Contributor: Aryssa Damron **Grade Level:** 4th & 5th

1. **Identify the standards to be addressed:**
   CCSS.ELA-LITERACY.CCRA.R.2
   Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
   CCSS. ELA-LITERACY.CCRA.R.7
   Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
   CCSS.ELA-LITERACY.L.5.4
   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   CCSS.ELA-LITERACY.RF.5.4.C
   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2. **Statement of the objective and lesson outcomes:**
   Learning about the Culper Spy Ring and lesser-known facets of the American Revolution
   Lesson Outcome: Students will learn about Anna Strong, a Patriot Spy, and understand how code languages are used to send messages now and in the past.

3. **Materials, resources, and technology to be used by teacher/students**:
   At least one copy of the book, physical or digital, Anna Strong: A Spy During the American Revolution by Sarah Glenn Marsh. ISBN: 978-1419734199. To facilitate group discussion, instructors may want more than one copy of the book.

   Access to a dictionary (online or physical)

   Paper and pencil for all students

4. **Introduction of the topic**:
   From the flap copy: "During the Revolutionary war, General George Washington relied not only on his soldiers-- but also on his spies. Recruited by Major Benjamin Tallmadge, the Continental Army's spymaster, Anna Smith Strong is widely recognized as the only female member of the Gulper Ring, America's first spy network. One of Washington's trusted agents, Anna passed important messages in covert and clever ways, such as hanging laundry on her clothesline in prearranged codes. Had she been discovered by the British, she would have faced jail or execution."

5. **Procedure for instruction**:
   See lesson plan for four-part lesson plan.

6. **Lesson closure**:
   Upon completion of the four-part lesson plan, the teacher will have the students discuss the book in small groups or amongst themselves, depending on the class size.

The teacher will also provide access for the students to check out the book for further reading.

The teacher will assess student learning by asking about Anna Strong or the Gulper Ring as part of the regularly scheduled assessment, or by using the presentation of the coded message as a conveyance of understanding.

7. **Assessment of Understanding:**

Contributor: Aryssa Damron
Grade Level: 4-5

I. Identify the standards to be addressed

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RF.5 .4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

II. Statement of the objective and lesson outcome

Objective: Learning about the Culper Spy Ring and lesser-known facets of the American Revolution

Lesson Outcome: Students will learn about Anna Strong, a Patriot Spy, and understand how code languages are used to send messages now and in the past.

III. Materials, resources and technology to be used by teachers/students

- At least one copy of the book, physical or digital, Anna Strong: A Spy During the American Revolution by Sarah Glenn Marsh. ISBN: 978-1419734199. To facilitate group discussion, instructors may want more than one copy of the book.
- Access to a dictionary (online or physical)
- Paper and pencil for all students

IV. Introduction to the topic

From the flap copy: "During the Revolutionary war, General George Washington relied not only on his soldiers--but also on his spies. Recruited by Major Benjamin Tallmadge, the Continental Army's spymaster, Anna Smith Strong is widely recognized as the only female member of the Culper Ring, America's first spy network. One of Washington's trusted agents, Anna passed important messages in covert and clever ways, such as hanging laundry on her clothesline in

prearranged codes. Had she been discovered by the British, she would have faced jail or execution. "

V.   Procedure of the lesson

See lesson plan for four-part lesson plan.

VI.   Lesson closure & assessment

Upon completion of the four-part lesson plan, the teacher will have the students discuss the book in small groups or amongst themselves, depending on the class size.

The teacher will also provide access for the students to check out the book for further reading.

The teacher will assess student learning by asking about Anna Strong or the Culper Ring as part of the regularly scheduled assessment, or by using the presentation of the coded message as a conveyance of understanding.

Anna Strong: A Spy During the American Revolution

PART ONE: Oral Reading

After giving a brief recap of what the class has learned about the American Revolution so far, the teacher will conduct an oral reading of the book. Any preferred style of oral reading will do, whether the teacher reads the entire book, students take turns reading popcorn style, et cetera.

Be sure to showcase the illustrations as well as stopping to point out the code language as it pops up throughout the book. This will be used in part three of the lesson.

PART TWO: Vocabulary

As students listen to the story being read, have them write down 3-5 words they do not recognize or think might mean something different in the context of the story.

After the oral reading, group students into small-groups to discuss their words. Each group should decide on five words from the story to look up, define, and discuss the meaning of in the context of the story. They can use a physical or online dictionary for this process.

The teacher should walk around with a copy of the book to help with spelling when necessary.

PART THREE: Codes & Spy Languages

In part three, students will think about the code used throughout the book and use it to create their own code that explicitly relates to the story--forcing them to think creatively and address the themes of the story. Students can do this individually or in small groups.

Throughout the book, the author includes examples of codes using numbers, such as the following:

72: British
723: Long Island
94: Courage
175: Enemy
31: Arrest

489: Prison
402: Miserable
451: Occupy
156: Deliver
144: Deceive

680: War   659: Victory
253: Hope   422: Nation

Construct your own message about the Revolutionary War--imagine you are there--using these codes!

Here's an example: "The British will be at Long Island by dusk. They plan to arrest the enemy and keep him in the prison at 94 bay. Please deliver this to the general" becomes "72 at 723 by dusk. Plan to 31 the 175 and keep at 489 in 94 Bay. 156 to the general. "

Write your message using the code and then pass it to the person to your right or left to decode.

PART FOUR: Create your own code language

In part four, students will get into four different small groups to create their own codes using well-known ciphers. Then, they will use their code to write something about the book.

An example sentence about the book they might write is: "Anna Strong used petticoats to convey a message about incoming ships."

See the following websites for ideas on ciphers:

https://kidsactivitiesblog.com/27282/secret-codes-to-write-a-coded-letter/

https://rediscoveredfamilies.com/secret-codes-for-kids/

Gather students together in small groups--ideally different than the groups formed for vocabulary work. Each group will be given a different way to write a code about the plot of this book.

Group 1 will write a code that relies on using numbers to represent letters of the alphabet.

Group 2 will write a code that relies on reversing the spelling of words

Group 3 will write a code that relies on using a book cipher--use a text in the classroom's library or the book of this lesson, Anna Strong.

Group 4 will write a code that relies on using a zig-zag cipher--see this example.

Each group should pass their code to another group to translate using their cipher. That group will then read the decoded message to the class. Discuss what parts of the story were not decoded by any of the groups.