

# U.S.+ World Governments



**It is the responsibility of the federal government to protect its citizens and interests. Good intelligence, or information, about threats to our national security—whether from within our country or from abroad—is considered our first line of defense. Because all three branches of government and 14 federal agencies play critical roles in national security and intelligence issues, the International Spy Museum opens a door for students to examine the organization of the U.S. government and the separation and distribution of powers. In addition, light is shed on world governments and current affairs. In the U.S., the Executive Branch role can be seen in intelligence collection, analysis, covert action, and domestic spy catching (counterintelligence). The Legislative Branch provides congressional oversight of intelligence agencies. The Judicial Branch reviews spy cases and performs trials. The International Spy Museum invites students to study these national and global roles of government through the stories, artifacts, historic photographs, and films on display.**

## IN THE MUSEUM

Exhibit areas in bold. See map for location.

### U.S. Government—Collecting and Interpreting Intelligence, Conducting Covert Action and Counterintelligence



View the introductory film in the **Briefing Theater** for an overview on the role of espionage in policy and learn how President Kennedy had the benefit of accurate and timely intelligence in his showdown with the Soviet Union during the Cuban Missile Crisis.

To discuss with students:

- How was President Kennedy's decision making during the Cuban Missile Crisis influenced by the intelligence presented? What might have happened had that intelligence not been available?

## Foreign Intelligence in WWII



In 1942, President Roosevelt established the Office of Strategic Services (OSS) to gather intelligence and conduct covert action abroad during WWII. In **Behind Enemy Lines** explore the actions of OSS's operatives and learn about the creation of its successor, the Central Intelligence Agency (CIA), after the war's end in 1947.

To discuss with students:

- What foreign agency was the OSS modeled after? What clues do the tools in this room tell you about the type of actions conducted by the OSS?



Explore the **D-Day** exhibit to learn about the role of covert action—actions designed to influence events abroad—through one of the most important deception operations of WWII: Operation Body Guard, the effort to persuade Hitler that the D-Day attack would come at Pas de Calais in France, not Normandy.

To discuss with students:

- How did Operation Body Guard work?
- Which federal agency was responsible for carrying out this action?

## The FBI and Counterintelligence



The Federal Bureau of Investigation (FBI) was created in 1908 as part of the Department of Justice to fight crime, but over the years its role expanded to include domestic security. In the 1930s and 40s the work of the FBI was featured in movies, books, and radio dramas. In **Streetscape** and the **Cloak and Dagger Theater** look at the G-Man (government man) toy collection, and learn more about FBI efforts on the homefront, its key spy cases, as well as government wartime domestic propaganda films.

To discuss with students:

- What is the difference between the CIA and the FBI?
- What propaganda has the government produced for the War on Terror? How are citizens asked to play a role in the fight?



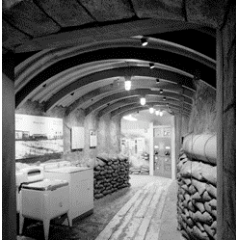
The FBI stepped up its domestic investigations to protect American secrets from Communists during the Cold War. In **Atomic Spies**, follow the loss of the atomic bomb secret, which was stolen for the Soviet intelligence service by Americans collaborating with the Soviets as spies. Downstairs in **Red Alley**, explore the roles of all three branches of the U.S. government during the Red Scare of the 1950s. Explore the cases of Cold War espionage, including the Rosenbergs, and watch the legislative branch in action in the televised excerpts of Senator Joseph McCarthy and congressional committees.

To discuss with students:

- What do the witnesses have to say in their televised testimony? Why was being a Communist considered an "an un-American activity?"
- What evidence eventually proved the Rosenbergs guilty of espionage? Did their punishment fit their crime?



## The CIA and the NSA during the Cold War



The Cold War prompted U.S. intelligence agencies to attempt daring feats to gather intelligence. The CIA mainly uses people—called HUMINT, or human intelligence, while the National Security Agency (NSA) uses TECHINT, or intelligence that is intercepted from technological devices like planes and satellites. Examine the CIA-built **Berlin Tunnel** and the NSA's technical innovations in **Silent Sentries**. Take notes on diplomacy from the case of Francis Gary Powers and the U2 spy plane shot down over the Soviet Union in 1962 and its effect on President Eisenhower's foreign policy.



To discuss with students:

- When is it most useful to use HUMINT to gather information? When is TECHINT a better choice?
- How was the Berlin Tunnel secret discovered by the Soviets?
- What impact did the crash of the U2 have on the Soviet-U.S. summit?
- What could the Corona satellite do that the U2 plane could not?

## The FBI and CIA Today and in the Future



Explore contemporary counterintelligence cases and the work of the FBI in the **Wilderness of Mirrors**. Watch videos: one of two CIA officers who helped catch Rick Ames, a CIA officer who spied for the Soviets, and the other of the supervisor of FBI Special Agent Robert Hanssen. Hanssen also spied for the Soviets. The concluding film, **Ground Truth**, explores the challenge to intelligence agencies in the 21st century. You can listen to people who work in the field of intelligence describe the challenges in countering the terrorist threat. In the **Ops Center** you can see videos of three former Directors of Central Intelligence (DCI), and listen to them discuss their interactions with the President.



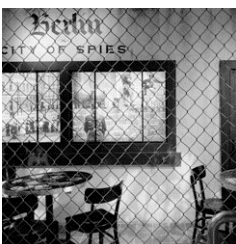
To discuss with students:

- What is the role of intelligence as described by the experts?
- How is the threat to the nation different today than in the past?
- What do the former DCIs say about their relationship with the President?
- How does the President use the PDB?

## World Government and International Studies



A major focus of the Museum is the Cold War, so it is a good place to explore former communist regimes and their structures. In **Red Terror** find out about the evolution of the Russian secret police into the Soviet KGB.



In **East Berlin** on the first floor, you can examine how the East Germans perfected the art of inducing family members and fellow citizens to spy on each other. The replica of the Berlin Wall and the authentic post from Checkpoint Charlie are good springboards from which to explore the impact of Communist regimes on their people. Listen to stories of people who were spied on by their state government.

To discuss with students:

- Why would a government spy on its own people? What are the advantages and disadvantages of doing so?
- How are the KGB and the Stasi different than the CIA and FBI?

## CLASSROOM CONNECTIONS

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

- Research the development of major international intelligence agencies. You might want to consider the earliest espionage networks in ancient China and Babylonia, the development of Cold War era CIA, KGB, and Stasi, or modern day organizations. How does the role and power of a national spy agency relate to that country's form of government?
  - How much information can be obtained about America's contemporary spy agencies? Investigate other agencies internationally—are they more or less covert? How do governmental attitudes toward espionage reflect a country's individual form of government?
  - 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?
- Individually or in groups, read newspaper and magazine articles about the 9/11 Commission's recommendation for reorganization of American intelligence agencies. Discuss the particular problems reformers seek to remedy, as well as possible solutions, and present your recommendations to the class.
- Learn about the Freedom of Information Act (FOIA) on the FBI FOIA web site (<http://foia.fbi.gov/>).
  - Choose a case file from the Reading Room Index. Try to identify why certain passages in case files are blacked out; the black outs, or "didactions," are coded by the FBI. Consult [www.newstrench.com/03secret/0categories.html](http://www.newstrench.com/03secret/0categories.html) and other resources for more information about these codes.
  - Check out the Privacy Act Instructions and information about the background of FOIA. What kinds of information about yourself can you obtain from the FBI? Can others obtain information about you without your consent?
- There are 14 intelligence collection agencies in the Executive Branch of the U.S. government. Identify and describe the specialized role of each. For the Legislative Branch, list the congressional oversight committees involved in domestic and international security. Try to find connections between different agencies. How do different agencies collaborate?
- The president receives a President's Daily Brief (PDB) which contains all the intelligence-related information he needs to know for that day. The PDB guides the President in the decisions he will make. Use daily newspapers and other "open source" (available to the public) material to write a PDB.
- Controversy over the role of intelligence has surfaced several times in our history and has been examined by congressional committees in 1945, the 1970s, and 1991. What were the issues being examined and what were the results?
- How many convicted spies have been sentenced to death? How do federal courts determine the appropriate sentencing in espionage cases? How has federal sentencing in these cases changed over time?

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