
A TEACHER'S ACTIVITY GUIDE FOR

**THE SPY WITH THE WOODEN LEG:
THE STORY OF VIRGINIA HALL**

ALIGNED TO THE

COMMON CORE STATE STANDARDS

BOOK AND GUIDE BY NANCY POLETTE

ELEVEN ACTIVITIES BASED ON COMMON CORE STANDARDS IN
READING, HISTORY AND SOCIAL STUDIES

-
GRADES FIVE THROUGH EIGHT

Explore the major events of World War II in Europe through the eyes of master spy, Virginia Hall. Relive the hardships and the dangers she faced as the Gestapo net tightens and escape seems impossible. Celebrate courage and determination as you relive history with **THE SPY WITH THE WOODEN LEG!**

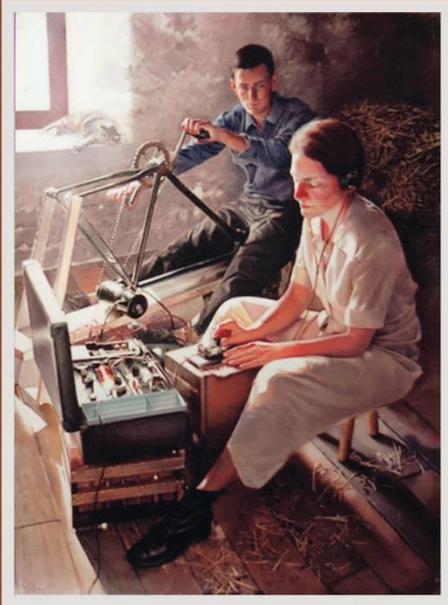
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ABOUT THE BOOK

The Spy with the Wooden Leg

THE STORY OF VIRGINIA HALL



Nancy Polette

How did a young woman from Baltimore, born at a time when daughters led sheltered lives and a woman's place was in the home, become one of the bravest and most valued intelligence agents in World War II?

Virginia Hall had a dream to become the first woman ambassador for the United States.

Turned down by the U.S. State Department time and again, Virginia could not stand idly by while the German army swept through Europe conquering country after country. She volunteered to drive an ambulance in France. She rescued downed airmen, radioed vital information to the Allies, and led three battalions of French Resistance forces in guerrilla warfare. Known as *la dame qui boite* or the Limping Lady, she rose to the top of the Gestapo's most wanted list.

The Limping Lady was THE SPY WITH THE WOODEN LEG.

160 PAGES; 5.125"X7.5"

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THE SPY WITH THE WOODEN LEG: THE STORY OF VIRGINIA HALL is available from major wholesalers and your favorite booksellers. Or order direct at MilitaryFamilyBooks.com or by phone at 651-357-8770.

ABOUT THE AUTHOR

Nancy Polette is a Professor of Education at Lindenwood University in St. Charles, MO. She has served as a classroom teacher, director of libraries and director of gifted programs in school districts in St. Louis County, Missouri as well as director of the Lindenwood Laboratory School. She has had a lifelong interest in biography, particularly the lives of women who are the unsung heroines of history. Nancy is the author of more than 150 professional books and fourteen children's books.

COMMON CORE STANDARDS FOR READING AND HISTORY/SOCIAL STUDIES MET IN THESE ACTIVITIES

The Common Core State Standards for history/social studies begin at grade 6. The standards for grade 5 reading in history/social studies, science, and technical subjects are integrated into the Grade 5 Reading Standards.

READING: GRADE 5

- ✓ CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges.
- ✓ CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ✓ CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ✓ CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ✓ CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- ✓ CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details
- ✓ CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LITERACY IN HISTORY/SOCIAL STUDIES: GRADES 5-8

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- ✓ CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- ✓ CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- ✓ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- ✓ CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- ✓ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- ✓ CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- ✓ CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- ✓ CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented
- ✓ CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ACTIVITIES

This section contains eleven activities based on **THE SPY WITH THE WOODEN LEG** and the common core standards addressed in each activity. Printable handouts and answer keys are provided at the end.

ACTIVITY ONE: PRE-READING JOURNAL

One method which has proven effective in giving students a purpose and focus for reading is the pre-reading journal. The sentence-starter is directly related to what they will be reading. Students write for a period of time determined by the teacher, completing the sentence starter and adding other thoughts on the topic. At the end of the writing time, each student shares orally what he or she has written.

Since journals are not graded for spelling, punctuation, etc., students can write freely about topics, discovering what they think or how they feel about the topic. The lively discussion which follows is fueled by the free-writing experiences and prepares students for the selection to be read.

The daily writing activity and subsequent discussion helps students to become better readers as student interest in a topic is generated and students focus on concepts and ideas which will be presented in the reading. For reluctant readers, the free writing time is a non-threatening way to prepare students for what they will be reading.

SENTENCE STARTERS FOR THE SPY WITH THE WOODEN LEG

1. The dreams one dreams in childhood might come true if...
2. Hunting accidents occur when...
3. A person with one good leg can accomplish...
4. Denying someone an opportunity because of a handicap is...
5. Civilians in an occupied country...
6. In a makeshift hospital with little food and no drugs, wounded men...
7. One way for a woman leader to gain the trust of tough Resistance fighters is...
8. When paratroopers are dropped in enemy territory...
9. A safe house for downed fliers is not always safe when...
10. To climb snow covered mountains in winter is a good choice if...

STANDARDS ADDRESSED IN ACTIVITY ONE

- ✓ CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details
- ✓ CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented

ACTIVITY TWO: VOCABULARY

Chapters One and Two: The Dream and The Dream Postponed

Virginia Hall, who dreamed of being the first woman ambassador, arrives at the consulate at Smyrna, Turkey to take up her job as a clerk. She tackles her first job – teaching herself to type – and becomes a favorite of Consul George. On a hunting trip with friends her gun goes off, shattering her left foot which leads to the amputation of part of her leg.

VOCABULARY

Each historical era has its own specific vocabulary. Here are words you will meet in **THE SPY WITH THE WOODEN LEG**.

Each word that follows belongs in one of these categories: 1. People 2. Place 3. Aircraft
4. Equipment 5. Action 6. Defense or offense strategy 7. Organization

Work with a partner. Identify each word by placing the category number beside it. Dictionaries cannot be used. Guess if you do not know.

Then read the following summary from **THE SPY WITH THE WOODEN LEG** to support or deny your guesses.

_____ Lyons	_____ Allies	_____ B-2 Radio
_____ transmit	_____ Stukas	_____ Safe-house
_____ invasion	_____ incendiaries	_____ Germaine
_____ wireless	_____ Luftwaffe	_____ Lyons
_____ generator	_____ amputee	_____ SOE
_____ France	_____ lancet	_____ Maginot Line
_____ artillery	_____ bonds	_____ Jerry
_____ Gestapo	_____ Axis	_____ mission

(Answer key in back.)

Summary

After the collapse of the Maginot Line, built for the defense of France, the Germans invaded France in June, 1940. Despite the German Gestapo's attempts to capture her, Virginia's mission was to transmit messages on her generator powered B-2 radio from a safe house in Lyons. Using

the code name, Germaine, she kept the Allies and the SOE (the British spy agency) in England informed of the Axis buildup of troop movements, artillery and the Luftwaffe (German air force), and Stuka aircraft which dropped the dreaded incendiary bombs. Jerry (the British name for the Germans) also kept Stukas in the air to pick up radio transmissions. Being an amputee with the loss of part of her leg to a lancet did not slow Virginia down. The close bonds she felt with the Allies led her to take extraordinary chances.

STANDARDS ADDRESSED IN ACTIVITY TWO

- ✓ CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ✓ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

ACTIVITY THREE: COMPARING ATTITUDES

Chapters Three and Four: Recovery and The Dream Ends

Virginia recuperates at home and works hard to learn to walk again. She returns to Europe working in the embassies in Venice and Tallin, Estonia. She leaves the embassies for Paris after being turned down for a promotion because of her handicap.

COMPARING ATTITUDES

For each pair of statements below place a check mark beside the one you believe is closest to the truth. Now circle the one that Virginia Hall would choose. Write a one page defense of both your choice and Virginia's choice. Cite specific evidence from the text to support these choices.

1. a. Often the negative things in people's lives are caused by bad luck.
 b. Often the negative things in people's lives are caused by their mistakes.
2. a. People who are prejudiced are not at fault; it is society who taught them their prejudice.
 b. People who are prejudiced have chosen to accept the prejudice of others.
3. a. There have always been wars, and there will always be wars, regardless of some people's efforts to prevent them.
 b. If people took more effort to be aware of current events, they could see the power of their vote to prevent future wars.
4. a. No matter what handicaps a person might have, that person can achieve whatever goals he or she sets.
 b. A handicapped person is to be pitied for they are limited in what they can do.
5. a. Often I have found that "what will be, will be."
 b. Often I have found it is better to plan my actions than to trust to fate.

STANDARDS ADDRESSED IN ACTIVITY THREE

- ✓ CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described..
- ✓ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- ✓ CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- ✓ CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ACTIVITY FOUR:
A REWRITE CHALLENGE

Chapter Five: Paris Interlude

Virginia spends the summer of 1939 in Paris and makes a friend, Claire de La Tour. She works as a journalist for American papers. The streets are filled with refugees. The German Army is marching through Europe conquering country after country. France will be next.

A REWRITE CHALLENGE!

Rewrite the following sentences, keeping the same meaning. Do not use any word in your sentences that contains the letter A. You may use the name, Virginia.

Example: The **consulate was** a beehive of **activity**.

The U.S. foreign office teemed with busy people.

Your Turn:

1. Virginia bombarded the State Department with letters.

2. She found an ugly flat with dirty grey walls.

3. Virginia walked the streets daily, alert for stories.

4. She sent news to papers in the States.

5. She studied faces gathered around the paper boy.

6. "At last I can be of real service," she said.

7. Her face showed the fear of many around her.

8. Dad after day disappointment waited.

STANDARDS ADDRESSED IN ACTIVITY FOUR

- ✓ CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ✓ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

ACTIVITY FIVE:
THE COLOR AND SOUND REPORT

Chapter Six: Virginia Goes to War

War breaks out and Virginia joins the French ambulance service transporting the wounded from the front lines despite the constant danger. With the invasion of France by the Germans, Virginia escapes to London.

THE COLOR AND SOUND REPORT

It is essential when writing about a real or fictional setting that sensory images be used. Recreate Virginia's time in the ambulance service in two verses, the first telling the colors one would see in that place and the second verse telling of the sounds that would be heard

Example: This example recreates the sounds and colors of Virginia's hunting accident.

On December 8th, 1933

OPEN YOUR EYES AND SEE

Hunters emerging from a black sedan.

A hand clasping a yellow lunch basket

Lush green moss underfoot

A silver mist evaporating in the golden sun

A red and gold collage of rotting leaves

Bare brown trunks of trees stripped by winter

Patches of white snow dotting the forest floor

LISTEN TO

The muted sounds of forest wildlife

The crunch of leaves underfoot,

Soft, wet mud squishing beneath boots

The crack of branches swaying in a swift breeze

The croak of a frog in a moss covered marsh

The mournful calling of Morning Doves

The rustle of tall reeds

The morning mist broken by the explosion of a shotgun

“Aiiiee!” the cry of a wounded woman.

Where am I?

Answer: With Virginia Hall in a forest on the morning of her hunting accident.

Your Turn:

ON FRONT LINE AMBULANCE DUTY

OPEN YOUR EYES AND SEE (List six sounds)

LISTEN FOR (Describe six colors)

WHERE AM I?

STANDARDS ADDRESSED IN ACTIVITY FIVE

- ✓ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- ✓ CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ACTIVITY SIX: THE MAKING OF A SPY

Chapter Seven: The Making of a Spy

Turned down by her own country when she offers to serve in France, Virginia is recruited by the SOE, the British Spy Agency and goes through the same rough training expected of her male counterparts.

THE MAKING OF A SPY

Read the following chapter 7 excerpt or another chapter from: **THE SPY WITH THE WOODEN LEG**. After reading the selection, gather in groups of four. Each group member will have a specific task.

EXCERPT FROM CHAPTER 7:

Maurice Buckmaster's stomach curled into a knot as he gazed at the large map on the wall. It showed the five tiny defenseless countries the German army had rolled over like a massive tsunami wave. It was September 1940. The brave French forces had also fallen under the might of the invaders. Buckmaster, head of London's Special Operations Executive, French section, shivered. Would Great Britain be next?

Power-hungry Hitler was out to rule not only Germany, but the entire world. Would anyone be able to stop this madman? Buckmaster was desperate to find out what the Germans in France were planning. He needed answers and he needed them now. Only a master spy could get these answers for him. He flipped open a folder on his desk sent to him by Vera Atkins, a trusted agent. Clipped to the folder was a photograph of a young woman with a most determined chin. Her dark hair fell in soft waves around her narrow face. She was unsmiling, yet her direct gaze left the impression she was the guardian of a great secret. The folder revealed an adventurous woman who had been well-educated at prestigious Radcliffe College and Barnard College (Columbia University), had worked in US embassies all over Europe, spoke four languages, and who had lived in France and knew the language and the people well. Her name was Virginia Hall, a woman who seemed to greet every new assignment as a welcome challenge. Here might be the answer Buckmaster was seeking. Virginia Hall could well be the ideal spy.

Buckmaster was amazed when her file revealed that this American woman had recently returned from driving an ambulance on the front lines in France. In uniform she could have been captured by the Germans and made a prisoner of war. She escaped just after the invaders reached Paris and was now working in the code room of the American embassy.

"Set up a lunch meeting with Virginia Hall," Buckmaster told Atkins.

The following day, the thirty-four-year-old woman entered the small cafe where Buckmaster waited. With a shock he realized he had not read the entire folder. He was startled to see this woman who craved adventure and laughed at danger had a wooden leg.

Despite Buckmaster's misgivings, the interview went well. Virginia gave no-nonsense answers to the spy chief's questions. She looked at him directly with eyes both shrewd and intelligent.

"I expect to be given the same work as my male counterparts," she told Buckmaster. "No accommodation is needed."

Buckmaster nodded. What he had in mind was to give Virginia the work of a master spy!

"You'll be working for the SOE. The training program is not for the faint of heart," he told her. "If you successfully complete the training, you will be sent to France. While there, you will keep your eyes and ears open, and coordinate and distribute funds to the many small, fragmented resistance groups. You will assist escaped prisoners of war and downed pilots with clothing, food, shelter, false identity cards, and guides to take them across the demarcation line to the south of France."

Buckmaster looked Virginia in the eye. "It is a dangerous job. The Gestapo has eyes and ears everywhere. If you are caught, you will be shot."

Virginia nodded. "Who would suspect a spy with a wooden leg?" She laughed. "When do I start?"

In February 1941, Virginia quit her embassy job and began training outside London at Wanborough Manor, where she was told, "Your code name is Germaine."

At the end of the day with orders given only in French, and with every muscle screaming for mercy, an exhausted Virginia sank gratefully to her bunk. Her whole body ached, but especially the stump of her injured leg. With stiff fingers, she removed the harness that attached her false foot. The stump was an angry red. Physical training, including long uphill hikes, was tough, but Virginia kept up despite her wooden leg. She was careful to keep the stump covered with a clean sock; still, some rubbing and irritation could not be avoided.

As she massaged the stump with her left hand, she practiced tapping out Morse code with the right against the metal frame of the bunk. Not one minute of training was wasted.

Learning Morse code was essential, as was learning to handle weapons, including guns, knives, and explosives. There was even training at mealtimes. Americans could quickly give themselves away by holding a fork in the right hand.

"Hello, my name is Michelle. What's yours?" The English speaker was a young woman, slender and small with a tangled mass of brown hair. Her mouth turned up at the corners as she smiled at Virginia. She pulled a large duffel bag through the door.

Another test? Virginia wondered. She could not recall seeing the woman before. She directed a steady gaze at her, but said nothing. Friendships among recruits at Wanborough were forbidden as was any talk about past lives or activities. If conversation got too personal, Virginia fixed her dark-eyed gaze on the person in question and changed the subject in a voice that carried the ring of authority. She motioned to a bunk by the door. "That one's empty," she said in French.

Agents sent to France had to speak fluent French and be so familiar with the country that they could pass for French people. A poor accent, lack of knowledge of the countryside, or even looking the wrong way before crossing the street could give an agent away. Capture meant a firing squad. Virginia followed the training rules to the letter. She did not intend to face a firing squad, not in France nor anywhere else.

Late one afternoon, three weeks into training, the recruits returned to their barracks to find sealed envelopes on their bunks. The notices had been issued. A few of the recruits would continue training in Scotland. Others would be sent home.

Virginia picked up her envelope. Surely, she would not be sent home. Surely, she would not face rejection again. A burst of adrenalin flowed through her veins as she pushed back the clasp on the brown envelope and removed a single sheet of paper.

YES! She was accepted for more rigorous training in Scotland. However, understanding the danger, if she wished to return to London at this point, she could do so without censure.

“Scotland, it is,” Virginia said, wrinkling her smooth brow. “Lord knows what’s in store now!” She soon found out. In Scotland, both the physical and mental training intensified. She was part of raiding parties and demolition teams. She set up escape routes and learned to silently ward off an attacker. She led groups on raids through small towns with wide and quiet streets, keeping in the shadow of thick shrubs and shady elms.

Late one night, following a day of rigorous training, the door to her sleeping quarters smashed open. Strong hands pulled Virginia from her cot. “YOUR NAME! YOUR NAME! AT ONCE!” a screaming enemy shouted, the veins on his neck pumping in and out as though about to burst. He grabbed a straight chair and dragged Virginia toward it, at the same time pushing his face so close to hers, she could feel the spit from his mouth. She bit back a moan as her arms were whipped behind her and rough ropes bound her wrists.

“NAME? MISSION? CONTACTS?” the red-faced interrogator screamed.

She felt the sting of a black leather glove on her face and arms. She felt a trickle of blood as the sharp point of a long-handled knife pricked her neck. It became near to impossible to remain silent as more and more information was demanded. Virginia sat up straight. She had gone through worse than this. She would not break. She gazed at her attacker, her eyes artless and serene, and did not utter a sound.

After a full night of interrogation, she rubbed her aching wrists as her bonds were released. Her attacker left as silently as he had entered. She sank down on her waiting cot, but rest was not to be. “Germaine! Report to HQ,” a voice called from the hallway.

Reaching headquarters, she was ordered to lead a mock commando raid on the enemy. As a gray haze hung over the valley, an exhausted Virginia pulled herself together and led her silent team over a three-mile terrain along steep paths, wet and full of roots, to the designated target, all the time dodging the enemy waiting to capture her team.

“Well done, Germaine,” was the brisk comment from her training officer.

Three weeks later, another notice was tossed on her cot. She passed her training with flying colors and was ordered to return to London for a final meeting with Buckmaster.

It was a tougher, stronger Virginia who faced Buckmaster this time. "Arrangements have been made with the New York Post to use you as a roving correspondent," he told her. "You will travel by ship to Lisbon and by train from there to Vichy. You must register your credentials with the American embassy in Lyons and with the Vichy police, as all foreigners are required to do. Good luck!"

Virginia would need much more than luck to evade the long-reaching clutches of the Gestapo.

TASK ONE.

USING THE FOLLOWING DISCUSSION STARTERS, DEVELOP FIVE QUESTIONS REGARDING THE EXCERPT ABOVE (OR SELECTED CHAPTER)

1. How many ways might _____
2. What if Virginia or (Buckmaster) _____
3. How would the story change if _____
4. If you were Virginia (or Buckmaster) _____
5. Suppose that _____
6. How is this account like (name a familiar piece of literature)? Name five ways.

STANDARDS ADDRESSED IN ACTIVITY SIX, TASK ONE

- ✓ CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges ,
- ✓ CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

TASK TWO:

SUMMARIZE THE EXCERPT OR CHAPTER BY USING THE TITLE OF THE BOOK AS AN ACROSTIC.

T _____
H _____
E _____

S _____

P _____

Y _____

W _____

I _____

T _____

H _____

T _____

H _____

E _____

W _____

O _____

O _____

D _____

E _____

N _____

L _____

E _____

G _____

STANDARDS ADDRESSED IN ACTIVITY SIX, TASK TWO

- ✓ CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**TASK THREE:
FACT AND OPINION**

Find four facts and four opinions in the reading selection.

Find one reasoned judgment in the selection and explain the reasoning behind the judgment.

Would another person, for example, Virginia's mother, have reasoned differently? Why?

STANDARDS ADDRESSED IN ACTIVITY SIX, TASK THREE

- ✓ CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- ✓ CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details

**TASK FOUR:
THEME**

Create an illustration of one part of the excerpt or chapter that you feel best expresses the theme of the biography. Explain why.

STANDARDS ADDRESSED IN ACTIVITY SIX, TASK FOUR

- ✓ CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges

ACTIVITY SEVEN:
THE GEO POEM: A HISTORY REPORT

Chapters Eight and Nine: Code Name Germaine, The Resistance

Posing as an American journalist, Virginia establishes a base in Lyons, France where she gathers information for the SOE, finds ideal places for Allied planes to drop supplies, trains Resistance fighters and rescues downed airmen, finding them safe houses including a convent.

THE GEO POEM: A HISTORY REPORT

Retell information given on one of the following pages following the example given below: Page 73; Page 101; Page 131.

Example: Excerpt from page 48

1940-1941 OCCUPIED FRANCE

On June 22, 1940, a defeated France signed an armistice with Germany. The Germans would control Northern and Western France and the Atlantic Coast. The French government in the tiny town of Vichy would be responsible for Southern France; but the French leader, Marshal Pétain, a man in his eighties, would still take orders from the Germans.

To escape the German occupation, thousands of young Frenchmen made their way to North Africa and Great Britain to continue the fight. Others remained in France to become Resistance fighters of the French Underground.

Armistice terms set forth by the Germans included:

- *No photographs of any kind could be taken outdoors.*
- *No one could own a radio, take part in a parade, or fly a flag.*
- *No one could appear on the streets between 11:00 p.m. and 6:00 a.m.*
- *A pass was needed, and very difficult to get, to travel south to unoccupied territory.*

The French army was disbanded, and one-and-a-half-million French soldiers, captured by the Germans, remained prisoners of war. In addition, France had to pay the occupation costs, and eighty percent of all crops and farm goods produced went to feed the German troops.

At this same time, Great Britain set up an organization known as the Special Operations Executive (SOE), which was, in truth, an agency formed to train spies and send them to France and other areas where vital information was needed.

Retold using this model:

I am occupied France in June of 1940.

I hear the pounding of boots and roar of engines on my streets.

I wonder how much destruction there will be.

I feel torn in pieces as the Germans control my Northern and coastal regions.

I see thousands of my young men making their way to North Africa to continue the fight.

I want the Swastika removed from my buildings.

I pretend my army has not been disbanded.

I know that Marshal Petain will govern my southern regions.

I say he must not take orders from the enemy.

I try to resist sending 80% of my crops to feed the German army.

I give my full support to Resistance fighters.

I am occupied France in June of 1940.

Your turn: Page ____

I am _____

I hear _____

I wonder _____

I feel _____

I see _____

I want _____

I pretend _____

I know _____

I say _____

I try _____

I give _____

I am _____

STANDARDS ADDRESSED IN ACTIVITY SEVEN

- ✓ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- ✓ CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ✓ CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

ACTIVITY EIGHT: POINTS OF VIEW

Chapters Ten and Eleven: Escape, From Prison to Parties

With the Gestapo closing in, Virginia has no choice but to escape to Spain over the snow-covered Pyreness Mountains. She pays a guide to lead her and two men on the dangerous climb. Cold winds and drifting snow called on every ounce of her strength to make the 8000 foot climb before beginning the descent. At last, reaching a train station in Span the group, having no entry papers, is arrested and taken to prison. After six weeks Virginia is finally released but feels her time in Spain is wasted. She wants to return to France.

POINTS OF VIEW

Describe the items that follow from two different points of view. Cite the page numbers where the text supports your estimate of Virginia Hall's point of view.

1. A mountain as a trained mountain climber would view it. _____
A mountain as Virginia Hall would view it. _____ (page#____)
2. A meadow as a farmer would view it. _____
A meadow as Virginia Hall would view it. _____ (page#____)
3. Snow as a child would view it. _____
Snow as Virginia Hall would view it. _____ (page#____)
4. A shotgun as a hunter would view it. _____
A shotgun as Virginia Hall would view it. _____ (page#____)
5. A party as a young girl would view it. _____
A party as Virginia Hall would view it. _____ (page#____)

STANDARDS ADDRESSED IN ACTIVITY EIGHT

- ✓ CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- ✓ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose

ACTIVITY NINE:
CIRCLE THE RIGHT WORD

Chapters Twelve and Thirteen: Back to France, Cat and Mouse

Virginia returns to France where she radios information back to the SOE, trains Resistance fighters to be ready to support Allied troops on D-Day and makes many moves to stay ahead of the Gestapo. She has problems with one British operative.

CIRCLE THE RIGHT WORD

1. Which word best describes Virginia as a child.
a. a. forlorn b. optimistic c. morose
Why? _____

2. Which word best describes The Pyrenees Mountains?
a. a. mysterious b. magnificent c. powerful
Why? _____

3. Which word best describes Virginia, not wanting to leave France?
a. a. enthralling b. unrealistic c. tedious
Why? _____

4. Which word best describes the Gestapo?
a. a. stalwart b. odious c. noble
Why? _____

5. Which word best describes Hitler's armies?
a. a. dim-witted b. enigmatic c. Olympian
Why? _____

6. Which word best describes Virginia as a Resistance leader?
a. a. disorganized b. ineffective c. resolute
Why? _____

STANDARDS ADDRESSED IN ACTIVITY NINE

- ✓ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social

ACTIVITY TEN:
CHANGING PROSE TO POETRY

Chapter Fourteen: D-Day!

D-Day arrives and Virginia and the Resistance fighters are asked to slow down the German retreat. She receives help from a trusted aide, Lieutenant Bob. Virginia and her men capture 500 fleeing Germans.

CHANGING PROSE TO POETRY

Select a paragraph from Chapter Fourteen. Underline 15 to 20 key words. Use these words in a poem (either free verse or rhymed) to describe the scene told in prose.

Example:

On the morning of August 12th Virginia had a welcome surprise. "Look what we've caught!" Lieutenant Bob yelled pointing through the hazy sunrise. She stood with the Lieutenant in a mountain pass looking through the gray fog that hung over the valley below. During the night, the Resistance fighters hid between tall mountain boulders, trapping five hundred German soldiers attempting to pass through, and now held captive under the watchful eye of the Resistance. "Now we have a new problem," Virginia mused. "What do we do with five hundred Germans until the Allied forces get here?"

Foggy morning

Resistance held

Low sunrise

Between boulders

Mountain pass

Virginia hoped

Welcome surprise

To meet Allies

Valley below

And hand over

Trapped soldiers

Her mountain surprise

Copy the paragraph you choose here. Underline the key words.

ACTIVITY ELEVEN:
HIGHER ORDER QUESTIONS FOR GROUP DISCUSSION

Chapter Fifteen: The Dream Fulfilled

The war in Europe ends. Virginia travels through France to pick up equipment and to check on the welfare of those who helped her. She refuses to be decorated by the president as she wants to keep her spy status. In a private ceremony she receives the nation's second highest honor, The Distinguished Service Cross.

HIGHER ORDER QUESTIONS FOR GROUP DISCUSSION

Divide the class into small groups of four or five students. Each group should have a secretary to record the main ideas of the group.

Give each group one of the questions below. Groups discuss their question for five to ten minutes. The secretary reports to the class the main ideas of his/her group's discussion

1. What words would you use to describe Virginia at the beginning of the story? At the end of the story? Was there any change? Why or why not? Cite specific events to support your choices.
2. At the end of the war, the last item in the "Activity Report of Virginia Hall" was No. 15 which asked, "Were you decorated in the field?" "No," she typed. "No reason to be." Why do you think she replied this way?
3. The author cites many primary sources in telling Virginia Halls' story. Choose three and tell why you think they were included in the story. Are the sources mostly fact or opinion. Why?
4. Using the information on pages 27, 48, 73, 101, and 131 create a time line of the major events in World War II.
5. Virginia was rejected for promotion in the consular service because of her physical handicap. Would this happen today? Why or why not? Had she been accepted do you think this book would have been written about her? Why or why not?
6. Compare and contrast the attitudes of Virginia and Aramis towards their respective roles as spies.
7. In what ways did Virginia achieve her childhood dream?

STANDARDS ADDRESSED IN ACTIVITY ELEVEN

- ✓ CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies
- ✓ CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- ✓ CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally)

- ✓ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose
- ✓ CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

PRINTABLE STUDENT HANDOUTS

This section contains printable student handouts for the eleven activities described above.

THE SPY WITH THE WOODEN LEG ACTIVITY ONE:
PRE-READING JOURNAL

Given a period of time determined by your teacher, complete the following sentences and be prepared to share your responses.

1. The dreams one dreams in childhood might come true if...
2. Hunting accidents occur when...
3. A person with one good leg can accomplish...
4. Denying someone an opportunity because of a handicap is...
5. Civilians in an occupied country...
6. In a makeshift hospital with little food and no drugs, wounded men...
7. One way for a woman leader to gain the trust of tough Resistance fighters is...
8. When paratroopers are dropped in enemy territory...
9. A safe house for downed fliers is not always safe when...
10. To climb snow covered mountains in winter is a good choice if...

THE SPY WITH THE WOODEN LEG ACTIVITY TWO: VOCABULARY

Each historical era has its own specific vocabulary. Here are words you will meet in **THE SPY WITH THE WOODEN LEG**.

Each word that follows belongs in one of the following categories:

1. People
2. Place
3. Aircraft
4. Equipment
5. Action
6. Defense or offense strategy
7. Organization

Work with a partner. Identify each word by placing the category number beside it. Dictionaries cannot be used. Guess if you do not know.

Then read the excerpt that follows from **THE SPY WITH THE WOODEN LEG to support or deny your guesses.**

_____ Lyons	_____ Allies	_____ B-2 Radio
_____ transmit	_____ Stukas	_____ Safe-house
_____ invasion	_____ incendiaries	_____ Germaine
_____ wireless	_____ Luftwaffe	_____ Lyons
_____ generator	_____ amputee	_____ SOE
_____ France	_____ lancet	_____ Maginot Line
_____ artillery	_____ bonds	_____ Jerry
_____ Gestapo	_____ Axis	_____ mission

Summary

After the collapse of the Maginot Line, built for the defense of France, the Germans invaded France in June, 1940. Despite the German Gestapo's attempts to capture her, Virginia's mission was to transmit messages on her generator powered B-2 radio from a safe house in Lyons. Using the code name, Germaine, she kept the Allies and the SOE (the British spy agency) in England informed of the Axis buildup of troop movements, artillery and the Luftwaffe (German air force), and Stuka aircraft which dropped the dreaded incendiary bombs. Jerry (the British name for the Germans) also kept Stukas in the air to pick up radio transmissions. Being an amputee with the loss of part of her leg to a lancet did not slow Virginia down. The close bonds she felt with the Allies led her to take extraordinary chances.

THE SPY WITH THE WOODEN LEG ACTIVITY THREE:
COMPARING ATTITUDES

For each pair of statements below place a check mark beside the one you believe is closest to the truth. Now circle the one that Virginia Hall would choose. Write a one page defense of both your choice and Virginia's choice. Cite specific evidence from the text to support these choices.

1. a. Often the negative things in people's lives are caused by bad luck.
 b. Often the negative things in people's lives are caused by their mistakes.

2. a. People who are prejudiced are not at fault; it is society who taught them their prejudice.
 b. People who are prejudiced have chosen to accept the prejudice of others.

3. a. There have always been wars, and there will always be wars, regardless of some people's efforts to prevent them.
 b. If people took more effort to be aware of current events, they could see the power of their vote to prevent future wars.

4. a. No matter what handicaps a person might have, that person can achieve whatever goals he or she sets.
 b. A handicapped person is to be pitied for they are limited in what they can do.

5. a. Often I have found that "what will be, will be."
 b. Often I have found it is better to plan my actions than to trust to fate.

THE SPY WITH THE WOODEN LEG ACTIVITY FOUR:
A REWRITE CHALLENGE

Rewrite the following sentences, keeping the same meaning. Do not use any word in your sentences that contains the letter A. You may use the name Virginia.

Example: The consulate was a beehive of activity.

The U.S. foreign office teemed with busy people.

Your Turn:

1. Virginia bombarded the State Department with letters.

2. She found an ugly flat with dirty grey walls.

3. Virginia walked the streets daily, alert for stories.

4. She sent news to papers in the States.

5. She studied faces gathered around the paper boy.

6. "At last I can be of real service," she said.

7. Her face showed the fear of many around her.

8. Dad after day disappointment waited.

THE SPY WITH THE WOODEN LEG ACTIVITY FIVE:
THE COLOR AND SOUND REPORT – PAGE 1

It is essential when writing about a real or fictional setting that sensory images be used.
Recreate Virginia’s time in the ambulance service in two verses, the first telling the colors one would see in that place and the second verse telling of the sounds that would be heard.

Example: This example recreates the sounds and colors of Virginia’s hunting accident.

On December 8th, 1933

OPEN YOUR EYES AND SEE

Hunters emerging from a black sedan.

A hand clasping a yellow lunch basket

Lush green moss underfoot

A silver mist evaporating in the golden sun

A red and gold collage of rotting leaves

Bare brown trunks of trees stripped by winter

Patches of white snow dotting the forest floor

LISTEN TO

The muted sounds of forest wildlife

The crunch of leaves underfoot,

Soft, wet mud squishing beneath boots

The crack of branches swaying in a swift breeze

The croak of a frog in a moss covered marsh

The mournful calling of Morning Doves

The rustle of tall reeds

The morning mist broken by the explosion of a shotgun

“Aiiie!” the cry of a wounded woman.

Where am I?

Answer: With Virginia Hall in a forest on the morning of her hunting accident.

THE SPY WITH THE WOODEN LEG ACTIVITY FIVE:
THE COLOR AND SOUND REPORT – PAGE 2

Your Turn:

ON FRONT LINE AMBULANCE DUTY

OPEN YOUR EYES AND SEE (List six sounds)

LISTEN FOR (Describe six colors)

WHERE AM I?

THE SPY WITH THE WOODEN LEG ACTIVITY SIX:
THE MAKING OF A SPY

Read chapter 7 or another chapter from: **THE SPY WITH THE WOODEN LEG**. After reading the selection, gather in groups of four. Each group member will have a specific task.

ACTIVITY SIX, TASK ONE:

USING THE FOLLOWING DISCUSSION STARTERS, DEVELOP FIVE QUESTIONS REGARDING THE EXCERPT ABOVE (OR SELECTED CHAPTER)

1. How many ways might _____?
2. What if Virginia or (Buckmaster) _____?
3. How would the story change if _____?
4. If you were Virginia (or Buckmaster) _____?
5. Suppose that _____.
6. How is this account like (name a familiar piece of literature)
_____? Name five ways.

ACTIVITY SIX, TASK TWO:
SUMMARIZE THE EXCERPT OR CHAPTER BY USING
THE TITLE OF THE BOOK AS AN ACROSTIC.

T _____

H _____

E _____

S _____

P _____

Y _____

W _____

I _____

T _____

H _____

T _____

H _____

E _____

W _____

O _____

O _____

D _____

E _____

N _____

L _____

E _____

G _____

**ACTIVITY SIX, TASK THREE:
FACT AND OPINION**

Find four facts and four opinions in the reading selection.

Find one reasoned judgment in the selection and explain the reasoning behind the judgment.

Would another person, for example, Virginia's mother, have reasoned differently? Why?

**ACTIVITY SIX, TASK FOUR:
THEME**

Create an illustration of one part of the excerpt or chapter that you feel best expresses the theme of the biography. Explain why.

THE SPY WITH THE WOODEN LEG ACTIVITY SEVEN:
THE GEO POEM: A HISTORY REPORT

Retell information given on one of the following pages (Page 73; Page101; Page 131) of THE SPY WITH THE WOODEN LEG using the example below.

Example:

Excerpt from page 48:

1940-1941 OCCUPIED FRANCE

On June 22, 1940, a defeated France signed an armistice with Germany. The Germans would control Northern and Western France and the Atlantic Coast. The French government in the tiny town of Vichy would be responsible for Southern France; but the French leader, Marshal Pétain, a man in his eighties, would still take orders from the Germans.

To escape the German occupation, thousands of young Frenchmen made their way to North Africa and Great Britain to continue the fight. Others remained in France to become Resistance fighters of the French Underground.

Armistice terms set forth by the Germans included:

- *No photographs of any kind could be taken outdoors.*
- *No one could own a radio, take part in a parade, or fly a flag.*
- *No one could appear on the streets between 11:00 p.m. and 6:00 a.m.*
- *A pass was needed, and very difficult to get, to travel south to unoccupied territory.*

The French army was disbanded, and one-and-a-half-million French soldiers, captured by the Germans, remained prisoners of war. In addition, France had to pay the occupation costs, and eighty percent of all crops and farm goods produced went to feed the German troops.

At this same time, Great Britain set up an organization known as the Special Operations Executive (SOE), which was, in truth, an agency formed to train spies and send them to France and other areas where vital information was needed.

Retold using this model:

I am occupied France in June of 1940.

I hear the pounding of boots and roar of engines on my streets.

I wonder how much destruction there will be.

I feel torn in pieces as the Germans control my Northern and coastal regions.

I see thousands of my young men making their way to North Africa to continue the fight.

I want the Swastika removed from my buildings.

I pretend my army has not been disbanded.

I know that Marshal Petain will govern my southern regions.

I say he must not take orders from the enemy.

I try to resist sending 80% of my crops to feed the German army.

I give my full support to Resistance fighters.

I am occupied France in June of 1940.

Your turn: Page ____

I am _____

I hear _____

I wonder _____

I feel _____

I see _____

I want _____

I pretend _____

I know _____

I say _____

I try _____

I give _____

I am _____

THE SPY WITH THE WOODEN LEG ACTIVITY EIGHT:
POINTS OF VIEW

Describe the items that follow from two different points of view. Cite the page numbers from THE SPY WITH THE WOODEN LEG where the text supports your estimate of Virginia Hall's point of view.

1. A mountain as a trained mountain climber would view it. _____

A mountain as Virginia Hall would view it. _____ (page# ____)

2. A meadow as a farmer would view it. _____

A meadow as Virginia Hall would view it. _____ (page# ____)

3. Snow as a child would view it. _____

Snow as Virginia Hall would view it. _____ (page# ____)

4. A shotgun as a hunter would view it. _____

A shotgun as Virginia Hall would view it. _____ (page# ____)

5. A party as a young girl would view it. _____

A party as Virginia Hall would view it. _____ (page# ____)

THE SPY WITH THE WOODEN LEG ACTIVITY NINE:
CIRCLE THE RIGHT WORD

1. Which word best describes Virginia as a child.

- a. a. forlorn b. optimistic c. morose

Why? _____

2. Which word best describes The Pyrenees Mountains?

- a. a. mysterious b. magnificent c. powerful

Why? _____

3. Which word best describes Virginia's not wanting to leave France?

- a. a. enthralling b. unrealistic c. tedious

Why? _____

4. Which word best describes the Gestapo?

- a. a. stalwart b. odious c. noble

Why? _____

5. Which word best describes Hitler's armies?

- a. a. dim-witted b. enigmatic c. Olympian

Why? _____

6. Which word best describes Virginia as a Resistance leader?

- a. a. disorganized b. ineffective c. resolute

Why? _____

THE SPY WITH THE WOODEN LEG ACTIVITY TEN:
CHANGING PROSE TO POETRY

Select and copy a paragraph from Chapter Fourteen of THE SPY WITH THE WOODEN LEG. Underline 15 to 20 key words. Use these words in a poem (either free verse or rhymed) to describe the scene told in prose.

Example:

On the morning of August 12th Virginia had a welcome surprise. "Look what we've caught!" Lieutenant Bob yelled pointing through the hazy sunrise. She stood with the Lieutenant in a mountain pass looking through the gray fog that hung over the valley below. During the night, the Resistance fighters hid between tall mountain boulders, trapping five hundred German soldiers attempting to pass through, and now held captive under the watchful eye of the Resistance. "Now we have a new problem," Virginia mused. "What do we do with five hundred Germans until the Allied forces get here?"

Foggy morning

Resistance held

Low sunrise

Between boulders

Mountain pass

Virginia hoped

Welcome surprise

To meet Allies

Valley below

And hand over

Trapped soldiers

Her mountain surprise

Copy the paragraph you choose here. Underline the key words.

THE SPY WITH THE WOODEN LEG ACTIVITY ELEVEN: HIGHER ORDER QUESTIONS FOR GROUP DISCUSSION

Cut apart and give one question to each group of 4-5 students:

- What words would you use to describe Virginia at the beginning of the story? At the end of the story? Was there any change? Why or why not? Cite specific events to support your choices.
- At the end of the war, the last item in the "Activity Report of Virginia Hall" was No. 15 which asked, "*Were you decorated in the field?*" "*No,*" she typed. "*No reason to be.*" Why do you think she replied this way?
- The author cites many primary sources in telling Virginia Halls' story. Choose three and tell why you think they were included in the story. Are the sources mostly fact or opinion. Why?
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- Virginia was rejected for promotion in the consular service because of her physical handicap. Would this happen today? Why or why not? Had she been accepted do you think this book would have been written about her? Why or why not?
- Compare and contrast the attitudes of Virginia and Aramis towards their respective roles as spies.
- In what ways did Virginia achieve her childhood dream?

ANSWER KEY

For most activities answers will vary.

ACTIVITY TWO

2 Lyons	1 Allies	4 B-2 radio
5 transmit	3 Stukas	2 safe house
6 invasion	4 incendiaries	1 Germaine
4 wireless	7 Luftwaffe	2 Lyons
4 generator	1 amputee	7 SOE
2 France	4 lancet	2 Maginot Line
4 artillery	4 bonds	1 Jerry
7 Gestapo	1 Axis	6 mission

ACTIVITY NINE

1. B
2. B
3. B
4. B
5. C
6. C