



It is often said that “the winners are the writers of history.” But what do they leave out? What better way to expose your students to the unwritten events than by taking a spy’s-eye view at the secret history of history? Both ordinary citizens and international leaders have engaged in and relied upon intelligence to protect their nations, understand their enemies and friends, and make historic decisions. The International Spy Museum’s collection of archival film footage and artifacts, stories and images, will give your students new perspective on familiar eras and events, enriching their historical understanding, and sparking their excitement for the past.

## IN THE MUSEUM

Exhibit areas in bold. See map for location.

### **Ancient Espionage—1300 BCE to CE**



Espionage is not new. Ancient civilizations made use of spies and spycraft to gain dominance in the world. In **Earliest Espionage**, read an excerpt from Sun Tzu’s classic handbook *The Art of War*, marvel at the three languages on the Rosetta Stone, and consider the Greeks’ ultimate deception in the case of the Trojan Horse.

To discuss with students:

- Sun Tzu describes five kinds of spies. What is the specific role each plays in espionage? How would you update his descriptions for modern spies?
- Can you think of other examples of famous deceptions in history comparable to the Trojan Horse?

### **Spies at Court in the First Global Age**

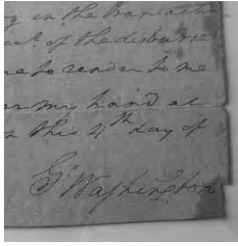


By the 1500s, royal use of espionage and codes was established in courts across Europe. In **Earliest Espionage**, uncover the story of the enciphered feud between Queen Elizabeth I and Mary Queen of Scots; in the **Library**, examine the mail-tampering Black Chambers of pre-industrial Europe.

To discuss with students:

- How are codes useful and dangerous for diplomats?
- Do you think government officials should be allowed to open citizens’ mail? Why or why not?

## Espionage During the American Revolution

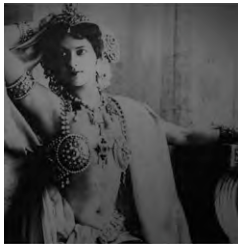


Subterfuge and secrecy were key tools for both sides during the American Revolution. In the **Library**, read between the lines of George Washington's letter to Nathaniel Sackett instructing him to set up a spy network and Benedict Arnold's coded letter aiding a British spy. In **Sisterhood of Spies**, read a letter about Ann Bates, who infiltrated General Washington's ranks to spy for the British.

To discuss with students:

- Why might ordinary people be more willing to spy during a period of conflict than during times of peace?
- What clues in Washington's letter indicate how important espionage was to the general?

## Passionate Spies in the 1800s—The Civil War and the Dreyfus Affair



The Civil War was fought both on battlefields and in the shadows. In **Pigeon Camera** and **Early Spy Photography**, observe the visual intelligence captured by balloonists and photojournalists during the war. In **Sisterhood of Spies**, learn about the contributions of courageous female spies to both the Confederacy and the Union.

To discuss with students:

- The overhead imaging that began with the pigeon camera has evolved into the use of spy satellites today. What is the value of aerial reconnaissance in battle?
- Many female spies used charm and deception to gather information. How did social attitudes toward women during the 1800s contribute to their successes?



Prejudice played a major role in the French case against Captain Alfred Dreyfus in the 1890s. In the **Library**, learn the story of how Dreyfus was accused of selling secrets to Germany, and, due to forged evidence, was convicted by an anti-Semitic court. He spent 12 years in prison on Devil's Island before being pardoned after writer Emile Zola rallied artists to his cause.

To discuss with students:

- The photos show Dreyfus before and after his imprisonment. How do you think this case affected public perception of Captain Dreyfus and of the French government?

## The Bolshevik Revolution—Institutional Espionage



In 1917, the Bolshevik revolution reshaped Russia—and the world. Russian leaders had made use of secret police for centuries, but the Soviet-established Cheka brought homeland spying and terror to a new level. Enter **Red Terror** and explore the power of the Soviet state. On the world front, interest in Communism as a form of government drew many young idealists to consider spying for Moscow. In **Streetscape**, meet international "red" spies, including the Cambridge Five—a group of British students who became some of the Soviets' most powerful agents in the Western world.

To discuss with students:

- Why did international perspectives on Communist Russia vary so widely, from idealistic support to extreme fear?
- How did the establishment of a strong secret police force help the Soviets develop a powerful new state?
- What do you think attracted young Westerners to Communism?

## On the Homefront—American Attitudes Between the Wars



After World War I, Americans celebrated a return to normalcy and focused on domestic issues. In **Streetscape** and the **Cloak & Dagger Theater**, explore the propaganda films and glamorization of espionage during this time. Further on in **Streetscape**, the mood turns bleak as “red” and Nazi spies begin operating in the U.S. in the lead-up to World War II.

To discuss with students:

- Why did public interest in espionage rise between the wars?
- How did U.S. isolationism after WWI make America more vulnerable to Nazi and Soviet spy penetration?

## International Wars—A Bodyguard of Lies



By World War II, many countries had established intelligence networks and organizations. Both World War I and II challenged collaborating nations to align their armies and spy networks. The British Special Operations Executive (SOE) and American Office of Strategic Services (OSS) worked together during WWII to deceive, subvert, and sabotage the Germans. In **Code Breaking**, examine the famed Nazi Enigma cipher machine, and learn about Allied efforts to crack Enigma and other Axis ciphers. **Celebrity Spies** showcases famous people, such as Josephine Baker, Julia Child, and Moe Berg, who worked for Allied intelligence during the war. **Behind Enemy Lines** and **D-Day** describe Operation Bodyguard, the GARBO network, and other deceptions that made D-Day a success.

To discuss with students:

- Do you think it is patriotic to spy for your country? Why or why not?
- Winston Churchill said, “In wartime, truth is so precious that she should always be attended by a bodyguard of lies.” What does this mean? What Axis and Allied successes could be attributed to the “bodyguard of lies” provided by espionage?
- What do you think are the benefits and drawbacks to collaborating with other nations’ intelligence organizations? Consider both the SOE-OSS collaborations and the Enigma code-breaking efforts (between Poland and Britain).



Not all World War II deceptions were Allied successes. In **Pearl Harbor**, learn about the major intelligence failures that led up to this devastating attack. U.S. military intelligence organizations were poor collaborators, and the information could not be analyzed in time to anticipate the attack. The American government launched a major propaganda campaign to increase public awareness of security issues, some of which can be viewed in **Disinformation**.

To discuss with students:

- Compare propaganda campaigns from different countries. What similarities and differences do you see?
- Can you draw any parallels between the problems with American intelligence before WWII and the challenges we face in the War on Terror today?



**Information about the Cold War can be found in the Cold War Educator Spy Guide**

## Current Conflicts in Global Intelligence



Much of the Museum's content focuses on intelligence gathering, but this intelligence is only useful when it is analyzed and synthesized. In the **Ground Truth Theater**, watch the film about espionage and covert action in our modern world, where technology makes information overload a challenge for analysts. Our adversaries are diversifying and splintering, which requires more officers dedicated to understanding the complex situations throughout the world. Finally, enter the **Ops Center** and hear first-hand from former Directors of Central Intelligence (DCIs) about their experiences in intelligence. Try your hand at satellite surveillance and think about the challenges of synthesizing so much conflicting information.

To discuss with students:

- What kinds of sources and techniques do intelligence analysts use to develop a complete picture of a situation?
- How do you think analysts corroborate and prioritize incoming information to make sure they are not relying on false data?
- What role does espionage play in your life?

## CLASSROOM CONNECTIONS

Artifacts and topics in the Spy Museum are a great springboard for discussion and learning in the classroom. Here are some ideas to get you started.

- Read newspaper and magazine articles and excerpts from the 9/11 Commission's recommendations for the reorganization of American intelligence agencies. Discuss the problems reformers seek to remedy, as well as possible solutions.
- Understanding culture plays a major role in conducting espionage, from the design of disguises to the methods that intelligence officers use to recruit agents. Find and explain three examples of how culture has significantly affected spies' abilities to gather and communicate information covertly.
- Conduct a living history exercise. Pick a favorite spy and present his/her story—from the spy's perspective. Alternatively, invent unknown or undercover spies from different periods in history, and tell the stories of their contributions to the periods of history in which they lived.
- Research the development and actions of major international intelligence agencies. Consider the earliest espionage networks in ancient China and Babylonia, the development of Cold War era CIA, KGB, and Stasi, or modern day organizations.
- The Museum's Executive Director and ex-CIA officer, Peter Earnest, has said "War represents a failure in intelligence." Hold a debate on the issue. Do you agree or disagree? Why?
- Hold a debate between American and Soviet "representatives" about the role of domestic spy organizations (like the FBI and the Cheka) in protecting national security at home. How did the Communist and Democratic views on this differ?

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