

TEACHER'S INTELLIGENCE BRIEFING

Mission Objective:

These printables are designed to transform the reading experience from passive consumption to active investigation.

By using the aesthetic of a 1940s dossier, we remove the "test" feeling and replace it with "intelligence gathering." These sheets accentuate your other resources (found on the website) by giving students a physical place to "download" their thoughts, making abstract themes like contamination and internal conflict tangible.

DISTRIBUTION & FIELD GUIDE

- P. 1: Teacher Briefing - (1 per teacher) Pedagogical overview and mission intent.
- P. 2: Mission Log - (1 per student) Master tracker for chronology and intensity.
- P. 3: Chapter Debrief - (Multiple) Print 5-10 per student for reaction-heavy chapters.
- P. 4: Lens (Jamie) - (1 per student) Analyzing perspective and clear vs. blurry plot details.
- P. 5: Lens (Billy) - (1 per student) Examining internal conflict and hidden emotional burdens.
- P. 6: Lens (Ken) - (1 per student) Focus on subtext and the silent consequences of war.
- P. 7: Mapping Sickness - (1 per student) Cumulative tracker for thematic and social decay.
- P. 8: Pause & Reflect - (As needed) Use for social-emotional support during heavy chapters.
- P. 9: Post-Mission Summary - (1 per student) Final synthesis of the novel's core themes.
- P. 10: Final Debrief - (1 per student) Final evaluative report on heroism and the true "Secret War."

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The "Why" Behind the Design:

The Mission Log (Page 3): Focuses on chronology and emotional tracking. The "Intensity Level" allows students to visualize the narrative arc and the rising stakes of the historical conflict.

The Chapter Debrief (Page 4): Focuses on quick capture. It builds the habit of identifying mood (The Vibe) and visual imagery without the fatigue of a long essay.

The Character Lenses (Pages 5-7): Designed for perspective-taking.

Jamie (Observation): Identifies relevant vs. distracting plot details.

Billy (Internal Conflict): Facilitates discussions on what characters hide vs. what they show.

Ken (The Unseen): Encourages students to look for subtext and the "silent" consequences of war.

The Contamination Map (Page 8): A tool for thematic analysis. Connects physical "sickness" to social and emotional decay.

Pause and Reflect (Page 9): Provides social-emotional support, which is essential for 5th- and 6th-graders to process the historical themes of loss and sacrifice.

Mission Complete/Debrief (Page 10): Purpose: It serves as a summative reflection, moving students from 'what happened' to 'what it means.'

A NOTE FROM THE AUTHOR

As a teacher and librarian for over three decades, I know exactly how much you pour into your students every day. I created these resources because they are the tools I wish I'd had in my own library—and I am committed to keeping them free as a way to say thank you for the incredible work you do.

My goal is to make your life a little easier and your students' experience with The Secret War a lot deeper. However, an investigation is never truly finished! If you or your students have any suggestions on how to improve or expand these "Field Notes," I would love to hear from you.

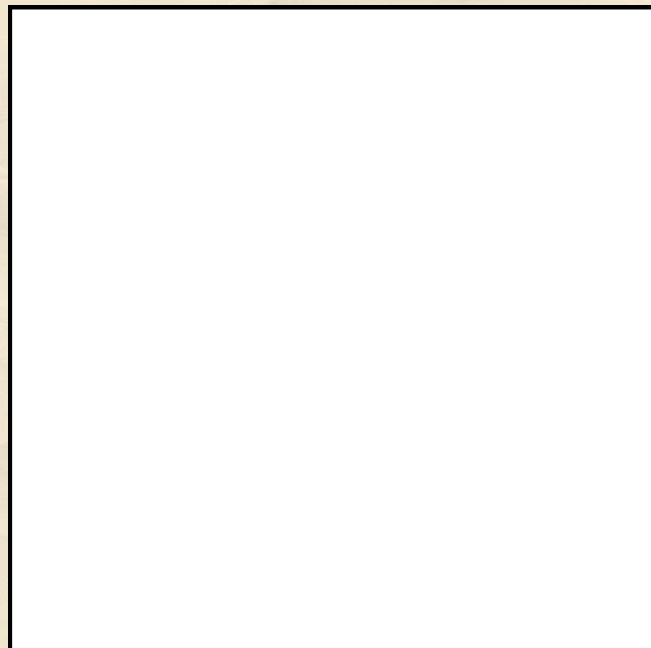
I am so grateful for your support. Please reach out and let me know how these work in your classroom!

Property of:



The Secret War: Chapter Debrief

| | |
|-----------|-------------------------|
| Chapter # | What actually happened? |
| | |



THE VIBE: Circle three words that describe the mood of this chapter.

Sketch one object, face, or scene that stood out to you.

What are you wondering right now?

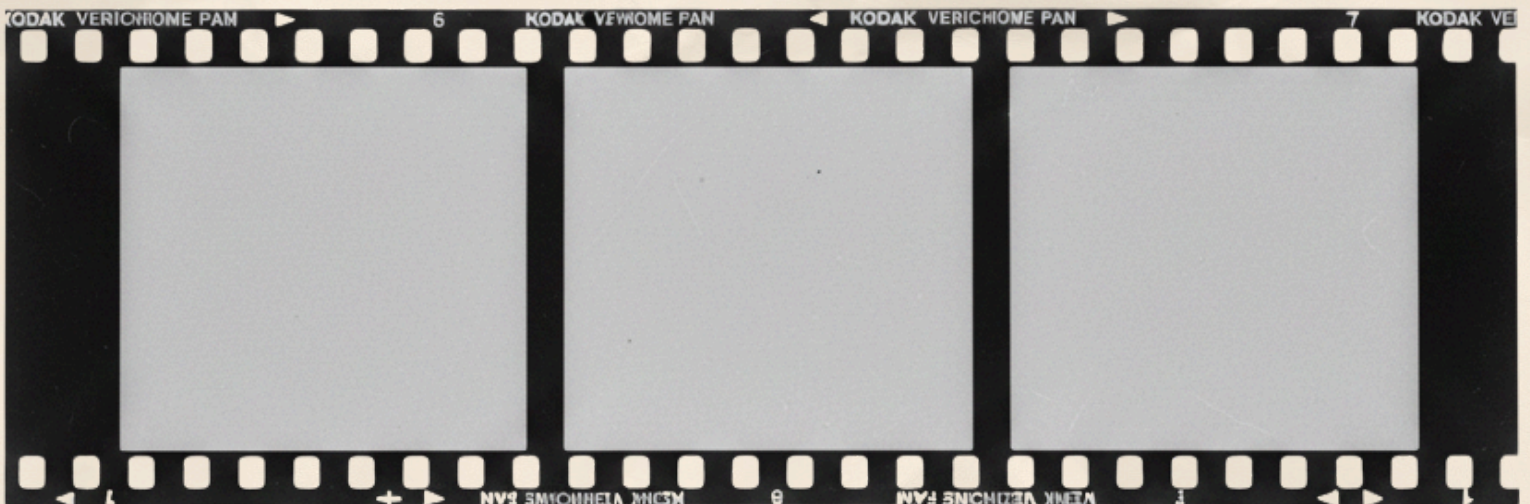
THE GROUND GLASS SCREEN

Jamie looks down into his camera. He sees the world in a glowing square, focusing on the details others miss.



IN FOCUS: What is Jamie focusing on right now? What is the clearest part of the scene?

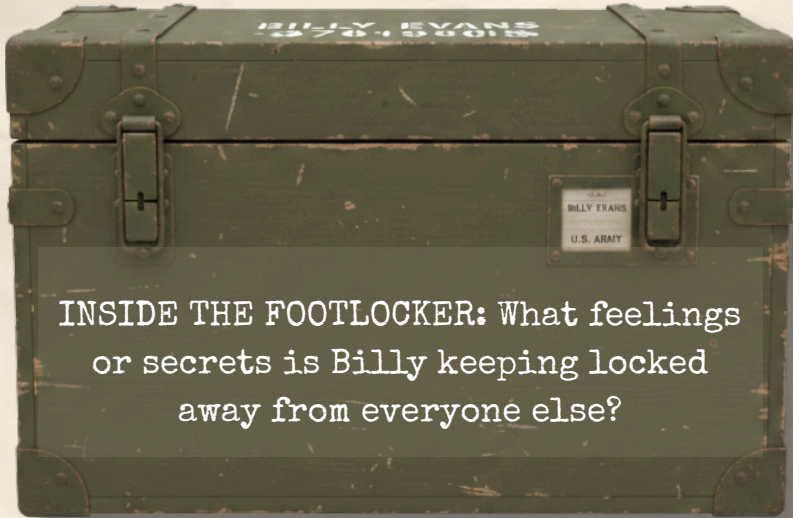
OUT OF FOCUS: What is happening in the background? What is Jamie ignoring or missing?



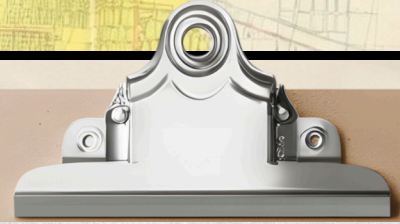
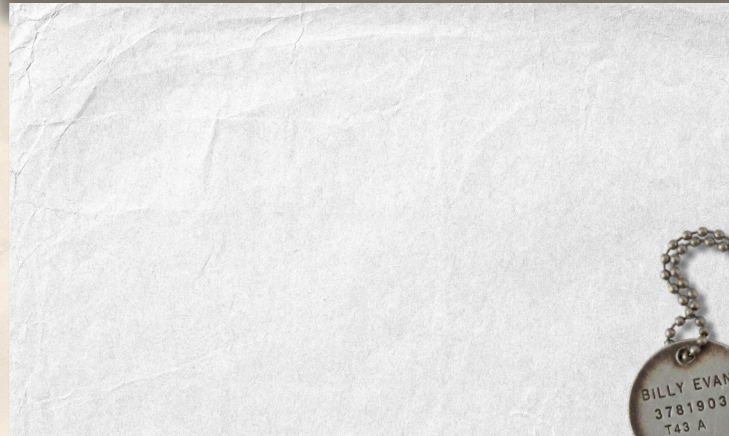
THE ROLL: Sketch three 'snapshots' Jamie took during these chapters.

THE SOLDIER'S MISSION

Billy is a soldier. He has a mission to complete, but he's also carrying a weight no one else can see.



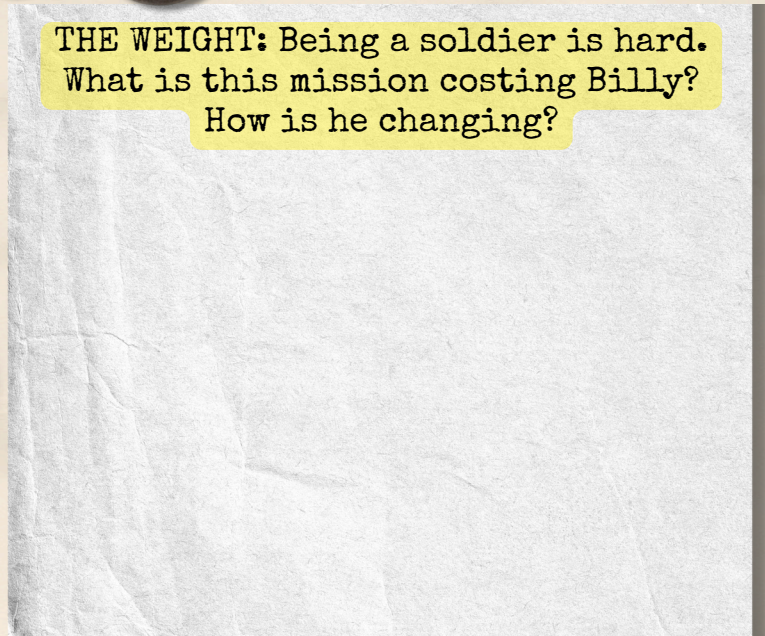
INSIDE THE FOOTLOCKER: What feelings or secrets is Billy keeping locked away from everyone else?



CURRENT OBJECTIVE: What is Billy's main goal right now?



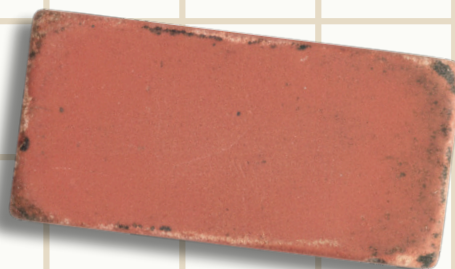
THE WEIGHT: Being a soldier is hard. What is this mission costing Billy? How is he changing?



THE INVISIBLE OBSERVER

Ken sees what others miss.
He watches from the edges.

WHAT I SAW: Ken sees things adults are too busy to notice.
What is one thing Ken saw in these chapters that no one else talked about?



SILENT THOUGHTS: Ken doesn't say much to the adults. If he could speak the truth without fear, what would he say?



MAPPING THE SICKNESS

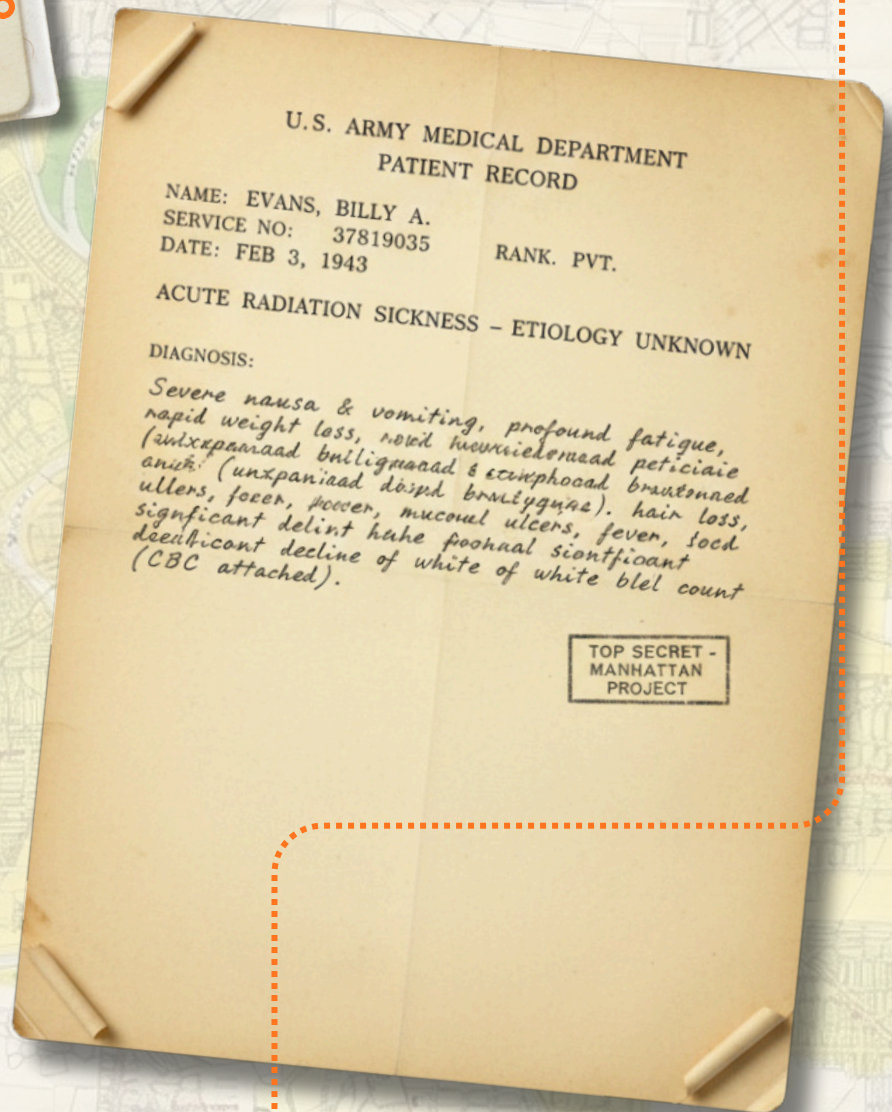
The 'poison' in this book isn't just the rock. It's also the secrets, the lies, and the fear. Track where it spreads.

Polonium-210. 1943
Qty: trace

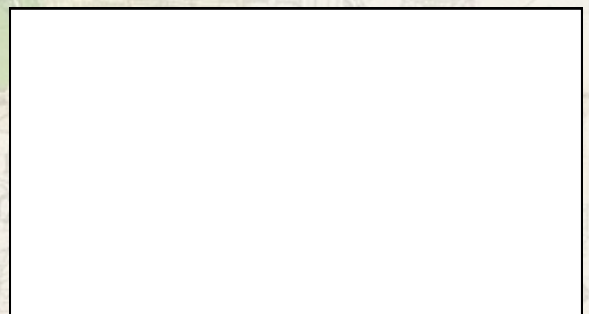
What is happening to the grass, the birds, the mud?



What is happening to Billy?



How are the neighbors acting? Are they kind, or scared?



TAKE A BREATH

Sometimes stories get heavy. It's okay to stop.



CHECK IN: How are you feeling after reading that part?

Sad | Angry | Confused | Numb | Okay

THE HARDEST PART: What was the most difficult thing to read just now?

A MOMENT OF LIGHT: Even in sad parts, was there anyone being kind? Was there a moment of friendship?

MISSION COMPLETE

THE TRUTH: Now that you know the whole story, what was the 'Secret War' really about?

THE COST: Billy wanted to be a hero. Do you think he was one? Why or why not?

CLOSING STATEMENT: If you could send a letter to Jamie, Billy, and Ken now that their story is over, what would you say to them?