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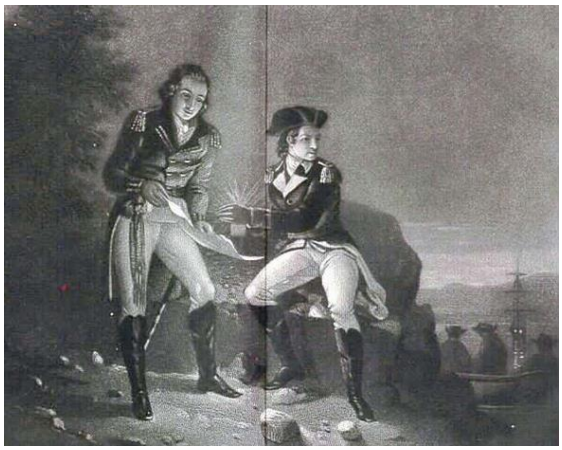
Will You Be the Next Spymaster?



Fisher Elementary

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http://www.mooreschools.com/Domain/617

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Will You Be the Next Spymaster?

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Grade Level: 5- Social Studies
http://driverlayer.com/img/spy/15/any

Purpose/Overview: Participants will enter the shadowy world of spy agents and covert missions while learning process and literacy skills, map skills, and key details of the Revolutionary War. They will read for understanding, analyze primary source documents and maps, and make inferences about the Revolutionary time period, while at the same time trying to outwit and out spy their opponents.

National Geography Standards from *Geography for Life*

GEOGRAPHY STANDARD IX-HUMAN SYSTEMS

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

2012 Oklahoma Standards for Social Studies	2019 Oklahoma Standards for Social Studies
5.SS.PALS.1.A-C Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.	**Read Critically and Interpret Informational Sources:** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
4SS.PALS.3.A&B Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.	**4.B.6-8.3** Engage in collaborative discussions and debates about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.
4.SS.CS1.A & D 1. The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.	**4.2** The student will examine the physical geography and environments of the United States.

Content Skills 5.SS.CS3.1.5 &6 Content Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. (CCRIT 1, 3, 5, 6, and CCW 7, 9)	**5.3** The student will examine the foundations of the American nation established during the Revolutionary Era.
1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9)	**5.3.1** Examine the causes and effects of significant events leading to armed conflict between the thirteen American colonies and Great Britain, including:
E. The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,	**H.** the Boston Massacre
F. Colonial arguments that there should be no taxation without representation in Parliament,	**E.** Colonial arguments regarding taxation and rightful representation in Parliament
5. Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*. (CCRIT 3)	**5.3.6** Analyze the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, experiences of Valley Forge, impact of the battles of Bunker Hill, Trenton, Saratoga, Yorktown, and the Treaty of Paris in 1783.
6. Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry,	**5.3.7** Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.
Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources. (CCRIT 7, 8 and CCW 7, 9)	**5.3.8** Identify the contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward the Beloved Woman of the Cherokee, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phillis Wheatley.

Geographic Themes: How cooperation and conflict among people contribute to political divisions of earth's surface, How cooperation and conflict among people contribute to economic and social divisions of Earth's surface

Objectives:

The students will be able to…

1. Read, analyze and interpret charts, maps and graphs

2. Read and analyze primary source documents
3. Gain a deeper understanding of the Revolutionary War and key events leading up to it
4. Examine Boston & New York's geography and how it influenced the war

Materials

1. Power Point- "Will You Be the Next Spymaster?"
2. 1 per Group-Spy Packets Contained in Lesson
3. Optional-colonial costume
4. 1 per Group-Lemon juice, quill feather pen & bowl or jar
5. Reward for winning spy challenge

Optional Materials

1. Secret Message Spy Decoder
2. Spy Hangman
3. Cypher Wheel Secret Decoder
4. Spy Coin
5. Blue Bandana

Time Frame: 5 class periods

Procedures:

Day 1: Anticipatory Set

Encourage students to discuss keeping secrets and spying. What good can they do? What harm might they cause? How and why would secrets and spying be important in a time of war?

Strategy

1. Introduce yourself as Agent 355 or Robert Townsend. Use the Power Point to explain the missions.
2. Mission 1: Analyze the Bloody Massacre print and an excerpt of Captain Samuel Preston's Account of the Boston Massacre. Write an opinion essay on who the students believe is guilty; the citizens of Boston or the British soldiers occupying Boston.
3. Mission 2: Read about Boston's radicalism and analyze the song, "Revolutionary Tea." Answer questions about the Boston Tea Party from song analysis.
4. Mission 3: Analyze the primary source documents-the mask letter from Sir Henry Clinton to John Burgoyne and George Washington's Letter to Colonel Elias Dayton, July 26, 1777. Complete the graphic organizer.
5. Mission 4: Read about the Battle of Long Island. Identify and locate places on the map.
6. Mission 5: Solve a spy message using Benjamin Tallmadge's Code Book.
7. Mission 6: Read about spies in the Revolution. Complete the flow chart explaining how the Culper Spy Ring, Major Tallmadge, and a slave, James Armistead Lafayette, participated in General Washington's spy mission.
8. Mission 7: Read about George Washington, your potential, future boss and the Commander of the Continental Army. Write a letter complimenting General Washington on his leadership and explaining your own qualifications for the job of gentleman farmer. Sign it in lemon juice (lest you be caught) and deliver it by horse to the secret hiding place. You will receive notification from General Washington of your acceptance.

<u>Assessment</u>

1) Students will write an opinion essay to answer the following questions:
   In 1775, General George Washington is in trouble. He had a ragtag army, a few muskets and some cannons, and no money to fight the world's most powerful empire. How does he use spying to aid him in winning the war? What techniques are used and who are the key players? In your opinion, could he have won the war without spies? Why or why not?

Assessment Options:

Students can be evaluated on the following:

- Mission assignments
- Participation in class and group discussions
- Assessment essay

Extension and Enrichment:

Research spying during World War I or World War II. Compare tactics used in the Revolutionary War to tactics us during World War I or II.

Simplification:

Students can be partnered with high achieving students for completion of missions. Graphic organizers and writing assignments can be shortened.

Connections:

National standards in writing and social studies are addressed in this lesson.

Resources

Books

Bobrick, Benson. *Fight for Freedom: The American Revolutionary War*. New York, NY: Antheneum Books for Young Readers, 2004.

Rife, Douglas and Gina Capaldi. *The American Revolution.* Norwalk, CT: Innovative Kids a Division of Innovative USA, Inc., 2009.

The Colonial Williamsburg Foundation. *In the General's Secret Service.* Williamsburg, VA: The Colonial Williamsburg Foundation, 2002.

West, Tracy. *Teaching American History With Favorite Songs.* New York, NY: Scholastic Professional Books, 2001.

Websites

"Captain Thomas Preston's Account of the Boston Massacre." The Boston Massacre Historical Society. http://www.bostonmassacre.net/trial/acct-preston2.htm.

"Clandestine Women: Spies in American History." National Women's History Museum, 2007. https://www.nwhm.org/online-exhibits/spies/3.htm.

"Committees of Correspondence." Boston Tea Party: A Revolutionary Experience. Historic Tours of America, 2015. http://www.bostonteapartyship.com/committees-of-correspondence.

"From George Washington to Colonel Elias Dayton, 26 July 1777." National Archive Founders Online. The National Historical Publications and Records Commission. http://founders.archives.gov/documents/Washington/03-10-02-0415. "James Armistead Biography." Bio. A & E Television Network, LLC. 2015. http://www.biography.com/people/james-armistead-537566.

"Persuasion Rubric." Read, Write, Think. International Reading Association. 2013. http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf.

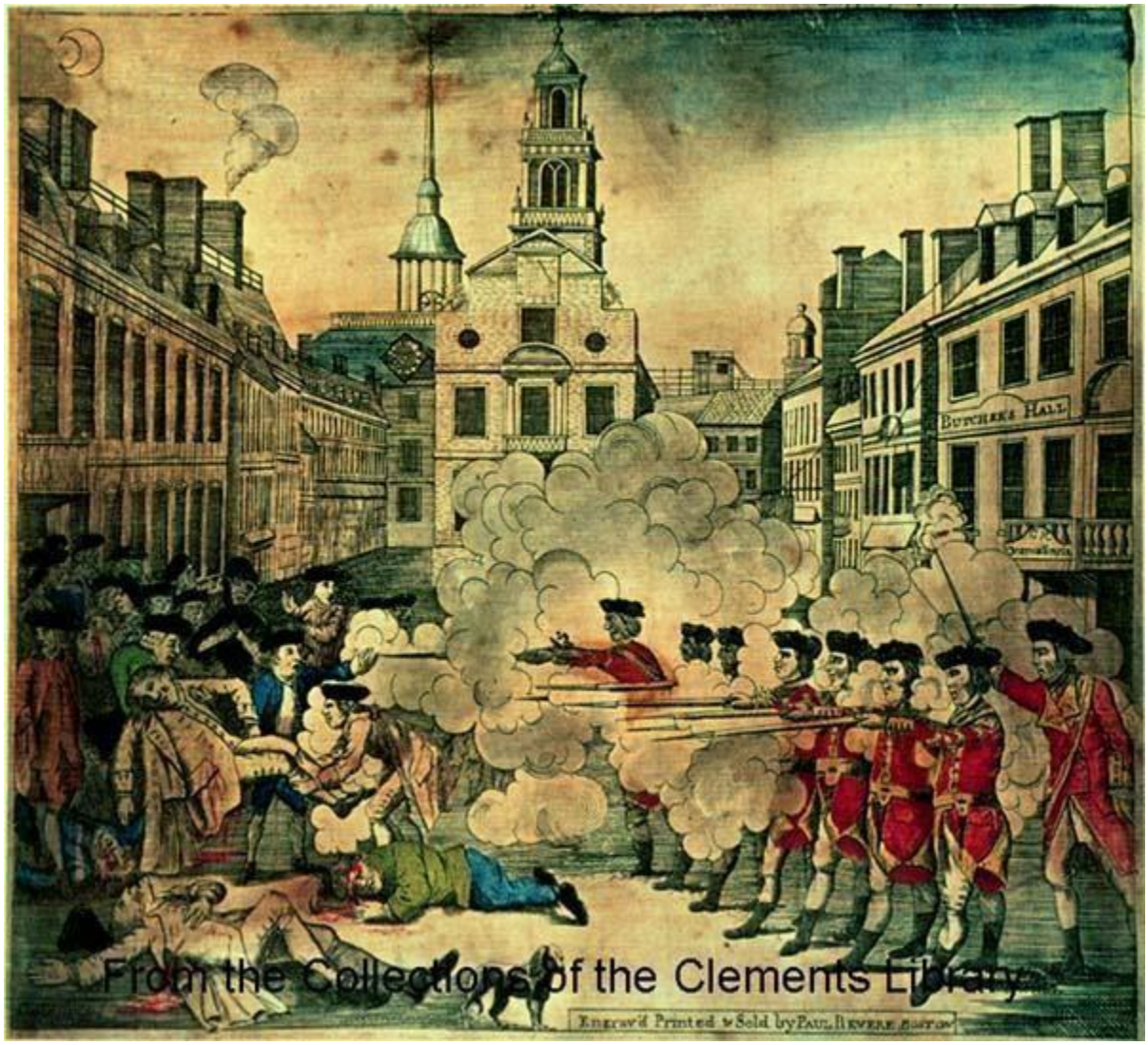
"The Bloody Massacre." Spy Letter of the American Revolution from the Collections of the Clements Library. http://clements.umich.edu/exhibits/online/spies/print-bostonmassacre.html.

Mission 1

Prepare for your mission~

Before becoming a spy, you must have some knowledge of how the war began in the first place. One major event that led to the Revolutionary War was the Boston Massacre. Analyze Paul Revere's engraving, "The Bloody Massacre" and Captain Thomas Preston's Account of the Boston Massacre. In your opinion, who is telling the truth? Write an opinion paragraph to defend the truth. Remember, General Washington values honesty and your honesty is vital to the success at hand. Once you have completed the mission, take it to the drop box and await your next task.

Agent 355



The Bloody Massacre

Paul Revere (engraver)

Line engraving, 1770

The Boston Massacre Deposition by Captain Thomas Preston

On Monday night about 8 o'clock two soldiers were attacked and beat. But the party of the townspeople in order to carry matters to the utmost length, broke into two meeting houses and rang the alarm bells, which I supposed was for fire as usual, but was soon undeceived. About 9 some of the guard came to and informed me the town inhabitants were assembling to attack the troops, and that the bells were ringing as the signal for that purpose and not for fire, and the beacon intended to be fired to bring in the distant people of the country. This, as I was captain of the day, occasioned my repairing immediately to the main guard. In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him. On which I desired him to return for further intelligence, and he soon came back and assured me he heard the mobb declare they would murder him….

They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance. Nay, so far was I from intending the death of any person that I suffered the troops to go to the spot where the unhappy affair took place without any loading in their pieces; nor did I ever give orders for loading them. This remiss conduct in me perhaps merits censure; yet it is evidence, resulting from the nature of things, which is the best and surest that can be offered, that my intention was not to act offensively, but the contrary part, and that not without compulsion. The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, [redacted], fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers

were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing. On the people's assembling again to take away the dead bodies, the soldiers supposing them coming to attack them, were making ready to fire again, which I prevented by striking up their firelocks with my hand.… A Council was immediately called, on the breaking up of which three justices met and issued a warrant to apprehend me and eight soldiers. On hearing of this procedure I instantly went to the sheriff and surrendered myself, though for the space of 4 hours I had it in my power to have made my escape, which I most undoubtedly should have attempted and could easily executed, had I been the least conscious of any guilt. On the examination before the justices, two witnesses swore that I gave the men orders to fire. The one testified he was within two feet of me; the other that I swore at the men for not firing at the first word. Others swore they heard me use the word "fire," but whether do or do not fire, they could not say; others that they heard the word fire, but could not say if it came from me. The next day they got 5 or 6 more to swear I gave the word to fire. So bitter and inveterate are many of the malcontents here that they are industriously using every method to fish out evidence to prove it was a concerted scheme to murder the inhabitants. Others are infusing the utmost malice and revenge into the minds of the people who are to be my jurors by false publications, votes of towns, and all other artifices. That so from a settled rancour against the officers and troops in general, the suddenness of my trial after the affair while the people's minds are all greatly inflamed, I am, though perfectly innocent, under most unhappy circumstances, having nothing in reason to expect but the loss of life in a very ignonimous manner, without the interposition of his Majesty's royal goodness.

http://www.bostonmassacre.net/trial/acct-preston2.htm

Mission 2

Congratulations on a successful first mission~

You have skillfully completed your first spymaster task. But the question still remains, "Why Boston?" Read the article called the Committees of Correspondence in order to understand Boston's role in the controversy prior to the Revolution and then analyze the song, "Revolutionary Tea." It appears to contain a secret message. See if you can understand the message. Answer the questions on the handout "Revolutionary Tea Song Analysis" to demonstrate your understanding. Once the task is complete, take the secret message to the rock. But Beware! You must know about your Committee in order to be trusted! If you can't be trusted, it's certain death at the hangman's noose for you!

The Committees of Correspondence

Since the end of the French and Indian War, Boston had become the hotbed of radicalism in the American colonies, so it's not surprising that the first Committee of Correspondence was formed in Boston by Samuel Adams and twenty other Patriot Leaders in 1772. The Boston Committee of Correspondence and the Sons of Liberty worked in conjunction with one another and most of them were also members of the Sons of Liberty. The Committees of Correspondence were established to serve as a springboard for action, while the Sons of Liberty were a secret organization that used force, intimidation, and physical action.

Samuel Adams, Dr. Joseph Warren, James Otis, and other Patriot leaders in Boston recognized the importance of organized resistance, correspondence, and the importance of town meetings. They knew that in order to gain support of the colonists they needed to persuade them away from British rule. The first step was to organize town meetings in Massachusetts, where loyalist support was strong. Once the first Committee of Correspondence was established in 1772, it was charged to "prepare a statement of the rights of the colonists, and of this province in particular, as men, as Christians, and as subjects; Prepare a declaration of the infringement of these rights; and prepare a letter to be sent to all the towns of this province and to the world, giving the sense of this town."

Soon after, other Committees of Correspondence sprang up in Rhode Island, Connecticut, New Hampshire and South Carolina. Prior to the American Revolution, Committees of Correspondences were formed in eleven of the thirteen colonies. The close association of towns and the influence of town meetings, the church, and later colonial newspapers created an atmosphere of cooperative spirit. The goal of the Committees of Correspondence was to unite the colonists against Great Britain. Their voices were not always the voice of the majority, but their voices were the loudest.

In late 1763, the Boston Committee of Correspondence was tasked with managing the "tea crisis" and was responsible for the Boston Tea Party. Samuel Adams, who was the prominent leader of both organizations, called upon the Committees of Correspondence from throughout Massachusetts for support, calling them to be in "readiness in the most resolute manner to assist this Town in their efforts for saving this oppressed country." They held meetings in November and December at the Old South Meeting House and became the driving force of the Boston Tea Party on December 16, 1773. Paul Revere rode to Manhattan, New York to deliver the Boston Committee of Correspondence's report of the destruction of the tea, and Samuel Adams communicated the news of the Boston Tea Party through vast networks of the Committees of Correspondence across the thirteen colonies.

Revolutionary Tea

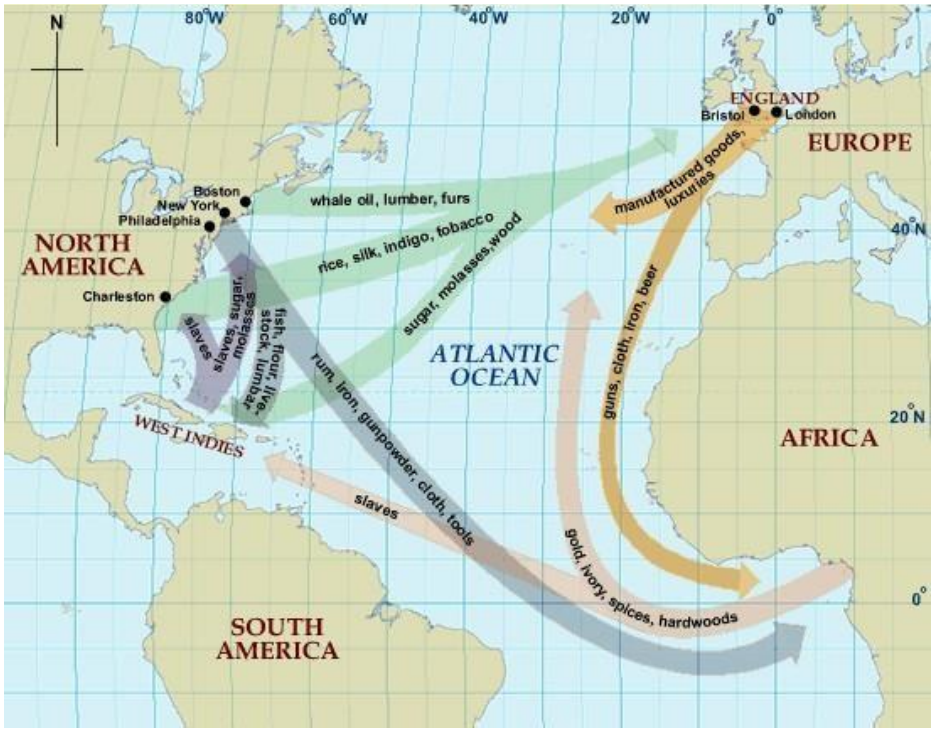
There was an old lady lived over the sea,
And she was an Island Queen; Her
daughter lived off in a new coutrie, With
an ocean of water between.
The old lady's pockets were full of gold, But
never contented was she,
So she called on her daughter to pay her a tax
Of threepence a pound on her tea, Of threepence
a pound on her tea.

"Now Mother, dear Mother," the daughter replied,
"I shan't do the thing you ax;
I'm willing to pay a fair price for the tea,
But never the three-penny tax."
"You shall," quoth the mother, and redden'd with rage, "For
you're my own daughter, you see.
And sure 'tis quite proper the daughter should pay
Her mother a tax on her tea, Her
mother a tax on her tea."

The tea was conveyed to the daughter's door, All
down by the ocean's side. And the bouncing girl
pour'd out every pound, In the dark and boiling
tide.
And then she called out to the Island Queen,
"Oh Mother, dear Mother," quoth she,

"Your tea may you have when 'tis steep'd enough,
But never a tax from me, But
never a tax from me."

Revolutionary Tea Song Analysis



http://www.ccis.edu/courses/HIST359mtmcinneshin1/week04/images/TRItrdc.gif

1. Who is the" old lady" that the song is making reference to? Circle & label the "old lady" on the map above. _____

2. What ocean was between the "old lady" in the song and her "daughter"?

   _____

3. Who is the "daughter"? Circle and label the "daughter" on the map above.

   _____

4. What did the "old lady" want the "daughter" to do?

   _____

5. What was the "daughter's" response?

_____ 6.

Trace the possible route of the tea from England to North America on the map above. What was the "daughter's" reaction to her "mother's" request? Write about it on the back of this sheet.

Mission 3

Congratulations again on a successful mission~

Now it is time to be schooled in the job for which you are making application. Enclosed you will find a mask letter from Sir Henry Clinton to John Burgoyne and a letter from General Washington to Colonel Elias Dayton. Both have information for you that is vital to the success of the task ahead. Read each carefully and complete the graphic organizer. Successful completion of this mission will demonstrate your knowledge of what it takes to be a spy. Once you have completed your task, take it to the drop box and await a response.

Agent 355

August 10, 1777

Known as the Cardan system (named for the sixteenth-century code maker Geronimo Cardano), a mask letter is one of the more complex secret writing methods since the letter needs to make sense with or without the mask on top.

You will have heard, Dr Sir, I doubt not long before this
can have reached you that Sir W. Howe is gone from hence. The
Rebels imagine that he is gone to the Eastward, by this time
however he has filled Chesapeak bay with surprize and terror.

Washington marched the greatest part of the Rebels to Philadelphia
in order to oppose Sir Wm. army. I hear he is now returned upon
finding none of our troops landed but am not sure of this, great part
of his troops are returned for certain. I am [redacted] certain
part must be ruin to them. I am left to command here, half my force may
seem sure defend every thing here with much safety. I shall therefore
send Sir W. 4 or 5. Bat.ns. These too small a force to incircle the New England
provinces; they are too weak to make any effectual efforts against me and
you do not want any diversion in your favour I can therefore very well
spare him. 1500 men. I shall try something certainly towards the close
of the year not till then at any rate. It may be of use to inform you that
report says all yields to you. I own to you I think the business will
quickly be over now. Sr W.'s move just at this time has been capital
Washington's have been the worst he could take in every respect. I
sincerely give you much joy on your success and am with
great sincerity your faithful obt Sr

[signature]

Clements Library, University of Michigan

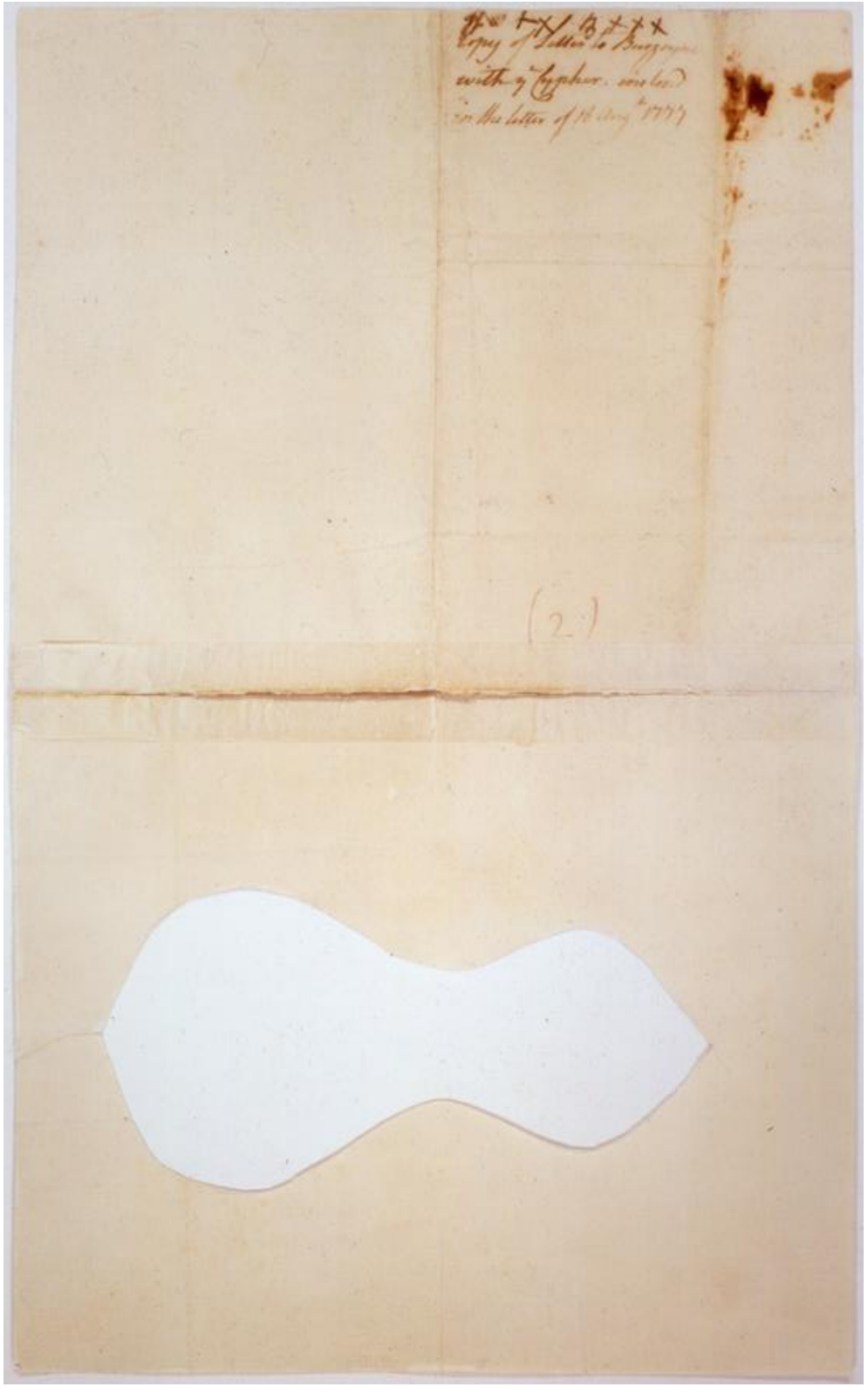
This particular letter from Sir Henry Clinton to John Burgoyne contains misinformation (another spy technique) when read without the mask this is what the letter says:

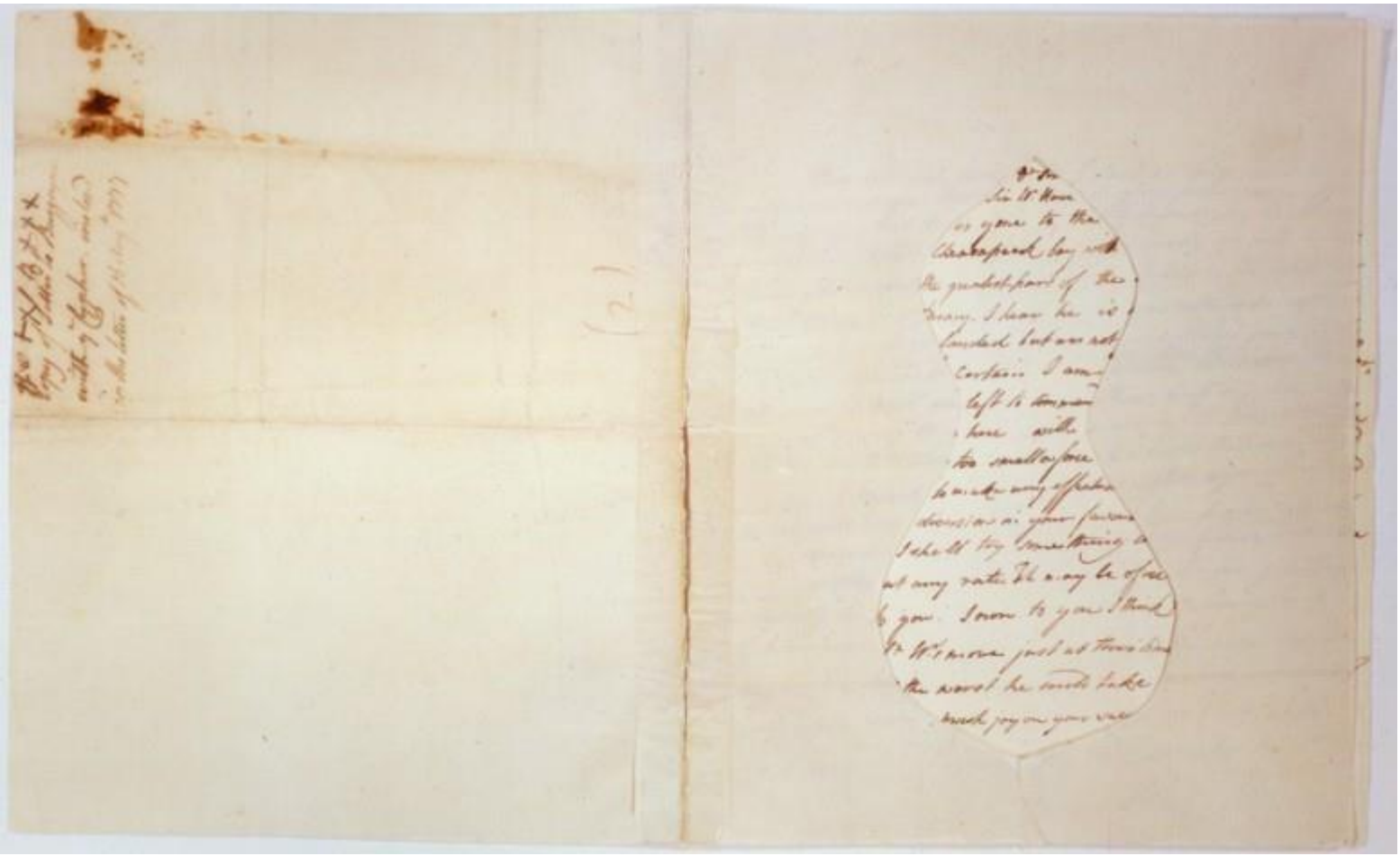
You will have heard, Dr Sir I doubt not long before this / can have reached you that Sir W. Howe is gone from hence. The / Rebels imagine that he is gone to the Eastward. By this time / however he has filled Chesapeak bay with surprize and terror.

Washington marched the greater part of the Rebels to Philadelphia / in order to oppose Sir Wm's. army. I hear he is now returned upon / finding none of our troops landed but am not sure of this, great part / of his troops are returned for certain. I am sure this countermarching / must be ruin to them. I am left to command here, half of my force may / I am sure defend everything here with much safety. I shall therefore / send Sir W. 4 or

5 Bat [talio] ns. I have too small a force to invade the New England / provinces; they are too weak to make any effectual efforts against me and / you do not want any diversion in your favour. I can, therefore very well / spare him 1500 men. I shall try some thing certainly towards the close / of the year, not till then at any rate. It may be of use to inform you that / report says all yields to you. I own to you that I think the business will / quickly be over now. Sr. W's move just at this time has been capital. / Wahingtons have been the worst he could take in every respect. / sincerely give you much joy on your success and am with / great Sincerity your [ ] / HC

The mask, or grille, was sent separately from the letter to ensure that information would not be revealed, even if intercepted by the enemy.


Copy of Letter to Burgoyne
with the Cypher mentioned
in the letter of 18 May 1777
(2.)



Clements Library, University of Michigan

When the mask is placed on to,p the letter reveals intelligence on Washington’s movements:

Sir. W. Howe / is gone to the / Chesapeak bay with / the greatest part of the / army. I hear he is / landed but am not / certain. I am / left to command / here with / too small a force / to make any effectual / diversion in your favour. / I shall try something / at any rate. It may be of use / to you. I own to you I think / Sr W's move just at this time / the worst he could take. / Much joy on your success.

From George Washington to Colonel Elias Dayton, 26 July 1777
To Colonel Elias Dayton

8 Miles East of Morris Town July 26: 1777.

Sir

By a Letter received this Morning from Lord Stirling of the 22d Inst., I find he intends to pursue his Rout from peeks Kill, through Keckyate & pyramus to the Great Falls—From thence thro Watsessing—Springfeild & Brunswic or Bound Brook.

The reason of my being thus particular in describing Lord Stirlings Rout, is, Because I wish you to take every possible pains in your power, by sending trusty persons to Staten Island in whom you can confide to obtain intelligence of the Enemy's situation & numbers—What kind of Troops they are, and What Guards they have—their Strength & where posted: My view in this, is, that his Lordship, when he arrives, may make an Attempt upon the Enemy there with his Division, If it should appear from a full consideration of all circumstances and the information you obtain, that it can be done with a strong prospect of Success. You will also make due enquiry How many Boats are & may be certainly had to transport the Troops, in case the Enterprize should appear adviseable. You will, after having informed yourself upon these several matters, send a good & faithful Officer to meet Lord Stirling with a distinct and accurate Account of every thing—As well respecting the Number & strength of the Enemy—their situation &c.—As about the Boats, that he may have a General view of the whole, and possessing all the circumstances, may know how to regulate his conduct in the Affair.

The necessity of procuring good Intelligence is apparent & need not be further urged—All that remains for me to add, is, that you keep the whole matter as secret as possible. For upon Secrecy, Success depends in most Enterprizes of the kind, and for want of it, they are generally defeated, however well planned & promising a favourable issue.

I am Sir Yr Most Obedt servt

Go: Washington

LS (photocopy), in Robert Hanson Harrison's writing, NN: Photostats of Rosenbach Collection; Df, DLC:GW; Varick transcript, DLC:GW. The cover of the LS, which GW also signed, is addressed in part to Dayton at "Elizabeth Town," New Jersey. The draft, also in Harrison's writing, contains minor changes in wording.

http://founders.archives.gov/documents/Washington/03-10-020415

Spies Like Me

1. What must be used to cipher Sir Henry Clinton's original letter and how was it sent to John Burgoyne so that he could figure out the true message in the letter? 2. In the second letter, what is George Washington asking of Colonel Elias Dayton? 3. Why is gathering secret intelligence necessary in a time of war?	What are five characteristics or qualities of a good spy? Consider what is expected of a person in such a position and consider what characteristics and qualities would lead to success. 1. 2. 3. 4. 5.

Adapted from an original lesson from "*In the General's Secret Service*"-2002 Colonial Williamsburg

Mission 4

Congratulations, you are a quick learner~

Now your mission begins in earnest. You will test your skills as a spy. Your first task is to read and gather intelligence about the Battles of Long Island and Brooklyn. Remember, spies pay close attention to every detail at hand. Secondly, you will need to know how to read and understand a map if you are going to travel and deliver messages. Enclosed you will find several maps of New York. Analyze the maps, then re-read the article about the Battle of Long Island and circle each place on the map "New York and Environs" as you read about it. If a place of importance is not labeled on the map, use the other maps to help you locate, label and circle it. Once your task is complete, take

it to the rock. If you successfully complete each task, you will soon be ciphering messages. Good luck in your endeavors!

Agent 355

http://www.mountvernon.org/research-collections/digital-encyclopedia/article/battle-of-long-island/

Nathan Hale

While the British occupied New York, they kept a careful lookout for suspected traitors. As the patriots retreated, colonial patriot Nathan Hale volunteered to stay behind British lines to spy. After fires destroyed downtown New York, the British immediately arrested everyone suspected of being a patriot. Hale was one of those captured. He was hanged the following day. At the gallows, he famously said, "I only regret that I have but one life to give to my country."

http://www.earlyamerica.com/review/2001_summer_fall/n_hale.html

The Battle of Long Island

The first major battle of the Revolutionary War was the Battle of Long Island. Approximately 12,000 colonial rebels faced 23,000 British and Hessian soldiers. This battle occurred in August, 1776; just five months after George Washington had taken Boston from the British.

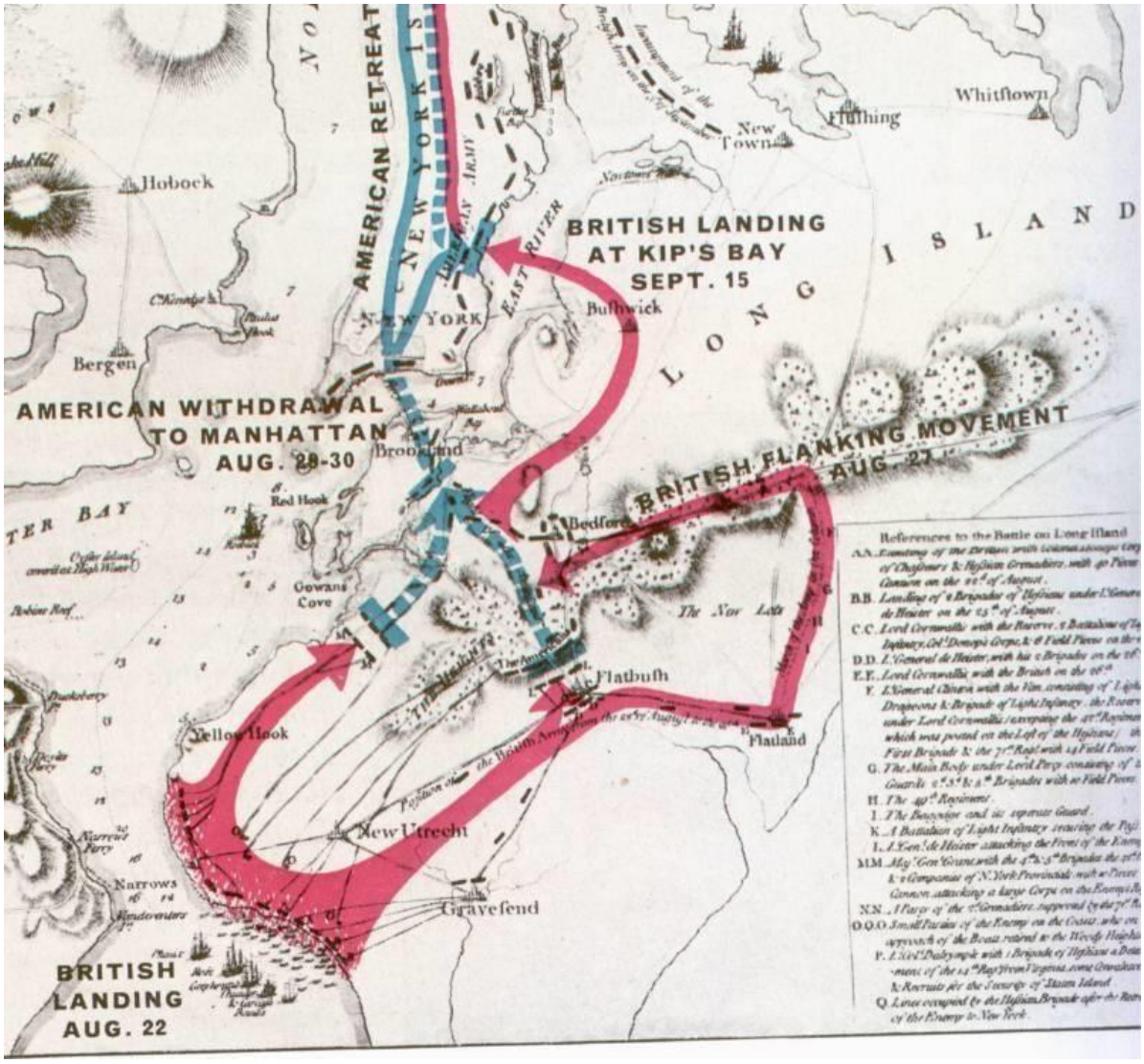
In late August, the British first transported about 22,000 men (including 9,000 Hessians - soldiers hired by their ruler from different German Principalities) to Long Island. In the Battle of Long Island on August 27, 1776, the British outflanked the American positions, driving the Americans back to the Brooklyn Heights fortifications.

By the third day, the British thought the war was over and stopped fighting long enough to send Washington a note asking for his surrender. From late in the evening of August 29, to dawn on the following morning, Washington watched as 9,000 Continentals were rowed back to Manhattan. As the sun came up, a fog miraculously descended on the remaining men crossing the river. According to eyewitnesses, George Washington was the last man to leave Brooklyn.

To keep his escape routes open to the north, Washington placed 5,000 troops in the city, and took the rest of the army to Harlem Heights.

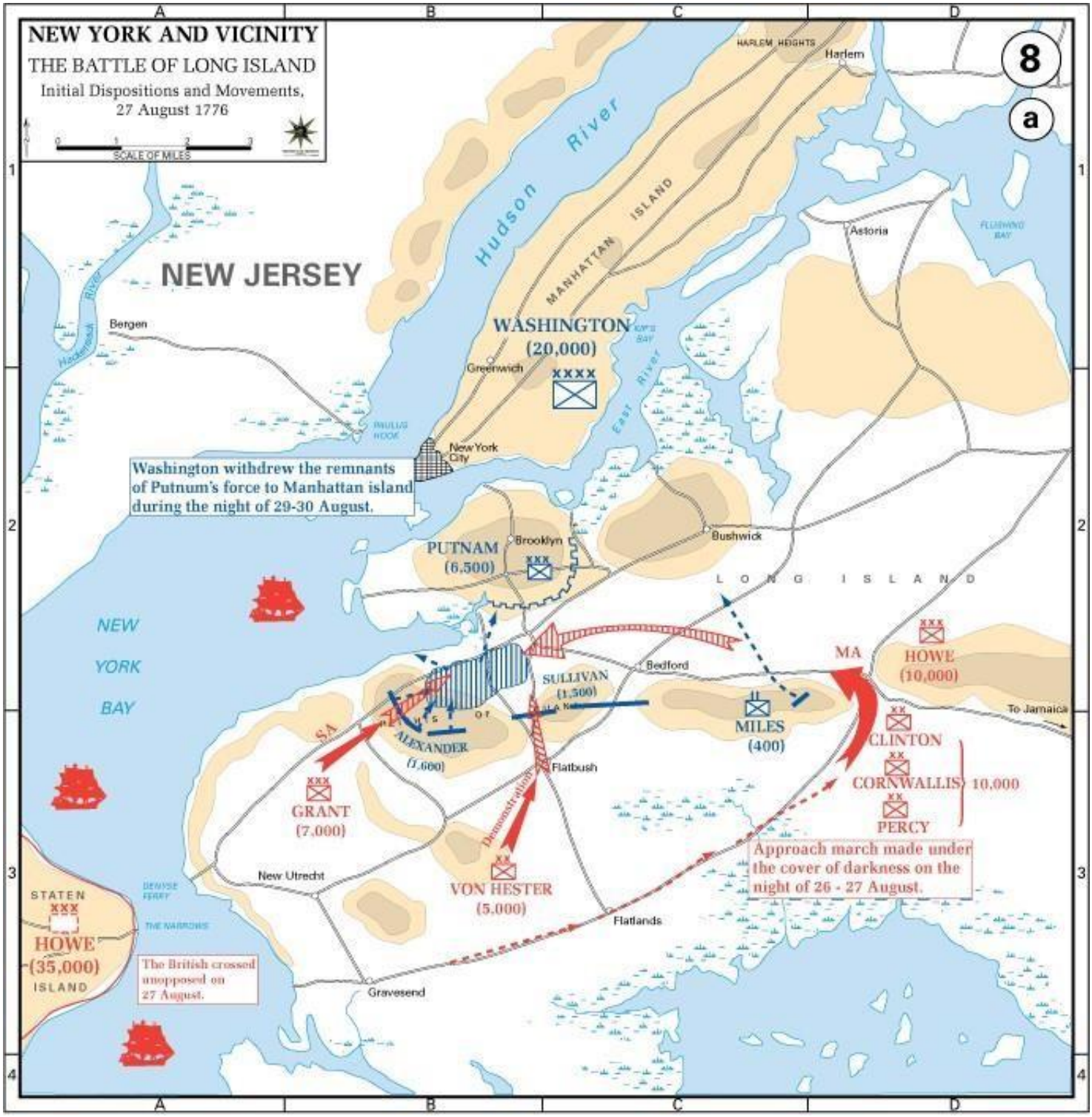
On September 15, General Howe landed about 12,000 men on lower Manhattan, quickly taking control of New York City. The Americans withdrew to Harlem, where they skirmished the next day, but held their ground. Rather than attempting to dislodge Washington from his strong position a second time, Howe again opted for a flanking maneuver.

Landing troops with some opposition in October in Westchester County, he sought once again to encircle Washington. To defend against this move, Washington withdrew most of his army to White 21 Plains, where after a short battle on October 28 he retreated further north.

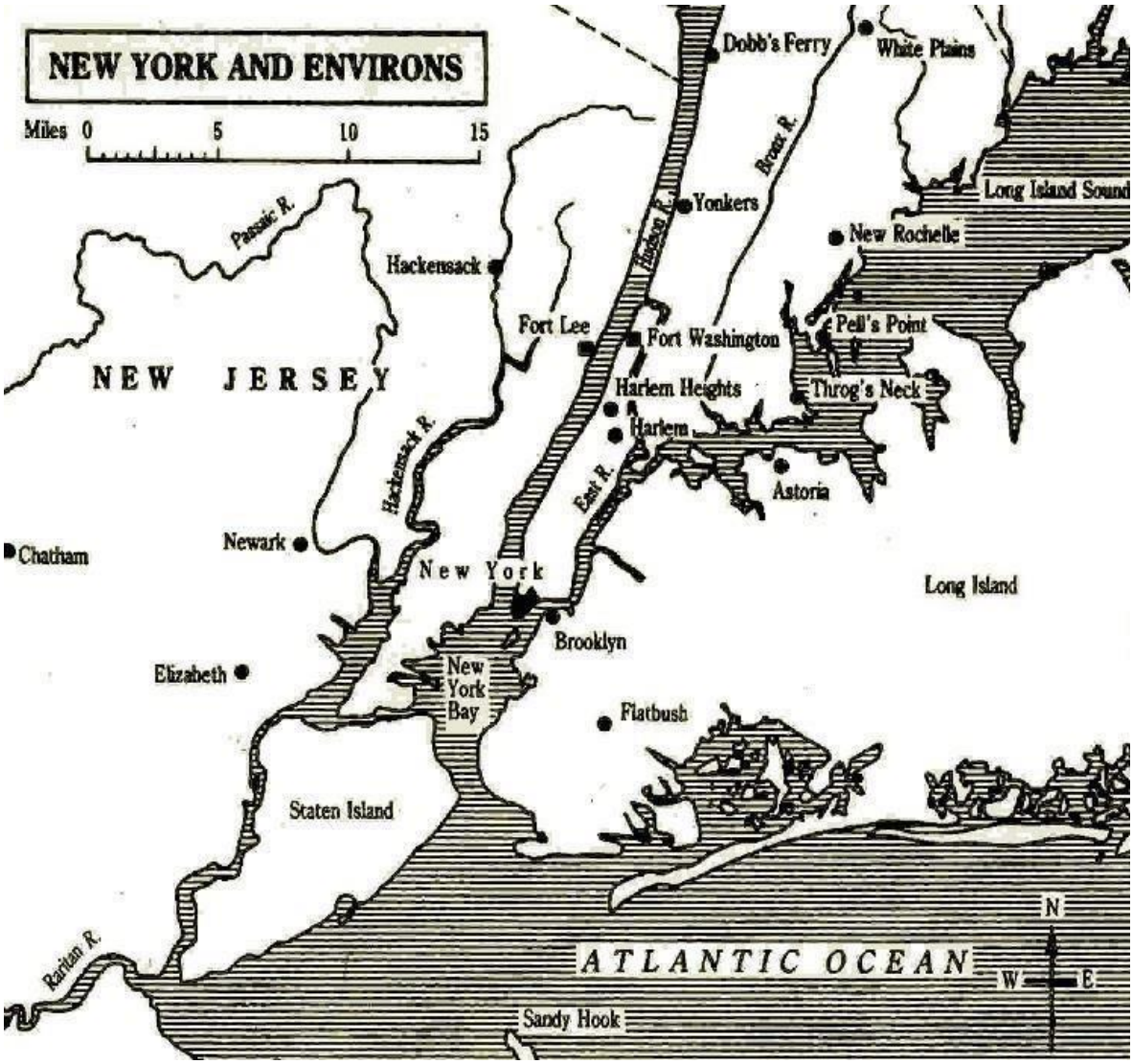


Map of the Battle of Brooklyn Oct 1776 "Howe's Map"

Washington had his troops spread out over both sides of the East River and up and down Manhattan Island. Just prior to the signing of the Declaration of Independence, on June 29th in 1776, the British finally arrived in New York Harbor in perhaps the largest flotilla the harbor had seen to that point. Eyewitness Daniel McCurtin wrote, "the whole bay was full of shipping as it could be. I…thought all London afloat." Knox' Battery was a formidable force, which unfortunately was pointed in the wrong direction to be of any use. The British troops landed in Staten Island and formulated a plan, away from Knox' guns, and through that July, more and more transport ships met the British Fleet in Staten Island. Dick Howe, the brother of the General, brought in tremendous reinforcements to help his brother. In August, the British Fleet that was assigned and blockaded in the south, commanded by Admiral Peter Parker (no relation to Mary Jane Watson), joined Howe. General Clinton and General Cornwallis also sailed into New York Harbor. Together they made up Britain's greatest expeditionary force to date, ready to snarl Washington. http://www.brooklynonline.com/history/battle.xhtml



http://www.westpoint.edu/history/SiteAssets/SitePages/American%20Revolution/08aLongIslandBattle.gif



Adapted from an original lesson on

http://www.angelfire.com/hi5/interactive_learning/america/Unit_5_Rev_War_NY_Focus.htm

Mission 5

Congratulations, your map skills are precise~

To test your understanding of ciphering and prove that you are a spy, use the code book and the dictionary page you received at the rock to cipher the messages. Be careful not to be observed using your code book and be certain not to share the contents of the message or the players involved. If you have successfully ciphered the message, then you will meet the other players that you will be assigned to work with. Take the message you have ciphered to the drop box. May divine providence speed your efforts!

Agent 355

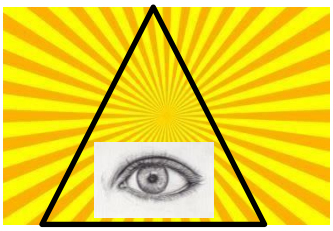
Adapted from an original activity from the Colonial Williamsburg Foundation.

Mission 6

Congratulations, you have cracked the code and your mission is now coming to a close~

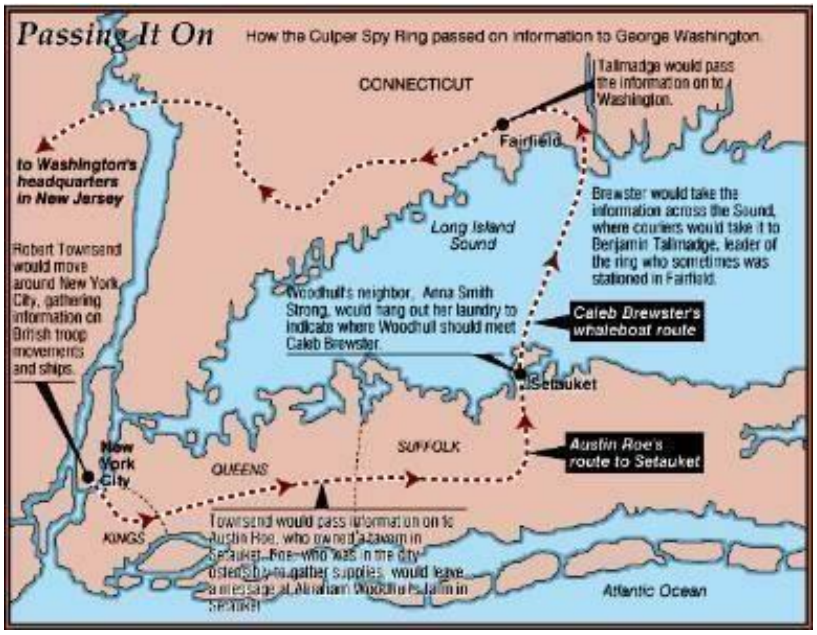
You have earned General Washington's trust and he has decided it is time for you to meet the brave men and women you will be working with. Spying is not for the weak at heart, as you have learned from Nathan Hale. Now don't get me wrong, Nathan was a well-respected teacher and loved by his countrymen, but "loose lips sink ships!" Remember these powerful words as you continue on your mission. Once you have studied and gleaned information about the players, you will have one last mission to complete and you will be well on your way to being a spy! Remember that the intelligence you gather must not fall into the enemy's hands, or all will be lost. By now you should know the drill and the location. Providence speed your efforts and be careful not to get caught with coinage along the way!

Agent 355



Meet the Players

“355” (Female Agent) • A female agent referred to as “355” by the Culper Spy Ring. • Gathered critical information on the British and passed it on to Robert Townsend. • Passed on timely and accurate information to Washington. • Played a critical role in counterintelligence missions that uncovered Benedict Arnold’s treason. • Gathered information to facilitate the arrest of Major John André, head of England’s Intelligence Operations in New • York. Her true identity remains a mystery even today.	**Anna “Nancy” Smith Strong** Assisted the Culper Spy Ring. • • Worked from her farm in the New York area. • Would hang her laundry on her clothesline to secretly signal where Woodhull should meet Caleb Brewster and other undercover operatives.
• • **The Secret Six** Also known as the Culper Spy Ring Agent 355-A woman who used her wit and • charm to gather intelligence from British officers. • Robert Townsend-a reserved Quaker merchant who headed the Culper Spy Ring. Austin Roe-a tavern keeper who visited New York on the premise of gathering • supplies. He would deliver Townsend’s messages to Caleb Brewster. Caleb Brewster-A longshoreman who loved taunting the British. He ferried • messages between Connecticut and New York. Abraham Woodhull-A bachelor in Long Island who had business and family • reasons for traveling to New York to assist in gathering intelligence information. James Rivington-the owner of a coffee house where high ranking British officers gathered to discuss secret operations. Unbeknownst to the British, he passed this intelligence on to Townsend or Agent 355.	• • **James Armistead Lafayette** Born into slavery in Virginia around 1748. • Enlisted in the Revolutionary War under General Lafayette. • Worked as a spy and gained the trust of General Cornwallis and Benedict Arnold. Provided information that allowed the • American forces to prevail at the Battle of • Yorktown. Gained his freedom in 1787. Died in 1830.



Map showing the routes taken by the Culper Spy Ring-Long Island, New York.

In 1778, Washington appointed Major Benjamin Tallmadge as director of military intelligence. He was tasked with creating a spy ring in New York City, now the site of British headquarters.

This network became known as the Culper Spy Ring and operated successfully in and around New York City for five years. During this time no spy's identity was ever uncovered, and even General Washington was unaware of who they were. The Secret Six consisted of friends Tallmadge made on Long Island, including Robert Townsend, Austin Roe, Caleb Brewster, and Abraham Woodhull. Friend, Anna Smith also assisted the Culper Spy Ring. Other members who were recruited were Agent 355 and Robert Livingston.

Pass It On

In your own words, complete the graphic organizer below to describe how the Secret Six operated.

Agent 355

Austin Roe

James Rivington

Robert Townsend

Abraham Woodhull

Caleb Brewster

Couriers or messengers would receive the information from Caleb Brewster and then take it to Major Tallmadge. Who was Major Tallmadge and what did he do with the information?

https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/intelligence/photo-8.gif/image.gif

Who was James Armistead Lafayette and how did he play a critical role in the patriots winning the American Revolution?

Mission 7

Congratulations, you have proven yourself to be a promising and capable spy~

Your work does not end with this rendezvous. You must now send your letter of intent to General Washington. Disguise your letter with praise of the General and his many accomplishments. You will find relevant information regarding the General enclosed to assist you with your letter. Let him know that you are intent on accepting the job for which he makes offer; that of gentleman farmer. Sign your name in the invisible stain which I have provided lest you be stopped in route. Your message must cross the sound appearing as a normal letter. If you have indeed proven to be the best man for the job, I will bring forth word from the General and reveal myself at a later time. My everlasting thanks for your efforts!

Agent 355

General Washir

General Washington is a man c influence. He was born in Wes Virginia in 1732. His father die 11 years old. His older brother looked up to passed away wher Washington inherited his broth his job of being adjutant of the adjutant, he was charged with local militia and assisting senior

In 1754, the French and Indian and George commanded troop British. He was ordered to rec Valley and was at first successfu captured 30 French soldiers. H Necessity, the French later ca Washington and his men. He w released and able to return hon

In 1758, George Washington m Dandridge Custis. He propose

weeks after meeting her. Th moved to Mount Vernon, Virgi

In 1775, the Continental Congr commander for the Continenta Washington was their first cho knew the land and his status co convince others to join the patr addition, he has many other le qualities that make him the pe George Washington is daring a yet he shows a deep concern fo patriotic and able to keep his t He is honest and hardworking find a better man to work for t George Washington.

"Our own Country's Honor, all call upon us for a vigorous and manly exertion, and if we now shamefully fail, we shall become infamous to the whole world. Let us therefore rely upon the goodness of the Cause, and the aid of the supreme Being, in whose hands Victory is, to animate and encourage us to great and noble Actions -- The Eyes of all our Countrymen are now upon us, and we shall have their blessings, and praises, if happily we are the instruments of saving them from the Tyranny mediated against them. Let us therefore animate and encourage each other, and show the whole world, that a free man contending for Liberty on his own ground is superior to any slavish mercenary on earth."
~George Washington, 1776

http://imagecache2.allposters.com/images/NWPPOD/PPRE2A-00100.jpg

le

Congratulations, you have been selected as a spy in the General's Secret Service~

You will be assigned the numerical code of _____. We must prove to all that America is united in the cause. My courier will soon return and inform you of your next mission. Do not forget that you are now a member of a special band of men and women who serve the American cause as agents of the Committee for Secret Correspondence. My everlasting thanks for your service to our country!

General George Washington

Persuasion Rubric

Directions: Your assignment will be graded based on this rubric. Consequently, use this rubric as a guide when working on your assignment and check it again before you submit it.

Traits	3	2	1
Organization	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	The introduction includes the goal or thesis, and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. The conclusion states a personal opinion.	The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.
Goal or Thesis	There is one goal or thesis that strongly and clearly states a personal opinion and identifies the goal.	There is one goal or thesis that states a personal opinion and identifies the goal.	A personal opinion is not clearly stated. There is little reference to the issue.

Reasons and Support	Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.	Three or more reasons are stated, but the arguments are somewhat weak in places.	Two reasons are stated, but with weak arguments
Audience	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.
Word Choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is no evidence of potential word choice.
Grammar, Mechanics & Spelling	There no errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are numerous errors in grammar, mechanics, and/or spelling, and they interfere with understanding.
Total & Comments: /18			