

## NCSS Notable Trade Book Lesson Plan

*Suspect Red*

Written by L. M. Elliott

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Book Title	<p><i>Suspect Red</i> by L. M. Elliott New York, NY: Disney-Hyperion Ages 8-12 Lexile Measure: 760 ISBN: 978-1423157540 Recommended for Grades 5-9 This lesson plan length is one class period of 40-50 minutes.</p>
Book Summary	<p>It's 1953, and the United States has just executed an American couple convicted of spying for the Soviet Union. Everyone is on edge as the Cold War standoff between communism and democracy leads to the rise of Senator Joe McCarthy and his zealous hunt for people he calls subversives or communist sympathizers. Suspicion, loyalty oaths, blacklists, political profiling, hostility to foreigners, and the assumption of guilt by association divide the nation. Richard and his family believe deeply in American values and love of country, especially since Richard's father works for the FBI. Yet when a family from Czechoslovakia moves in down the street with a son Richard's age named Vlad, their bold ideas about art and politics bring everything into question.</p> <p>Richard is quickly drawn to Vlad's confidence, musical sensibilities, and passion for literature, which Richard shares. But as the nation's paranoia spirals out of control, Richard longs to prove himself a patriot, and blurred lines between friend and foe could lead to a betrayal that destroys lives. (Source: <a href="http://www.lmelliott.com/book_landing_page_historical/suspect-red/">http://www.lmelliott.com/book_landing_page_historical/suspect-red/</a>)</p>
NCSS Themes	<ul style="list-style-type: none"> <li>• Theme 3: People, Places, and Environments</li> <li>• Theme 4: Individual Development and Identity</li> <li>• Theme 5: Individual, Groups and Institutions</li> <li>• Theme 6: Power, Authority, and Governance</li> </ul>
C3	<ul style="list-style-type: none"> <li>• <b>D2.His3.6-8</b> – Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Student copies of <i>Suspect Red</i></li> <li>• Chart paper or Whiteboard</li> <li>• Markers</li> <li>• T-Chart (digital version <a href="http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf">http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf</a>). The use of an Elmo will allow for projection.</li> <li>• Multimedia-projector</li> <li>• Laptop/desktop computer</li> <li>• A safe classroom environment that allows students the freedom to engage.</li> </ul>

Objectives	<ol style="list-style-type: none"> <li>1. Students will define and analyze the words security (to be expanded later in the lesson to national security) and bullying.</li> <li>2. Students will work collaboratively to ask their own questions as they respond to the essential question or Question Formulation Technique prompt.</li> <li>3. Students will examine the actions of Joseph McCarthy and label them in terms of national security or bullying.</li> <li>4. Students will discuss the argument that to have national security there must be levels of bullying.</li> </ol>
Essential Question	<p>Is there a time and place for bullying?  Alternative QFT Prompt: To protect national security, being a bully is allowed.</p>
Procedures Exploration	<ol style="list-style-type: none"> <li>1. The students will be divided into groups of four students using purposeful group strategies.</li> <li>2. The students will be directed to participate in a turn-and-talk to define and analyze the words “security” and “bullying” which have been written or projected onto the board.</li> <li>3. The students will be instructed to write down any questions they may have developed while collaborating to develop their definitions. Having read portions of the book, <i>Suspect Red</i>, the students may bring into consideration portions of the book which relate to the lesson.</li> <li>4. The teacher will facilitate a whole class discussion where each group will share their definitions for security and bullying. The teacher will summarize the responses of each group on the board or on a digital T-Chart (to be displayed by the teacher).</li> <li>5. After defining and discussing the words, the teacher will ask the students to share the questions they developed as a result of their turn-and-talk discussion. (The questions they developed will help facilitate the class discussion).</li> <li>6. The teacher will project a political cartoon and facilitate a discussion relating to bullying. The teacher will choose a political cartoon based on the knowledge of the students in the classroom. (A potential source for selection is <a href="http://clipart-library.com/cartoon-bullies.html">http://clipart-library.com/cartoon-bullies.html</a>). The questions developed by the students will help facilitate the class discussion. <ul style="list-style-type: none"> <li><u>Potential Questions that may be asked:</u></li> <li>1) How does this cartoon portray bullying?</li> <li>2) Are there times and places for bullying?</li> <li>3) How do we recognize bullying?</li> </ul> </li> <li>7. The teacher will project a picture of Joseph McCarthy and facilitate a discussion about the man and his actions. The questions developed by the students will help facilitate the class discussion. <ul style="list-style-type: none"> <li><u>Potential Questions that may be asked:</u></li> <li>1) Who was Joseph McCarthy?</li> <li>2) How did McCarthy come to power?</li> <li>3) What were the goals/objectives that McCarthy wished to accomplish? How did his goals lean toward security (national security)?</li> <li>4) What is a Red Scare?</li> <li>5) Was Joseph McCarthy a bully? Do his ends justify the means?</li> </ul> </li> <li>8. The students will be asked to provide evidence from <i>Suspect Red</i> that supports their questions and their discussion.</li> <li>9. The teacher will bring the lesson to a close by facilitating a discussion focused on two areas: <ol style="list-style-type: none"> <li>1) Would McCarthy be considered a bully or would he be considered a person who deeply cared for his country and only wanted to do what was right to help protect the country?</li> </ol> </li> </ol>

	2) Allowing students to make connections to modern day events that may be relative to the overall discussion of bullying, security, and national security.
Extensions:	Students can participate in a Dot activity that may help them empathize with being singled out, as were those during the McCarthy era. <a href="http://www.pkwy.k12.mo.us/homepage/atrost/File/Red_Scare_Dot_Activity.pdf">http://www.pkwy.k12.mo.us/homepage/atrost/File/Red_Scare_Dot_Activity.pdf</a>
Additional Resources	The author, L. M. Elliott has a website with lesson plans and discussion guides for the book - <a href="http://www.lmelliott.com">http://www.lmelliott.com</a>  Video Trailer for <i>Suspect Red</i> - <a href="https://www.youtube.com/watch?time_continue=2&amp;v=Y_cv0pNyjco">https://www.youtube.com/watch?time_continue=2&amp;v=Y_cv0pNyjco</a>  McCarthyism and the Red Scare - <a href="https://www.c-span.org/classroom/document/?1857">https://www.c-span.org/classroom/document/?1857</a>  Joseph McCarthy - <a href="https://www.history.com/topics/cold-war/joseph-mccarthy">https://www.history.com/topics/cold-war/joseph-mccarthy</a>  Stop Bullying - <a href="https://www.stopbullying.gov">https://www.stopbullying.gov</a>