

A TEACHER'S GUIDE FOR

DOUBLE-CROSSED

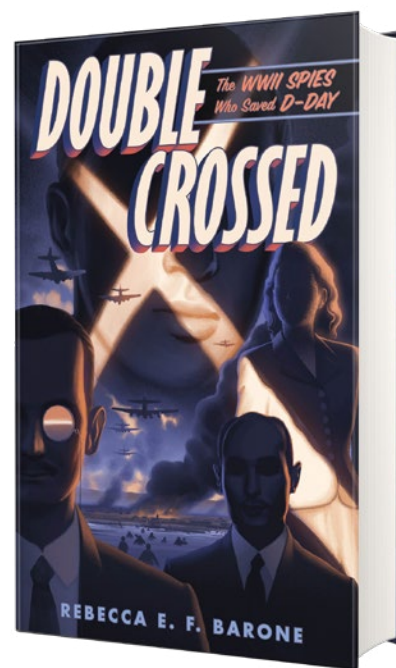
The WWII SPIES Who Saved D-DAY

ABOUT THE BOOK

A thrilling WWII middle-grade narrative nonfiction account of Operation Bodyguard, in which the Allied forces used spies and double agents to deceive the Nazis about their true plans for D-Day.

In the fall of 1943, German troops controlled nearly all of continental Europe. The one chance the Allies had of punching through the German front meant keeping the enemy distracted and in the dark. They had to take the Germans by surprise on D-Day.

The mission: Trick the Germans into believing the Allies would strike anywhere but their true target, the beaches of Normandy. Featuring historical photos and breathtaking true accounts, *Double Crossed* tells the exhilarating story of Operation Bodyguard, the mind-boggling effort to lay a false trail for the Germans using fake armies, decoy landings, and the covert work of double agents and spies who risked their lives. With millions of lives hanging in the balance, victory—or defeat—in World War II depended on the Nazis being caught unaware.



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ABOUT THE AUTHOR



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Rebecca E. F. Barone is an engineer and author. She has worked on technical projects as diverse as injury analysis for the NFL and engine calibration for hybrid cars. Realizing her love of books in addition to numbers, she now describes the world with words rather than equations. Her first three books—*Race to the Bottom of the Earth: Surviving Antarctica*, *Unbreakable: The Spies Who Cracked the Nazis' Secret Code*, and *Mountain of Fire: The Eruption and Survivors of Mount St. Helens*—collectively received twelve starred reviews and were featured on numerous “best of year” lists. She lives in Ohio with her family.

PRE-READING QUESTIONS

1. Before beginning the book, learn about D-Day by utilizing resources from the National WWII Museum. [Operation Overlord: D-Day in Normandy | WWII IN 2](#) is a quick overview video to provide historical context on this invasion. The article, [Planning for D-Day: Preparing Operation Overlord](#), is a great overview of the planning and preparation that went into the invasion. This context will help students be ready to learn more about the spies who saved D-Day.

D2.His.1.6-8: Analyze connections among events and developments in broader historical contexts.

2. The author's dedication reads, "In memory of John Frimenko and Stephen Pinchot, the millions who served with them in World War II, and all those who waited, watched, and worked at home." How does this dedication set the tone for the reader?

CCSS.ELA-Literacy.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

3. Prepare students to track the key players in *Double Crossed*. Create a bookmark with the names of the four main spies discussed, making sure to include their full name and code name. Add a compelling question you have about espionage, D-Day, or World War II to help focus your reading.

CCSS.ELA-Literacy.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

4. Before the prologue, the author includes this quote from Winston Churchill: "Tangle within tangle, plot and counter-plot, ruse and treachery, cross and double-cross, true agent, false agent, double agent, gold and steel, the bomb, the dagger, and the firing party, were interwoven in many a texture so intricate as to be incredible and yet true." Who was Winston Churchill and how does this quote fit into the overall structure of the text?

CCSS.ELA-Literacy.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

5. Learn more about codebreaking by visiting the Spy Kids section of the CIA [website](#) and crack some codes. After playing the different rounds of the game, how does this shift your perspective on spies and codebreaking?

D2.His.4.6-8: Analyze multiple factors that influenced the perspectives of people during different historical eras.

6. Set the tone before reading by researching music and creating a playlist to listen to while you read or discuss the book. This playlist should include songs of the time period as well as songs that connect to the major themes of the book.

CCSS.ELA-Literacy.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

DISCUSSION QUESTIONS

1. Barone writes, “There was always going to be a cost to standing up to the Nazis, and Popov found out the price the day after he graduated” (page 8). How does this sentence keep the narrative moving? What do you predict will happen next?

CCSS.ELA-Literacy.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

2. Chapter 4 ends with, “‘One more thing,’ said the handsome, rich man who not so long ago had taunted the Nazis with his best friend, ‘if you want to destroy a team, the best way is to become part of it’” (page 17). How does this hook the reader? What inferences can be made based on this?

CCSS.ELA-Literacy.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

3. In chapter 6, the Blitz is introduced to the reader using both text and images. Why do you think the author chose to incorporate these photos of the aftermath of the Blitz? How does the inclusion of these primary sources further ground the reader in the narrative, and in these historical events?

CCSS.ELA-Literacy.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

4. What was the Twenty Committee (the “XX Committee”)? Describe who they were and what their goals were. On page 27, the author also shares a bit about who was not included. How could this have impacted the success of the group?

CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5. “He would help defeat Nazism, fascism, and any other totalitarian ideology that threatened humanity” (page 36). Define these terms and explain their similarities and differences.

CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6. In chapter 11, what was Araceli able to do that her husband, Juan Pujol Garcia, could not?

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

7. How did the Atlantic Wall plan to defend the French coast from an Allied invasion?

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8. What was the Enigma machine? How did the German use of this machine change codebreaking?

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

9. As the author explains, “Lily Sergueiev stretched the record far longer than either of the men: It took her nearly six years to finally arrive within the ranks of MI5 double agents living and working in England” (page 61). How was Lily’s story so different from the other double agents?

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

10. Explain Plan Midas and its impact on the XX program.

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

11. At the end of chapter 19, the author writes, “Masterman knew how tightly knotted together the entire XX system and all its agents were. It would only take one person to bring everyone down” (page 87). Why would the author choose this structure for the end of a chapter?

CCSS.ELA-Literacy.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

12. “Jebson could do real harm to the Nazis. If he didn’t leave. But that was gambling with his life” (page 91). MI5 and the Twenty Committee are faced with a dilemma with Jebson in chapter 20. What is the dilemma and what choices were they considering?

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

13. What are Mulberry harbors and what problem do they solve?

CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

14. Operation Fortitude was the plan the Allies decided on when deceiving Germany about the invasion of Normandy. How did Fortitude improve on a previous idea, Plan Jael? Why was Plan Jael not chosen?

CCSS.ELA-Literacy.RI.6.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

15. What would be the impact of Jebson compromising Pujol or Popov?

CCSS.ELA-Literacy.RI.6.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

16. “The Germans cared only about appeasing Hitler and fitting evidence to the story that Hitler wanted to hear. The Germans gobbled up what Popov, Pujol, Sergueiev, and others fed them” (page 121). How did the Nazis’ need for appeasing Hitler impact their success when evaluating information from the spies of MI5? How does Barone show this throughout the book?

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

17. “The more they guessed, the more the Germans would spread out their forces” (page 144). The author argues that deception about where the D-Day landings would take place would impact the success or failure of the day. How does she prove this in chapter 31?

CCSS.ELA-Literacy.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

18. What were “paragons” and “pintails” and how did they impact the D-Day landings?

CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

POST-READING QUESTIONS AND ACTIVITIES

1. Listen to [Episode 5](#) of *Secret WWII: Spies & Special Ops*. Compare and contrast how Barone covers Operation Fortitude and how the National WWII Museum covers the same topic. What makes a podcast an effective medium for sharing this history?

CCSS.ELA-Literacy.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

2. In the prologue, the author writes, “An enemy that was distracted, confused, and unsuspecting could be beaten. Deception could be as powerful a weapon as any on the battlefield. There was more than one way to win the war” (page xiv). How did the author effectively defend this claim throughout the book?

CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Throughout the book we learn about four main spies: Dusko Popov, Juan Pujol Garcia, Lily Sergueiev, and Johnny Jepsen. Create a chart that explains the motivations behind each spy, the part they played in saving D-Day, and lessons we can learn from their story.

CCSS.ELA-Literacy.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

4. Design a WWII-style propaganda poster that shows what you learned from this book. Visit the National Archives [Powers of Persuasion](#) online exhibit to learn more about these posters and to select a style to inspire your work. What are the key lessons a reader should learn from the spies who saved D-Day? Showcase your thinking on your poster.

D2.His.15.6-8: Evaluate the relative influence of various causes of events and developments in the past.

5. Throughout the book, the author showcases the powerful role of the wireless in espionage during WWII. How did this technology change spycraft?

D2.His.16.6-8: Organize applicable evidence into a coherent argument about the past.

6. “But MI5 was run entirely by men, and they were never as forthcoming with the few women they kept on staff” (page 107). Throughout the book, the author reflects on how women were not as integral a part of MI5 as they could have been. Why does she make the reader aware of this? What lessons can we learn from MI5’s choices during WWII as we plan for the future of espionage?

CCSS.ELA-Literacy.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

7. In the epilogue, what evidence does the author provide proving the spies of MI5 dramatically impacted the success of Operation Overlord?

CCSS.ELA-Literacy.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

8. Write an obituary for any of the four spies included in the book. First, review a sampling of other obituaries to get an idea of the formatting and flow for this type of writing. Then, select the key information you’d like to include about your chosen spy and draft your obituary accordingly.

CCSS.ELA-Literacy.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

9. The author starts and ends her book with a quote from Churchill. She ends with him saying, “Our deception measures both before and after D-Day had aimed at creating this confused thinking. Their success was admirable and had far-reaching results on the battle” (page 185). Why would the author choose to start and end with Churchill and how does that strengthen her argument about the spies who saved D-Day?

CCSS.ELA-Literacy.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

10. Construct a map that shows the key locations mentioned in the book. Label and color-code areas of importance. Your map can tell the story of all the spies, the invasion deception, or focus on just one spy and their travels.

D2.Geo.1.6-8: Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

VOCABULARY

Evinced, page 12

Nazism, page 36

Facism, page 36

Totalitarian, page 36

Enigma machine, page 53

Gestapo, page 89

Port, page 94

Treason, page 126

Demise, page 133

Crib, page 138

This guide was written by Nicole Woulfe, who has taught middle-school social studies in New Hampshire for seventeen years. She is also an adjunct professor at Southern New Hampshire University in the competency-based learning program. She was named New Hampshire's 2018 History Teacher of the Year.