbard
- Gas assassination rifle
- Lapel knife
- Glove pistol
- Gas assassination weapons

Shadow
Possible answers for methods of gathering and transmitting intelligence:
- Bugs or listening devices
- Wristwatch microphone
- Miniature tape recorder
- Briefcase recorder
- Covert video sunglasses
- Wolf’s ear pocket shotgun microphone
- Tie transmitter
- Cigarette box transmitter
- Covert video gym bag
1. Dawn
2. The Art of War
3. Cher Ami
4. Washington
5. Pauline Cushman
6. Enigma
7. Exploding Coal
8. Bodyguard
9. Atomic
10. Blofeld
11. Rosa Klebb
12. Josef Stalin
All is not as it seems in the world of espionage. Spies sometimes have to conceal or hide messages within other messages. The use of codes and ciphers allow messages to be transmitted safely. Code making and breaking is essential in many spy missions and at the National Security Agency (NSA), countless hours are spent on analyzing and developing codes and ciphers. We’ve hidden a top secret enciphered message in the answer to the Secret History of History Worksheet. This activity provides students with a fun and challenging method for checking their answers.

Mission Objectives

1. To familiarize students with basic code making and breaking techniques.
2. To introduce the Caesar Cipher method.
MISSION BRIEFING

Students check their answers on the Secret History of History Worksheet and then create their own cipher wheel to decipher the hidden message embedded in the answers.

Mission Materials
Top Secret Message
Teacher Answer Key
Cipher Wheel template
Scissors and paper fasteners (to cut out cipher wheels and fasten them)
Pencils
Debriefing Questions

HOW TO DO IT

1. Using the Worksheet Answer Key (page 49), you or the students check the answers to the questions on the Secret History of History Worksheet.

2. Students fill in the letters that correspond with numbers 1 through 16 in the secret message on the final page.

3. Each student or teams of students make their cipher wheel(s).

4. Using the Key A=W, they decipher their top secret message.

5. The message should read “ALL IS NOT AS IT SEEMS.”

6. After deciphering, choose one or more of the questions from the Debriefing Questions sheet for the class to discuss.
MISSION MATERIALS
Congratulations on nearly completing all your Spy Museum missions!

The final step is to decode a secret message using the intelligence you gathered at the Museum. Use your Secret History of History Worksheet to find the letters that correspond with each number below and write them in the spaces 1 through 16 in the message.

**ENCIPHERED MESSAGE**

1 2 3 4 5 6 7 8 9 10 11 12

___ ___ K ___ !
13 14 15 16

Use the cipher wheel on the next page to decipher the TOP SECRET MESSAGE. Insert each deciphered letter in the appropriate space below.

**DECIPHERED MESSAGE**

1 2 3 4 5 6 7 8 9 10 11 12

___ ___ K ___ !
13 14 15 16

**KEY: A = W**
How to make your cipher wheel:

- Copy this page onto cardstock or thick paper.
- Carefully cut out both disks.
- Place the smaller circle on top of the larger circle.
- Use a paper fastener (brad) to attach the inner disk to the outer disk. Push it through the middle of both disks and then bend out the tabs underneath the disks.

You are now ready to decipher your message!

The key is $\text{A=W}$. Rotate the inner disk until $W$ lines up with the $A$ on the outer disk. So the word Dog would look like this: TIQ. Find each letter in your message on one wheel and look on the other wheel to find the cipher letter. To encipher a message do the reverse.
1. Now that you know a little more about spying, do you think you could be a real spy? Why or why not?  
   **Possible challenges:**  
   - You might get caught, imprisoned, interrogated or compromised.  
   - You might encounter dangerous situations or individuals and risk your, and possibly your family's, safety.  
   - You might have to respond to fast-breaking situations and be assigned time-sensitive missions which could be very stressful.  
   - You have to be someone who can be satisfied if you rarely or never get recognition for your successes and you may be the only one who knows what really happened on a mission.  
   - You sometimes must endure extended travel overseas and you have to enjoy and be good at learning foreign languages.  
   - You have to always remember that you can't tell people what you do, even in some cases, your immediate family.  
   - You may not always know how the intelligence you've collected will be used by the government.  
   - You have to put your family through the stresses of foreign service life: living overseas, arduous travel, moving from place to place, health care issues, and having extended absences from your family.

2. What was it like to live your cover using the dossier? What do you think it might be like to live undercover in the real world? Do you think you could live undercover for a year or more? What would the challenges be?  
   **Possible challenges:**  
   - You have to live a life of deception from day-to-day and there is stress related to the possibility of having your cover blown.  
   - It might be very difficult for you to lie to your family and friends about what you do.  
   - Disguises can be uncomfortable.  
   - You need to have a good memory so you can really live your cover and know every detail.

3. Some people say that intelligence, or lack of intelligence, has the power to change world events and the course of history. From your visit to the Museum, can you identify a time when this was true?  
   **Possible answers:**  
   - The Cuban Missile Crisis  
   - The leadup to the 2003 Iraq War  
   - D-Day  
   - Pearl Harbor and 9/11 (the absence of concrete intelligence led to these events).  
   - The use of the German Enigma machine to break the Japanese Purple code during WWII.

4. How is the role of spies/intelligence different in times of war than in times of peace?  
   **Possible answer:**  
   - Intelligence identifies a threat which leads us to increased national security. When a threat materializes during wartime, then the focus of existing intelligence collection in those countries is intensified. A goal of intelligence gathering is to provide your government with a foreign government's plans and intentions. During wartime it becomes even more critical to know the plans and intentions of foreign countries. Additionally, during wartime, the need for increased counterintelligence (finding out who is spying on you) intensifies.

5. What is the role of intelligence in today's world and how is it different and/or similar to the role it has played in history?  
   **Possible answer:**  
   Intelligence or spying has existed for thousands of years. Its function has remained the same: to obtain secret information about others. But what has changed over time is the methods by which intelligence is collected. Advanced technologies such as satellites have made the collection of some intelligence much easier. Additionally in today's world we are dealing with terrorists and terrorist cells. Collecting intelligence on these groups has proven to be very challenging because human penetration (finding someone who can be undercover inside a terrorist cell) is very difficult.
6. “It’s as if we were fighting with dragon for some 45 years and slew the dragon and then found ourselves in a jungle full of a number of poisonous snakes.” James Woolsey, Director of Central Intelligence and head of the Central Intelligence Agency (February 5, 1993 - January 10, 1995). What does this quote mean?
Possible answer:
- During the Cold War we were fighting one enemy, the Soviet Union, and now that the “dragon” is no longer a threat, we face the threat of numerous smaller enemies who are difficult to identify and target. Some say that now the poisonous snakes have laid eggs — so now we have terrorist groups branching off others and targeting them is increasingly difficult.

7. What modern technologies do you think had the greatest impact on the way spies conduct their business? Why?
Possible answers:
- The satellite because it reduced the need for human spies and face-to-face communications.
- The new smaller bugging devices since they are easier to plant and therefore make it easier to conduct surveillance.
- Computers for data collection and code-and-cipher-making/breaking.

8. “Though effective, appear to be ineffective.” Sun Tzu proclaims in his book, Art of War. Explain why this is considered a spy technique.
Possible explanation:
- Spying requires the art of deception. If you can convince others that you are ineffective they will not expect that you pose any threat to them.
The shadow world has inspired—and required—a vivid vocabulary of words and codenames for secret operations, missions, and agents. These words are carefully chosen to clarify or confuse, depending on the need to know. The “spookspeak” presented here is drawn from fact and fiction, from agencies and authors around the world and throughout time.

**Agent:** a person unofficially employed by an intelligence service.

**Agent-in-Place:** a government employee who is influenced to cooperate with a foreign government instead of defecting; now working for two employers instead of one.

**Agent-of-Influence:** a person who works within the government or media of a target country to influence national policy.

**Asset:** a clandestine source or method, usually an agent who has access to information (intelligence).

**Babysitter:** bodyguard.

**Birdwatcher:** slang used by British Intelligence for a spy.

**Black Bag Job:** secret entry into a home or office to steal or copy materials.

**Black Operations:** covert operations that are not attributable to the organization performing them.

**Blown:** discovery of an agent’s true identity or a clandestine activity’s real purpose.

**Bona Fides:** proof of a person’s claimed identity.

**Brush Pass:** a brief encounter where something is passed between case officer and agent.

**Burned:** when a case officer or agent is compromised.

**Camp Swampy:** CIA’s secret domestic training base (also known as “The Farm”).

**Case Officer:** a staff officer who manages agents and runs operations.

**Chief of Station:** the officer in charge at a CIA station, usually in a foreign capital.

**CIA:** Central Intelligence Agency; U.S.’s foreign intelligence gathering service.

**Cipher:** a system for disguising a message by replacing its letters with other letters or numbers or by shuffling them.

**Clandestine Operation:** an intelligence operation designed to remain secret for as long as possible.

**Cobbler:** a spy who creates false passports, visas, diplomas, and other documents.

**Code:** a system for disguising a message by replacing its words with groups of letters or numbers.

**Codebook:** a list of plain language words opposite their codeword or codenumber.

**COMINT:** all intelligence gathered from intercepted communications.

**The Company:** an unofficial term for the CIA popularized by fiction.

**Compromised:** when an operation, asset, or agent is uncovered and cannot remain secret.

**Concealment Device:** an object that has been altered for the secret storage of messages or items.

**Controller:** officer in charge of a string of agents (a handler).

**Counterintelligence:** spy-catching.

**Courier:** a person who carries secret messages for a spy or intelligence agency.

**Cover:** the purported occupation or purpose of an agent; it must be consistent with the agent’s background and presence in the target area.

**Covert Action Operation:** an influence operation designed to effect foreign affairs.

**Cover Story:** the fictional occupation or purpose of an agent; it must be consistent with the agent’s background and presence in the area.

**Cryptology:** the science of secret writing in all its forms.

**Dangle:** a person who approaches an intelligence agency with the intent of being recruited to spy against his or her own country.

**Dead Drop:** a secret location where materials can be left for another party to retrieve.

**Disinformation:** information that is not true, placed to trick or deceive others.

**Double Agent:** a spy who works for two intelligence services, usually against his or her original employer.

**Dry Clean:** actions agents take to determine if they are under surveillance.

**Ears Only:** material too secret to commit to writing.

**Encipher:** to put a message into cipher.

**Encode:** to put a message into code.

**Enigma:** the machine used by the Germans to encode and decode messages during WWII.

**Escort:** the operations officer assigned to lead a defector along an escape route.

**Espionage:** the act of spying; gathering the secrets of other nations.

**Executive Action:** assassination.

**Exfiltration Operation:** a clandestine rescue operation designed to bring a defector, refugee, or an operative and his or her family out of harm’s way.

**Eyes Only:** documents that may be read but not discussed.

**FBI:** Federal Bureau of Investigation; U.S.’s domestic counter-intelligence service.

**Flaps and Seals:** the tradecraft involved when making surreptitious openings and closings of envelopes, seals, and secured pouches.

**Handler:** a case officer who is responsible for handling agents in operations.

**Hostile:** term used to describe the organizations and activities of the opposition services.
HUMINT: intelligence collected by human sources.
IMINT: imagery intelligence.
Infiltrate: the secret movement of an operative into a target area.
Infiltration: the secret movement of an operative into a target area with the intent that his or her presence will go undetected.
Innocent Postcard: a postcard with an innocuous message sent to an address in a neutral country to verify the continued security of an undercover operative.
Intelligence Officer: a person secretly employed in espionage by the government.
Interrogate: to question a person, sometimes to seek answers that a person may believe personal or secret.
KGB: Soviet Union’s all-powerful intelligence and security service during the Cold War.
L-Pill: a poison pill used by operatives to commit suicide.
Legend: a spy’s claimed background or biography, usually supported by documents and memorized details.
MI-5: the British domestic counter-intelligence service.
MI-6: the British foreign intelligence service.
Microdot: the reduction of a photograph negative (to 1mm or smaller) which makes the image impossible to read without magnifying it.
Naked: a spy operating without cover or backup.
NSA: National Security Agency; branch of the U.S. Department of Defense responsible for ensuring the security of American communications and for breaking into the communications of other countries; “No Such Agency.”
One-time Pad: sheets of paper/silk with rows of random numbers for singular use as a key in enciphering messages.
Open-source: intelligence gained from public materials.
OSINT: open source intelligence; an all-source process which includes HUMINT, IMINT, SIGINT, PHOTINT and MASINT which analysts must understand and integrate to produce the best possible intelligence.
OSS: Office of Strategic Services; U.S.’s WWII intelligence, sabotage, and subversion organization; “Oh So Secret”/ “Oh Such Snobs.”
Paroles: passwords to identify agents to each other.
Pattern: the behavior and daily routine of an operative that makes his or her identity unique.
PHOTINT: photographic intelligence, usually involving high-altitude reconnaissance using spy satellites or aircraft.
Plaintext: the original message before encryption.
Pocket Litter: items in a spy’s pocket (receipts, coins, theater tickets, etc.) that add authenticity to his or her identity.
Recruit(ed): to attempt to convince people to spy for an agency.
Rolled-up: when an operation goes bad and an agent is arrested.
Sabotage: an act of destruction or disruption in which equipment is damaged, generally during a time of war.
Safe House: a house or apartment that is considered a safe place for secret meetings.
Shoe: a false passport or visa.
SIGINT: signals intelligence; an amalgamation of COMINT and ELINT into one unit of intelligence gathering dealing with all electronic data transmissions.
SIS: Secret Intelligence Service; another name for Britain’s MI-6.
Sleeper: agent living as an ordinary citizen in a foreign country; acts only when a hostile situation develops.
SOE: Special Operations Executive; Britain’s WWII sabotage and subversion organization.
Spymaster: the leader of intelligence gathering activities, and an agent handler extraordinaire.
Spy Network/Ring: a group of spies that work together secretly.
Stasi: East Germany’s Cold War domestic and foreign intelligence service.
Station: post where espionage is conducted.
Steganography: techniques for concealing the very existence of a message (secret inks or microdots).
Surveillance: close observation of a person or place.
The Take: information gathered by espionage.
Timed Drop: a dead drop that will be retrieved by a recipient after a set time period.
Tradecraft: the methods developed by intelligence operatives to conduct their operations.
Uncle: headquarters of any espionage service.
Walk-in: a defector who declares his or her intentions by walking into an official installation and asking for political asylum or volunteering to work in-place.
Wet Job: an operation in which blood is shed.
Window Dressing: ancillary materials that are included in a cover story or deception operation to help convince the opposition or other casual observers that what they are observing is genuine.
The *Spy for a Day: Student Spy Guide* and a visit to the Spy Museum addresses the following Social Studies Curriculum Standards from *Social Studies: Expectations of Excellence*, published by the National Council for the Social Studies.

### Standards into Practice: Examples for the Middle Grades

#### CULTURE
- explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;
- articulate the implications of cultural diversity, as well as cohesion, within and across groups.

#### TIME, CONTINUITY, AND CHANGE
- identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality;
- develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts;
- use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

#### PEOPLE, PLACES, AND ENVIRONMENTS
- use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

#### INDIVIDUAL DEVELOPMENT AND IDENTITY
- relate personal changes to social, cultural, and historical contexts;
- describe personal connections to place—as associated with community, nation, and world;
- describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;
- identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives;
- identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;
- work independently and cooperatively to accomplish goals.

#### INDIVIDUALS, GROUPS, AND INSTITUTIONS
- demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;
- analyze group and institutional influences on people, events, and elements of culture;
- identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;
- identify and describe examples of tensions between belief systems and government policies and laws.

#### POWER, AUTHORITY, AND GOVERNANCE
- examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
- describe the purpose of government and how its powers are acquired, used, and justified;
- analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- explain and apply concepts such as power, role status, justice, and influence to the examination of persistent issues and social problems;
- give examples and explain how governments attempt to achieve their states ideals at home and abroad.

#### SCIENCE, TECHNOLOGY, AND SOCIETY
- examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare;
- seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.
GLOBAL CONNECTIONS
- describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;
- describe and analyze the effects of changing technologies on the global community;
- demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.

CIVIC IDEALS AND PRACTICES
- identify and interpret sources and examples of the rights and responsibilities of citizens;
- locate, access, analyze, organize, and apply information about the selected public issues—recognizing and explaining multiple points of view;
- explain and analyze various forms of citizen action that influence public policy decisions;
- identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making;
- analyze the influence of diverse forms of public opinion on the development of public policy and decision-making;
- analyze the effectiveness of selected public policies and citizen behaviors in realizing the states ideals of a democratic republican form of government;
- examine strategies designed to strengthen the “common good,” which considers a range of options for citizen action.