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

Submitted by: Washoe County School District, NV

Grade: 5 Date: May 2015

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| **Topic/Subject**  Who were the spies of the Revolutionary War and how did they help win the war? |
| **Texts/Resources**  Book(s)   1. *Benedict Arnold, Battlefield Hero or Selfish Traitor?* 2. *Nathan Hale Revolutionary Spy*   Article(s)   1. “From eavesdroppers to secret agents: women spies of the American Revolution” 2. “Spy Techniques of the Revolutionary War”   Video(s)   1. America’s First Spymaster 2. Inside a Revolutionary War Spy Ring   Other Media   1. Revolutionary War – [www.cia.gov](http://www.cia.gov) 2. The Patriot Spy – [www.nps.gov](http://www.nps.gov)   Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**  In the first article, “Women Spies of the American Revolution” students are introduced to women spies and the roles they played in the American Revolution. The students then watch the video “America’s First Spymaster” that introduces the members and roles of George Washington’s spy team. The next resource, “Nathan Hale, Revolutionary Spy “is an informational graphic novel that tells about the life of Nathan Hale and how he became a spy. Students will follow the book with a newscast video, “Inside a Revolutionary War Spy Ring” that provides a brief summary on how George Washington and the Culper Spy ring outsmarted the British during the revolutionary war. At this point students should begin to become familiar with some of the major spies of the revolution and their motives for becoming a spy. They will also begin to form an understanding of how the American Revolution began and some of the events that occurred during the war. The next source, an informational website, “Revolutionary War” will allow students to research answers that they may have in regards to the war and spies up to this point. Students will then read “Benedict Arnold, Battlefield Hero or Selfish Traitor?” which will allow students to read stories from both sides to gain perspectives on the history. The expert pack culminates with an interactive game and an article. The game “The Patriot Spy” has students act as a spy and ties in all the events and challenges that the spies faced in the revolution. The last article, “Spy Techniques of the Revolutionary War” explains in detail the various ways spies communicated through ciphers, coded letters, invisible ink, and hidden letters. |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. *Building knowledge through content-rich nonfiction*   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**   1. ***Read closely to determine what the text says explicitly and to make logical inferences from it*;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. ***Determine central ideas or themes of a text*** *and analyze their development*; summarize the key supporting details and ideas. 3. **Read** **and comprehend complex literary and informational texts independently and proficiently** |

**Annotated Bibliography**

and suggested sequence for reading

# [960L] “From eavesdroppers to secret agents: women spies of the American Revolution.”

Author: Graf, Christines

Genre: Informational

Length: 327 words

Synopsis: Explains the role women played in spying during the Revolution

Citation: “From eavesdroppers to secret agents: women spies of the American Revolution.” *Appleseeds*. December, 2005. Vol. 8, issue 4. Retrieved from Galegroup

Cost/Access: $0.00 <http://go.galegroup.com/ps/i.do?id=GALE%7CA142567736&v=2.1&u=vol_b28hs&it=r&p=GPS&sw=w&asid=03a2b5c3141e714c0d470910864e4993>

Recommended Student Activities: Wonderings

**[N/A] “America’s First Spymaster”**

Author: The History Channel

Genre: Informational video, narrative setting

Length: 6:28 minutes

Synopsis: This narrative video describes the many members and roles of George Washington’s spy team. . When you click on the link be sure to scroll to the bottom of the page to access the video.

Citation: Randall, T. (Director), & Reich, S. (Writer). (2006). America’s First Spymaster [Video file]. Retrieved from <http://www.mountvernon.org/george-washington/the-revolutionary-war/george-washington-spymaster/george-washington-spymaster/>

Cost/Access: $0.00 <http://www.mountvernon.org/george-washington/the-revolutionary-war/george-washington-spymaster/george-washington-spymaster/>

Recommended Student Activities: Quiz Maker

**[570L] *Nathan Hale, Revolutionary Spy***

Author: Nathan Olson

Genre: Informational graphic novel, chapter format

Length: 32 pages

Synopsis: A biography telling the life story of Revolutionary War hero and spy Nathan Hale, written in graphic novel format.

Citation: Olson, N. (2006). *Nathan Hale, Revolutionary spy,* North Mankato, MN: Capstone Press

Cost/Access: $7.95 paperback

Recommended Student Activities: Picture of Knowledge

**[N/A] “Inside a Revolutionary War Spy Ring”**

Author: Fox News

Genre: Newscast video

Length: Full length 3:31 minutes

Synopsis: This video provides a brief summary on how George Washington and the Culper Spy ring outsmarted the British during the revolutionary war. Brian Kilmeade the author of “George Washington: Secret Six” is interviewed.

Citation: Fox News. (Writer). (n.d.). Inside a Revolutionary War Spy Ring [Video file]. Retrieved from <http://video.foxnews.com/v/2826753663001/inside-a-revolutionary-war-spy-ring/?#sp=show-clips>

Cost/Access: $0.00 <http://video.foxnews.com/v/2826753663001/inside-a-revolutionary-war-spy-ring/?#sp=show-clips>

Recommended Student Activities: Wonderings

**[1170L] “Revolutionary War”**

Author: Unknown

Genre: Website, informational, clear section headings

Length: 2010 words

Synopsis: This website provides brief first person biographies of different patriots and their acts of great sacrifice. The patriots included are George Washington, Benjamin Franklin, Nathan Hale, James Armistead Lafayette, and Anna.

Citation: *Revolutionary War*. (2013). Retrieved February 27, 2015, from <https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html>

Cost/Access: $0.00 <https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html>

Recommended Student Activities: Break the Code game [https://www.cia.gov/kids-page/games/break-the-code](https://webmail.washoeschools.net/OWA/redir.aspx?C=a_HEZnWE80yytgj0SJ26W3LdMQRaMtIIodG_8_jMPYTCHFCj0ru30tYqpeUSzvSzbUow8nV9Fn0.&URL=https%3a%2f%2fwww.cia.gov%2fkids-page%2fgames%2fbreak-the-code)

**[700L] *Benedict Arnold, Battlefield Hero or Selfish Traitor?***

Author: Jessica Gunderson

Genre: Informational; text similar to a textbook, includes illustrations of the time period and text boxes with additional information

Length: 32 pages

Synopsis: Explore Arnold’s life as he fights his way through the American Revolution. Read stories from both sides to gain perspectives on history.

Citation: Gunderson, J. (2014). *Benedict Arnold, battlefield hero or selfish traitor.* North Mankato, MN: Capstone Press.

Cost/Access: $7.95 for paperback

Recommended Student Activities: Pop Quiz

**[N/A] “The Patriot Spy”**

Author: Unknown

Genre: Website; interactive game

Length: N/A

Synopsis: Players will act as a patriot spy and deliver a message to Paul Revere. They will learn about the events that led to the American Revolutionary War and the challenges spies faced.

Citation: *The Patriot Spy.* (n.d.) Retrieved February 27, 2015, from <http://www.nps.gov/webrangers/activities/patriot/>

Cost/Access: $0.00 <http://www.nps.gov/webrangers/activities/patriot/>

Recommended Student Activities: N/A

**[1320L] “Spy Techniques of the Revolutionary War”**

Author: Unknown

Genre: Informational website, clear headings and illustrations

Length: 1170 words

Synopsis: Spycraft during the American Revolution consisted of a complicated system of networks, relationships, and risk taking including ciphers, coded letters, invisible ink, and hidden letters.

Citation: *Spy Techniques of the Revolutionary War*. (n.d.). Retrieved February 27, 2015, from <http://www.mountvernon.org/george-washington/the-revolutionary-war/george-washington-spymaster/spy-techniques-of-the-revolutionary-war/>

Cost/Access: $0.00 <http://www.mountvernon.org/george-washington/the-revolutionary-war/george-washington-spymaster/spy-techniques-of-the-revolutionary-war/>

Recommended Student Activities: Picture of Knowledge

Supports for Struggling Students

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

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

**Text Complexity Guide**

achieve the core grey logo

“Spy Techniques of the Revolutionary War”

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

1320L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The straightforward purpose of the article is to describe the different techniques used by spies during the Revolutionary War.

The structure is supportive in that it is clearly organized with headings and supporting details. Illustrations support and highlight the text.

Some sentences are long and

complex containing dependent clauses and transition words. Vocabulary is exceedingly complex containing generally unfamiliar, archaic, subject-specific, or overly academic language such as: undeterred, discerned, missive, almanacs, cunning, and intricate. Phrases, “sympathetic stain” and “will not only render” add complexity.

While the vocabulary is exceedingly complex the subject matter should be familiar to students if the texts have been written in the suggested order.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* Finding and analyzing unfamiliar syntax will aid in comprehension.
* Rereading, chunking, and discussion could support students with sentence length and vocabulary demands.
* Encouraging students to make connections to other texts in the set could support and deepen understanding.

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Grade: 5 Date: May 2015

**Learning Worth Remembering**

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

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

**Sample Student Response**

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| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “From eavesdroppers to secret agents: women spies of the American Revolution.” | There were many spies during the Revolutionary War. Many were men but some were women. They risked their lives to help Washington. |  |
| 1. “America’s First Spymaster” video | The Culper Ring was an elaborate network of spies. They used invisible ink, ciphers. | Anna Smith Strong and Lydia Darragh were female spies who spied from their homes. |
| 1. *Nathan Hale, Revolutionary Spy* | Nathan Hale joined the army and later became a spy for General Washington’s army. He spied on the British disguised as a Dutch schoolmaster. He was caught and hanged for his crime. | Nathan Hale believed that he needed to help his country despite risking his life. |
| 1. “Inside a Revolutionary War Spy Ring” | The Culper spy ring were a huge factor in the victory of the war. They outsmarted the British they did not overpower them. The British stole America’s currency paper to start a counterfeit operation but the spies were able to stop it. Robert Townsend was the most vital spy to George Washington. | This resource provides a visual map of the route the spies’ communication had to go, to reach George Washington. The video proved the spies were ordinary people and shared their occupations. The spy ring was very important in winning the war against the British. |
| 1. “Revolutionary War” | Benjamin Franklin was a spy. He was on secret committees that employed spies and gathered supplies for the revolution. | George Washington, Nathan Hale, and Anna Smith are mentioned again |
| 1. *Benedict Arnold, Battlefield Hero or Selfish Traitor* | Benedict Arnold spied for both sides in the Revolutionary War. He died a traitor to the United States. | Benedict Arnold risked his life for the patriot cause. He fought under General Washington like Nathan Hale. |
| 1. “The Patriot Spy” | The spies had a challenging path to get through to contact Paul Revere with information. Paul Revere was important in communicating vital information to George Washington. The Boston Tea Party and Boston Massacre were two reasons why the redcoats (British soldiers) were making lives difficult for the Boston people. | Secret messages, codes, and invisible ink are mentioned. |
| 1. “Spy Techniques of the Revolutionary War” | Spies went to great lengths to avoid detection. Daniel Taylor even swallowed the message he carried so that the British could not read it. | Secret messages, codes, and invisible ink are mentioned. |

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

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

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| **Title** | **Six Vocabulary Words & Sentences** |
| “From eavesdroppers to secret agents: women spies of the American Revolution.” | **Words:** relied, warn, pretending, attack, prepared, mission  **Sentences:**   1. During the Revolutionary War, generals relied on spies for information about the British. 2. Spies found ways to warn the generals of surprise ambushes. 3. Many times, the spies warned the Americans about surprise attacks from the British. 4. As soon as spies received their messages for the general, they were on a mission to defend their position. 5. Spies had creative ways of getting information from the British. They did a lot of pretending in order to fool the British. 6. The main goal of the spies was to make sure the Americans were prepared for attacks from the British. |
| “America’s First Spymaster” video | **Words:** intelligence, network, Culper Gang, cunning, sympathetic stain, codes,  **Sentences:**   1. Washington gathered intelligence from many sources including soldiers and female spies. 2. The network extended all over the Northeastern part of the United States. 3. The Culper Gang or Culper Ring was one famous spy network. 4. Washington devised a cunning plan to fool the British into thinking he was heading for New York. 5. Sympathetic stain was used to make invisible ink appear between the lines of a regular letter. 6. The spies used number codes when they wrote letters. |
| *Nathan Hale, Revolutionary Spy* | **Words:** taxes, debated, regiment, mission, loyalty, soldiers  **Sentences:**   1. Colonists complained the British taxes were too much. 2. Many colonists debated about going to war with the British people. 3. Colonists made up a regiment to prepare to take on the British. 4. Nathan Hale volunteered to take on a spy mission for General Washington. 5. Nathan Hale showed loyalty to General Washington when he was captured by the British. 6. During the war supplies were limited for the soldiers. |
| “Inside a Revolutionary War Spy Ring” | **Words:** outsmarting, exploits, ordinary, resistance, unsung, operations  **Sentences:**   1. Spies were tasked with outsmarting military people. 2. The Culper Spy Ring had several great exploits during the Revolutionary War. 3. The spies were not all military people, but ordinary working class people. 4. The resistance movement was strong in Setauket, Long Island. 5. The unsung Heroes of the Revolutionary War were the spies. 6. Many of the spy operations were very dangerous. |
| “Revolutionary War” | **Words:** sacrifice, forge, deception, courier, recruited, intelligence  **Sentences:**   1. During war time spies had to make great sacrifices to help their country. 2. The spies were trying to forge a new nation. 3. George Washington used deception techniques against the military. 4. Benjamin Franklin helped to create a courier system for passing information during war time. 5. People were recruited to help the spies pass information. 6. Nathan Hale was considered an intelligence gatherer during the Revolutionary War. |
| *Benedict Arnold, Battlefield Hero or Selfish Traitor* | **Words:** victory, smuggling, captured, Patriot, traitor, espionage  **Sentences:**   1. The colonists wanted a victory over the British. 2. Merchants were smuggling goods to avoid paying taxes to the British. 3. When spies were captured they could be hung for their betrayal. 4. Benedict Arnold started out as a patriot spy. 5. Loyalists believed Benedict Arnold was a traitor. 6. Many spies were found guilty of espionage. |
| “The Patriot Spy” | **Words:** capture, occupied, impending, presence, tension, merchants  **Sentences:**   1. The British wanted to capture cannons in the town of Lexington, Massachusetts. 2. The city of Boston was occupied by the British. 3. There was an impending British march on Boston. 4. The British presence was obvious as I traveled around the city. 5. Tension between the townspeople and the redcoats had caused many disturbances. 6. Loyalist merchants were also spies for the British. |
| “Spy Techniques of the Revolutionary War” | **Words:** mask, sensitive, detection, deceived, courier, reveal  **Sentences:**   1. Many methods were used by spies to mask the true meaning of messages. 2. The messages often contained sensitive information that was not to be shared. 3. Spies creatively hid the messages to avoid their detection. 4. The spies hoped the American and British would be deceived by the false information. 5. A courier would deliver the messages to the correct address. 6. In time, the information within the messages would be revealed. |
| **Sensational Six** | Traitor, deception, sacrifice, mission, smuggling, Patriot |
| **Summary:**  **Patriot spies would take on missions that required them to smuggle information through enemy forces. The spies used techniques of deception to hide valuable information for their people. These spies were often considered traitors and hanged for their crimes. The spies of the Revolutionary War made great sacrifices to help ensure America won its independence.** | |

**Learning Worth Remembering**

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

1. **A Picture of Knowledge** (Recommended for *Nathan Hale, Revolutionary Spy* and “Spy Techniques of the Revolutionary War”)

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

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

**?**

1. Write!

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

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

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

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

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

1. **Quiz Maker** (Recommended for “America’s First Spymaster” video)

* Make a list of questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

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| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

1. **Wonderings** (Recommended for “From eavesdroppers to secret agents: women spies of the American Revolution” and “Inside a Revolutionary War Spy Ring”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic.*

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| I’m a little confused about: | This made me wonder: |
| * Why it was so difficult to send messages * What wax sculptures are * How long was the message she memorized | * Why they spied if it was dangerous? * How would a teenager be able to do this? * How did Patience Wright get her subjects to talk? |

1. **Pop Quiz** (Recommended for *Benedict Arnold; Battlefield Hero or Selfish Traitor*)

Answer the following questions.

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| **Question** | **Possible Answer** |
| 1. Who are the Sons of Liberty and what was Arnold’s motivation for joining their cause? | Page 7 – Frustrated by British taxation Arnold joined the Sons of Liberty, the secret group who opposed British law. |
| 1. Describe the events that led up to the Revolutionary War. | Page 8 – Frustrations against British laws and taxes. |
| 1. Why was the battle of Saratoga considered a turning point in the war? | Page 15 – The British retreated and surrendered and this helped the colonists believe they could win freedom. |
| 1. List the pros and the cons of Arnold helping the British. | Page 19 – If caught helping Arnold could be put to death (con). If successful Arnold would be richly rewarded (pro). |
| 1. Describe Arnold’s first task in aiding the British. Was Arnold successful? | Page 20 -23 – He wanted to help the British capture Westpoint. No, Arnold was not successful. He passed the information along to Andre but was attacked during the meeting. Arnold escaped but Andre was captured and put to death. |
| 1. Outline Arnold’s life following the Revolutionary War. List at least 4 items for Arnold’s life. | Page 27 – Asked for positions within British Government. Along with Loyalists moved his family to Canada. Began a merchant business and loaned money to Loyalists. Then moved to London, tried to join British war – he was denied. Died June 14, 1801. |

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

Submitted by: Washoe County School District, NV

Grade: 5 Date: May 2015

Expert Pack Glossary

**“From eavesdroppers to secret agents: women spies of the American Revolution.”**

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

***Nathan Hale, Revolutionary Spy***

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| *Word* | *Student-Friendly Definition* |
| muskets | Muskets are a type of gun that were used in the 1700s. They loaded their muskets and fired. |
| disguised | Disguised means to change or hide to looks of someone or something. The soldier disguised himself to look like an old man. |
| banks | Banks are places where people store their money. Banks can also be the sides of a river. She stood on the banks of the river and used a net to catch frogs. The Continental Army would wait in New York, on the banks of the East River. |

**“Revolutionary War”**

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| *Word* | *Student-Friendly Definition* |
| Surveyor | A person who looks carefully at the land and helps with the making of maps. People hire surveyors today to map their property lines. George Washington was a surveyor before he was a soldier. |
| Intelligence | Collection of knowledge or information. The general received intelligence of a secret attack. |
| Directorate | A group of people who make important decisions. The directorate decided who would be a secret agent. |
| Courier | Someone who delivers messages and packages for a government, military organization, or business. The company sent the package across town by courier. The general sent a courier to his commander with the message of his victory. |
| Privateers | A privately owned, armed ship directed by the state to attack or capture enemy ships in wartime. Privateers were hired by the government to help support them in war. |
| Propaganda | Information or opinions that are made public to promote or attack a movement, cause, or person. The government spread propaganda to boost support for the war. |
| Concocted | Concoct can mean to mix up as in a witch’s brew but it also means to make up out of one's imagination; invent. She concocted an excuse for not being on time. Ben Franklin concocted letters to the Hessians to convince them to get out of the war. |
| Forged | Produce a copy or imitation of (a document, signature, banknote, or work or art) for the purpose of deception. The student forged a note from her mother excusing her from doing homework. The spies forged many letters requesting more soldiers. |
| Elites | Those having the greatest power, authority, privilege or highest status. Fancy restaurants cook for the elite. The colonial elites were important members of society. |

***Benedict Arnold, Battlefield Hero or Selfish Traitor***

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| *Word* | *Student-Friendly Definition* |
| Courage | The will that enables a person to confront fear or danger; bravery. The girl faced her illness with courage. It takes a lot of courage to become a spy. |
| Betray | To not be loyal or to be unfaithful. She betrayed her friend by telling her secret to the class. A spy can be tempted to betray his/her country for money. |
| Merchants | A person who buys goods and sells them for a profit. We buy our clothes from different merchants. Benedict Arnold was a merchant with a trading business. |
| Raid | A sudden or surprise attack as by military force. The hungry teenagers raided the refrigerator. The army raided the city at dawn. |
| Proposed | Suggested. The student leadership teamed proposed longer recesses. Arnold proposed an attack on Canadian cities. |
| Ally | Common interest or similarity. Someone you want on your team or side of an argument. The sisters were allies on their soccer team. Arnold did not have an ally in Congress to speak for him. |
| Quarreled | Argued. The dogs quarreled over their favorite bone. The soldiers’ noisy quarrel woke the captain. |
| Surrendered | To give up. The children’s game had gone on so long that one finally surrendered. Our army surrendered at midnight. |
| Mistrusted | To have no trust in. I mistrust people who lie to me. Arnold was surrounded by people he mistrusted. |

**“Spy Techniques of the Revolutionary War”**

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| *Word* | *Student-Friendly Definition* |
| undeterred | Not discouraged by doubt or fear. She was undeterred by her friend’s warnings about the roller coaster. The spies were undeterred by the danger that awaited them. |
| discerned | To be able to see or make out. It was difficult to discern the shoreline through the fog. The secret message could be discerned by painting the letter with a chemical solution. |
| intricate | Having many parts, detailed. Snowflakes have an intricate design. Their plan was intricate. |
| missive | A message in writing, letter. She wrote a missive saying she would arrive on the 5:30 train. The missive saying they were travelling to the west arrived late in the afternoon. |
| cunning | Skill used in a sly or tricky way. She was so cunning, she tricked her parents into thinking she had finished her homework. The spies’ cunning plan tricked the authorities. |
| acquiring | To get or acquire as your own. I am acquiring many laptops to repair on my vacation. Acquiring and passing information was the most difficult part of a spy’s job. |
| detection | Discovery of something hidden. She held the gum under her tongue to avoid detection. The hidden letters were made very small to avoid detection. |
| relent | To become less harsh or less strict. My father relented and let me go outside. A spy would never relent if questioned harshly. |