

Communicating Like Revolutionary Spies

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Grade Level 8
Duration 2 class periods

National Standards

GEOGRAPHY

Element One: The World in Spatial Terms
 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Element Four: The Uses of Geography
 17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading
Key Ideas and Details
 8.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Integration of Knowledge and Ideas
 8.RI.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Speaking and Listening
 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SCIENCE

Core Ideas for Using Science
 U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
 U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

Arizona Social Science Standards

Geography

The use of geographic representations and tools helps individuals understand their world.
 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

History
Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Civics
Process, rules, and laws direct how individuals are governed and how society addresses problems
 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

SIOP Elements

Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

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Arizona English Language Proficiency Standards

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Overview

During the Revolutionary War, communication was limited to written correspondence that needed to be physically carried from point A to point B. Since hand-written messages were easy to intercept, spies developed a technique for invisible messages. In addition, messengers would need to be well versed in the physical geography of the region in order to deliver the secret messages in a timely manner.

Purpose

In this lesson, students learn how to use maps to measure the distance and time between points in Colonial America. They also learn how science enabled spies to create a chemical reaction used to write invisible messages.

Key Vocabulary

Patriot: a colonist who favored war against Britain

civil disobedience: the refusal to obey unjust laws using non-violent means

Loyalist: a colonist who remained loyal to Britain.

agent: substance that can bring about a chemical reaction or a biological effect

reagent: a compound or mixture used to detect the presence or absence of another substance

espionage: the practice of spying or of using spies, typically by governments to obtain political and military information

Materials

- Vocabulary Cards
- George Washington, Spymaster reading
<https://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/george-washington-spymaster/>

- Computer, Projection device, Internet
- YouTube video: America's First Spymaster (6.28 min)
<https://www.youtube.com/watch?v=7VsmzS2o6o>
- How Did Washington Use Spies? worksheet and Answer Key
- Directions for Making Invisible Ink
- Cups
- Baking Soda
- Toothpicks
- Grape Juice
- Writing Your Secret Message worksheet
- The Geography of Spying worksheet and Answer Key
- Routes of Revolutionary Spy Letters map (color) with links to primary source letters
<https://geoalliance.asu.edu/sites/default/files/maps/Revolutionary%20spy%20routes%20-%20color.pdf>
- Routes of Revolutionary Spy Letters map (b/w) for printing
<https://geoalliance.asu.edu/sites/default/files/maps/Revolutionary%20spy%20routes.pdf>
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

1. Identify how agents and reagents were used to create secret messages during the Revolutionary War.
2. Use a map to determine time, distance, and direction.
3. Explain the role of the Culper Spy Ring in the Revolutionary War.

Procedures

Prerequisite Knowledge: Students should have been introduced to key figures in the Revolutionary War. Students should know how to read a map.

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SESSION ONE

1. Inform students they have been transported back into time. It is the year 1780, and they have joined the Culper Spy Ring, working for the Colonial Army and spying on the British Redcoats.
2. Ask students how they would deliver messages during the time of the Revolutionary War. Discuss possible answers. **(Preparation: Linking to past learning)**
3. Project the Vocabulary Cards and explain the vocabulary used in this lesson. Post Vocabulary Cards on the Word Wall.
4. Project the YouTube video: America's First Spymaster (6.28 min)
https://www.youtube.com/watch?v=_7VsmzS2o6o
(Scaffolding: Comprehensible input)
5. Distribute the How Did Washington Use Spies? Worksheet and instruct students to access the George Washington, Spymaster reading <https://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/george-washington-spymaster/> on their hand-held devices. Have students complete the worksheet. **(Integrating Processes: Reading, Writing; Grouping Option: Independent)**
7. Divide students in pairs. Distribute the Instructions for Making Invisible Ink. Then distribute the baking soda, water, grape juice, Q-Tips or toothpicks, 2 small cups, and paper to each group. Model how to follow the directions on making invisible ink. **(Scaffolding: Modeling)**
8. Distribute the Writing Your Secret Message worksheet. Have one partner write a sentence using one of the vocabulary words on the paper using invisible ink.
9. Have the other partner use the reagent to decipher the message. Have both students complete the Writing Your Secret Message worksheet. **(Application: Hands on)**

SESSION TWO

1. Begin the session by reviewing how the Culper Spy Ring delivered its messages. **(Grouping Option: Whole Class)**
2. Project the Routes of Revolutionary Spy Letters map (color)
<https://geoalliance.asu.edu/sites/default/files/maps/Revolutionary%20spy%20routes%20-%20color.pdf>
and ask, "What is this a map of?" Discuss responses such as this is a map of the Culper Spy Ring. In order for spies to get the information to George Washington, they needed to travel great distances, sometimes over difficult terrain and over water, and they needed to do it as quickly as possible. If riding

a horse, it is assumed an average horse could travel 50 miles a day. Think about time as an issue as well as distance.

4. Have students then identify physical features shown on the map that could present difficulties for travel. **(Preparation: Linking to past learning)**
5. Have students access the map on their hand-held devices or distribute paper copies of the map.
<https://geoalliance.asu.edu/sites/default/files/maps/Revolutionary%20spy%20routes.pdf> Distribute the Geography of Spying worksheet. Have students use the components of the map to answer the questions. **(Integrating Processes: Reading, Writing; Grouping Option: Independent)**
6. Project again the Routes of Revolutionary Spy Letters map (color) and demonstrate how the various letters are links to the primary sources. Have students pick one or two letters to examine and discuss.

Assessment

ELA and Social Science

The How Did Washington Use Spies? Worksheet can be graded for accuracy and completeness. A score of 80% or higher will be considered mastery.

The Geography of Spying Worksheet can be graded for accuracy and completeness. A score of 80% or higher will be considered mastery.

The Vocabulary Test can be used to measure language acquisition. A score of 80% or higher will be considered mastery.

Science

The Writing Your Secret Message worksheet can be graded for accuracy and completeness. A score of 80% or higher will be considered mastery.

(Assessments: Written, Individual)

Extensions

Have students share the primary source letters that they read in SESSION TWO. Ask them to describe the letter physically (paper and writing) and ask them to share two bits of interesting information found in the letter.

Students could further explore the methods of Washington's spies through the use of code.

<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/culper-spy-ring/>

Documentary:

<https://www.youtube.com/watch?v=tDYOzXzm-m8>

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Primary Source Culper Code Book:

<https://www.mountvernon.org/education/primary-sources-2/article/culper-spy-ring-code/>

Play Washington's Spy Game with App:

<https://www.mountvernon.org/mobile-apps/the-agent-711-revolutionary-spy-adventure-app/>

Sources

Thank you to Dr. Patrick Florance of Tufts University for allowing the Arizona Geographic Alliance to recreate his map. <https://clements.umich.edu/exhibit/spy-letters->

[of-the-american-revolution/routes/](https://clements.umich.edu/exhibit/spy-letters-of-the-american-revolution/routes/) His research and information was essential to the lesson.

Reading

<https://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/george-washington-spymaster/>

Directions for Making Invisible Ink

<https://www.mountvernon.org/education/online-activities-for-kids-2/how-to-make-invisible-ink/>

Map of Spy Routes

<https://clements.umich.edu/exhibit/spy-letters-of-the-american-revolution/routes/>