

When the entire nation is scared, who do you believe?

SUSPECT RED



DISCUSSION GUIDE



ABOUT THE BOOK

It is the summer of 1953—and the Cold War between the United States and the Soviet Union is heating up. Americans Julius and Ethel Rosenberg, arrested for passing top-secret nuclear weapons technology to the Russians, are convicted of treason and executed on June 19 at New York's Sing Sing prison. A few months later, the Soviets detonate their first hydrogen bomb. U.S. Senator Joseph McCarthy, the House Un-American Activities Committee, and the FBI lead a wide-ranging hunt for spies, subversives, and communist sympathizers in the government, the entertainment industry, and other institutions.

In this tense environment, even reading certain books can be considered a subversive activity and cast doubt on one's loyalty to the United States. Yet another problem for bookish fourteen-year-old Richard Bradley, whose best friend Jimmy has ditched him for a cooler crowd while the girl he's loved forever barely acknowledges his existence. Making things worse, Richard's dad—one of Hoover's G-men involved in tracking down spies and subversives—is acting strange: whenever he's questioned about his work for the FBI, he really loses his temper.

Things begin to look up when a new family moves into Richard's neighborhood in Washington, DC. Vladimir White is the same age as Richard, and the two bond quickly over a shared love of books and music. Vlad's father is a diplomat in the State Department, and his family's international experiences and avant-garde ideas about art, literature, and music are attractive and exciting to Richard.

Richard also admires how his new best friend stands up to Jimmy and his crew, who continue to try to taunt and ridicule Richard. Despite their growing friendship, Richard—the son of an FBI agent—is uncomfortable with the freewheeling political discussions Vlad's family engages in. His discomfort grows when he overhears Vlad's mother, Teresa, who was born in Czechoslovakia, a country that has recently fallen under communist rule, having a phone conversation in Czech while a large map with red marks on it lay spread out on her desk.

Now aware of the real reason for his father's irritability—Don Bradley bungled an important Soviet spy case and has fallen out of favor with Mr. Hoover—Richard shares his observations about Vlad's mother and revels in his father's interest. Richard follows his dad's advice to "think like a G-man" and keeps tabs on what the Whites do and who they interact with.

A few months after reporting these observations to his father, Richard accidentally finds a listening device installed in the lamp above Teresa's desk. The FBI has been listening to the Whites' conversations—all because of Richard. As *Suspect Red* races toward its conclusion, Richard has to grapple with the consequences of his own double life and how to balance loyalty toward his best friend and neighbors and his duty to his father and his country.

Photos, news headlines, ads, and quotes from the era start each chapter and provide historical context to this story of friendship, family, and fear.

COMMON CORE ALIGNMENT

This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Reading, Writing, Speaking and Listening, and Language. Discussion questions and activities in this guide include a reference for the CCR strand and standard that is addressed. To scaffold and further support instruction, please reference grade-level appropriate Common Core State Standards.

The word "RED" is rendered in a large, bold, distressed, stencil-like font. The letters are black with a white, grainy texture inside, giving it a gritty, industrial appearance. The font is slightly irregular, with some letters appearing more prominent than others.

BEFORE READING

GET GEOGRAPHIC

Before reading begins, display or distribute copies of both a current world political map and one from the early 1950s. When you introduce the book, refer to the maps so students can better understand the world that is presented in the book and see how political boundaries have changed. Return to the maps during reading to discuss which countries were communist and which are communist today.

BUILD HISTORICAL KNOWLEDGE

For students to have a fuller understanding of this rich historical novel, political and historical context is useful. A brief video overview is helpful in building and activating student background knowledge about the Cold War and McCarthyism.

- USA vs USSR Fight! The Cold War: Crash Course World History #39
<https://youtu.be/y9HjvHZfCUI>
- The Cold War: Crash Course US History #37
<https://youtu.be/9C72ISMFD0?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>
- TED-Ed: What is McCarthyism? And how did it happen?
<https://www.youtube.com/watch?v=N35IugBYH04>

HOW CAN YOU SPOT A COMMUNIST?

You can't spot a red by his face—or can you? After World War II, fear of the bearded and coarse revolutionary was being replaced with the fear that there were “commies” lurking around every corner—looking very much like ordinary, nice people. The thought that subversive communists were hiding in plain sight raised anxieties and tendencies to be suspicious of anything perceived as un-American.

Gather images and use the example and resources that follow to create and distribute a “You Can't Spot a Red by His Face” photo sheet. Ask students to identify the communist based on the information presented with the photos.

Remind students that even accusing someone of being a communist could cause the person to lose their job, reputation, or important relationships. They could also be sent to jail.

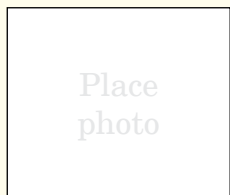
Have students share who they think is a communist and why. Encourage debate between students who have made different choices. Are they making assumptions based on appearance or hearsay? Or do they have any additional knowledge or information that influenced their selection? Does that information change the choices of other students? Ask why they believe that any of the individuals pictured actually are a communist. Have students share what they believe is the definition of communism and offer any clarification needed. Does that change anyone's choices? Make a list of students and the individuals they accuse of being a communist. What made them choose the person they did or choose anyone at all?

Let students know that they will encounter each of these individuals during their reading of *Suspect Red*, a historical fiction novel set during the 1950s at the height of the Red Scare and McCarthyism. Have students keep their photo sheet while they read the novel and further investigate and research the individuals on the sheet as they come across them in the book. During reading or after students have finished reading the book, return to the list of students and their choices of communists. Ask how they feel now about their assumptions and what they've learned about accusations based on perceptions instead of evidence.

The websites of the Library of Congress (www.loc.gov/pictures) and the Harry S. Truman Presidential Library (www.trumanlibrary.org) contain many photographs of notable individuals during the McCarthy era. Other images can be found at Wikimedia Commons (commons.wikimedia.org).

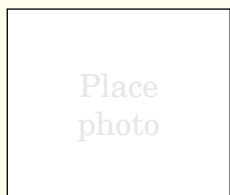
Although some of the images may be copyrighted, your use of the photographs for educational purposes in the classroom will fall under fair use exceptions. For more information about the fair use of images, consult this handy reference by MIT Libraries: libguides.mit.edu/usingimages.

YOU CAN'T SPOT A RED BY HIS FACE



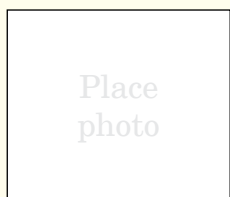
Helen Gahagan Douglas

- Toured Europe as an opera singer just before the outbreak of World War II
- Spoke out against the treatment of California's migrant workers



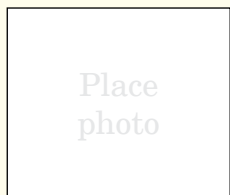
Arthur Miller

- Father was a Polish Jewish immigrant
- Was a close friend of filmmaker Elia Kazan, a member of the American Communist Party in the 1930s



Lucille Ball

- Made different claims about where she was born
- Married a Cuban-born bandleader



Ruby Dee

- Publicly advocated for clemency for Julius and Ethel Rosenberg
- Vocal critic of government's policies on race

Start with the profiles opposite to create your photo sheet. Add additional profiles for any of the historical individuals mentioned in *Suspect Red* by finding photographs and biographical details online. Below are a few individuals you may want to include:

Composer

Aaron Copland

- Born into a Lithuanian Jewish family that had immigrated from Russia
- Studied in Paris with the daughter of a Russian princess

Writer

Dorothy Parker

- Helped found Hollywood's Anti-Nazi League
- Reported on the Spanish Civil War for the communist magazine *The New Masses*

Air Force reserve lieutenant

Milo Radulovich

- Father was an immigrant from Serbia
- His father subscribed to several Serbian-language periodicals

Writer

James Baldwin

- Joined a communist youth group as a high school student
- Moved to Paris to escape discrimination

Journalist

Edward R. Murrow

- Parents were Quakers, who are bound by their religion to refuse military service
- During World War II, had an extramarital affair with the daughter-in-law of Winston Churchill

Author

Ray Bradbury

- Was put under FBI surveillance in the 1950s for “spreading distrust and lack of confidence in America”
- Took out an ad in *Variety* in 1952 in which he denounced Senator McCarthy and Vice President Nixon

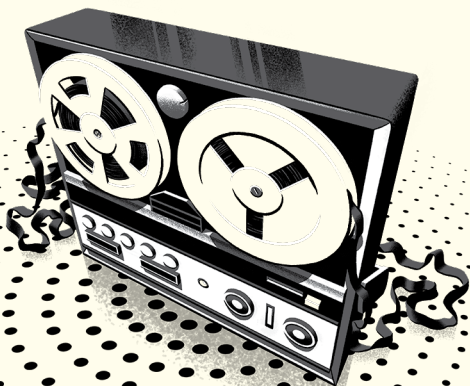
CCSS.ELA-Literacy.SL.8.2; SL.8.3; CCSS.ELA-Literacy.W.8.7

DISCUSSION QUESTIONS

Suspect Red describes the tension and fear associated with a specific time in history. The historical context is ideal for launching a conversation about the balance between civil liberties and national security. For young people who have experienced prejudice or have been subject to the destructive power of rumor, the book also offers opportunity for discussion about personal responsibility, thinking for oneself, and the impact individual choices and behaviors have on others. Remember to be sensitive to students who have personal experiences with prejudice and discrimination and offer ground rules to guide students in discussions about bullying, harassment, and discrimination.

- 1 In *Suspect Red*, what role does fear play? What actions of Richard's are driven by fear? How do other characters in the book respond to fears they face? Point to an example in the book or in history that shows how fear can be used to manipulate people. Have you ever done something you didn't really want to do out of fear?
- 2 How does the political climate that Richard is growing up in impact and affect his daily life? Where does Richard get information that shapes his ideas and opinions? How does he evaluate the information he gets? How is that similar or different from where you get information and how you evaluate it?
- 3 Richard chooses silence instead of ratting out Jimmy for breaking the basketball backboard, while Vlad steps in to protect the innocent Eddie. Explain whether you agree or disagree with Richard's choice. Think about a time when you, or one of your friends, have been hurt by bullying. How did you respond? How did you want to respond? Do you know peers or have friends who will stand up for what's right? Who are the adults in your life you can trust to help? How do you think your school should deal with bullying?
- 4 "The oaths the boys muttered were nothing compared to the hot hatred in the looks they threw toward Vladimir and then Richard." (p. 97) Should belonging to the same group—whether a group of friends, political organization, race, ethnicity, or sexual orientation—subject you to scrutiny even in the absence of evidence? What does "guilty by association" mean?

- 5 As a shy, book-loving teen, Richard knows what it's like to feel persecuted by his peers for being different. Vlad and his family are different too, and while Richard is attracted to those differences, he's also suspicious. Why? Does different equal bad? Have you ever made assumptions about someone because their family or background is different from your own? What did you—or could you—do to challenge your assumptions? What could Richard have done to challenge his assumptions about Vlad's mother?
- 6 What drives Richard to spy on Vlad's mother? Do any of those reasons justify what he did? Why or why not? What would you have done in Richard's situation?
- 7 Both Richard and Vladimir admire *The Catcher in the Rye* protagonist Holden Caulfield. Do you believe that fictional characters can influence people's behavior? How is Richard influenced by what he reads? Do you think writers are responsible or should be held accountable for any influence they have? Why or why not?
- 8 Explain why you agree or disagree with the reasons Richard's mother gives for censoring his reading of *Robin Hood*. Do you think Richard agrees with his mother or Vlad's sister, Natalia, about the censorship of the book? Why? Do you think censorship is ever a good idea? Why or why not?



- 9 Richard and Vlad are visiting the House of Representatives at the time of the shooting by Puerto Rican nationalists. Compare and contrast Lolita Lebrón and her conspirators with the communists and subversives investigated by the FBI, the House Un-American Activities Committee, and Senator Joseph McCarthy. Why do you think the author included this scene in *Suspect Red*?
- 10 Discuss *Suspect Red* as a coming-of-age story. Where is Richard in the maturation process? How does he grow and develop during the course of the novel? How does this novel relate to or compare with other coming-of-age stories, such as *The Catcher in the Rye*?
- 11 *Suspect Red* takes place in 1953–54 and describes the tension and fear associated with that specific time in history. In what ways are the issues of the era, such as prejudice and discrimination, relevant to us today? How has this novel changed the way you think about dissent and persecution? Do you think that a demagogue such as Joe McCarthy could ever rise to power in America again? Why or why not?

CCSS.ELA-Literacy.RL.8.1; RL.8.2; RL.8.3; RL.8.5; CCSS.ELA-Literacy.SL.8.1

CURRICULUM CONNECTIONS

With its themes of mob mentality and peer pressure, innuendo and false accusations, and guilt by association, consider *Suspect Red* as a title to contextualize and complement core canon literature such as *The Crucible*, *Fahrenheit 451*, *Of Mice and Men*, *The Catcher in the Rye*, and *Lord of the Flies*. It also fits well into a literary unit involving the theme of coming of age.

An English Language Arts and History cross-curricular collaboration will benefit students reading this book. *Suspect Red* offers fictionalized access to a focused point in U.S. history, but also pushes the reader to see the bigger picture and history's relevance to society today. These activities will help students explore history and civics and dig into facts.

SCRAPBOOK MAKING: OPENING PAGES TO THE PAST

Although Richard, Vlad, and their families are fictional characters created by careful research who encounter and interact with historical figures, *Suspect Red* offers a glimpse into the very real experiences of those who lived during the Red Scare and the hunt for communists in America. Examining additional stories about those who were called before McCarthy’s Senate subcommittee, accused of being communist, labeled “un-American,” blacklisted, or jailed provides students with multiple perspectives—critical to deep understanding of historical events.

During the Red Scare, thousands of people lost their jobs and had their reputations and careers destroyed. Have students examine the experience of an individual investigated by the FBI, House Un-American Activities Committee, or Senator McCarthy by creating a scrapbook for that person. Students should identify and research an individual, then collect pieces of the individual’s past using a variety of resources, including books, photos, news articles, letters, journal entries, videos, and recorded oral histories. Make sure students have the support and tools they need to evaluate at least five resources, read closely, check for bias, and compare information.

Ask students to make a digital scrapbook using Google Slides or PowerPoint that includes photos, news articles, and other images that reflect significant events in the life of the individual they researched. Students should include descriptions and captions that include names, dates, and locations. When presenting their scrapbooks, students should be able to discuss the individual’s career and accomplishments, as well as the accusations against him or her and the effects of being accused on the individual’s family, friends, and later life. You may want to create and present a scrapbook of your own to model how to select good primary and secondary sources and choose evidence to tell a story.

CCSS.ELA-Literacy.RI.8.2; RI.8.3; RI.8.8; RI.8.9; CCSS.ELA-Literacy.RH.6–8.2; RH.6–8.4; CCSS.ELA-Literacy.SL.8.2; SL.8.4; SL.8.5; CCSS.ELA-Literacy.W.8.2; W.8.4; W.8.7; W.8.8

RESOURCES

- The Hollywood Ten
www.bleeckerstreetmedia.com/editorial/hollywood-ten
- *Counterattack* published “Red Channels: The Report of Communist Influence in Radio and Television,” (1950) a pamphlet listing 151 actors, writers, musicians, composers, journalists, and others who it alleged were communists or had supported communist causes.
- The full list of individuals is here: www.historyonthenet.com/authentichistory/1946-1960/4-cwhomefront/1-mccarthyism/Red_Channels/index.html. Individuals of contemporary interest include:
 - Stella Adler, *actress and teacher*
 - Leonard Bernstein, *composer and conductor*
 - Aaron Copland, *composer*
 - Dashiell Hammett, *writer*
 - Lillian Hellman, *playwright and screenwriter*
 - Lena Horne, *singer and actress*
 - Langston Hughes, *writer*
 - Burl Ives, *folk singer and actor*
 - Burgess Meredith, *actor*
 - Arthur Miller, *playwright*
 - Zero Mostel, *actor*
 - Dorothy Parker, *writer*
 - Edward G. Robinson, *actor*
 - Pete Seeger, *folk singer*
 - Artie Shaw, *jazz musician*
 - Irwin Shaw, *writer*
 - William L. Shirer, *journalist*
 - Orson Welles, *actor, writer, and director*
- The National Council for American Education published a series of “Red-ucators” booklets (1949–1951) listing the names of university professors they deemed “subversive” at institutions such as Harvard, Yale, the University of Chicago, Stanford, and others, including these individuals:
 - Crane Brinton
 - Wendell H. Furry
 - John Kenneth Galbraith
 - Mark DeWolfe Howe
 - Howard Mumford Jones
 - Helen Merrell Lynd
 - Harold Rugg
 - Arthur M. Schlesinger, Sr.

CAMPAIGN CREATION: FREEDOM TO READ

In a democracy, you stand up for the freedom of expression—even the expression of things you don’t like. Read the First Amendment aloud to students, and ask them to think about and discuss how it applies to their lives.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Ask students to give examples of what it looks like when these freedoms are taken away. Elicit examples and methods of censorship. Talk about why types of information, media, or behavior are challenged or censored. What is censorship really about?

In 1953, a member of the Indiana Textbook Commission called for banning references to Robin Hood in books used in schools “because he robbed the rich and gave it to the poor. That’s the Communist line.” Five Indiana University students protested this and other censorship by spreading leaflets and green-dyed chicken feathers across their Bloomington campus. The Green Feather Movement was born.

In a 2013 article for the Zinn Education Project by Alison Kysia, one of the founders of the movement explains that their actions weren’t so much a reaction to the attempt to censor Robin Hood as “a great opportunity to find a symbol to fight McCarthyism—it was more a matter of principle.” The Green Feather Movement spread to college campuses nationwide, ending when McCarthy was censured by the Senate.

Share a select list of frequently banned/challenged books with students. Do they recognize any of the titles? Ask students to choose a book on the list that they have read (or choose a picture book they could quickly read) and then think like a Green Feather Movement founder: what about this particular book can be a symbol to fight censorship? Have students that have selected the same title work together in small groups to launch their own campaign against

censorship. Campaigns should include a visible, physical symbol related to the book, a handout that protests censorship or celebrates the freedom to read, and an article about campaign activity plans.

Connect with your school and public librarians to provide authentic opportunities for your students to campaign for the freedom to read and ask them to talk with your students about challenged books in your community.

RESOURCES

- ALA's Office for Intellectual Freedom: Frequently Challenged Books
www.ala.org/advocacy/bbooks/frequentlychallengedbooks
- Zinn Education Project: The Green Feather Movement
<https://zinnedproject.org/materials/the-green-feather-movement>

CCSS.ELA-Literacy.RI.8.2; RI.8.4; CCSS.ELA-Literacy.SL.8.1; SL.8.4; CCSS.ELA-Literacy.W.8.1; W.8.4; W.8.6; W.8.9

DID YOU DUCK AND COVER? COLLECTING A COLD WAR ORAL HISTORY

Have students watch *Duck and Cover*, *Atomic Alert*, or other short films created in the 1950s to educate young people on how to prepare for and protect themselves from a nuclear bomb. While watching, remind them that it is important to look critically at various forms of media and that during the Cold War, both the United States and Soviet Union used propaganda to influence its citizens' behavior and opinions. You may also want to provide students with a handout to support their analysis of the goals, techniques, and methods used to convey information in the film.

- Duck and Cover: <https://archive.org/details/DuckandC1951>
- Atomic Alert: <https://www.youtube.com/watch?v=i4k2skbJDm8>
- Argument, Persuasion, or Propaganda?: www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf
- Analyze a Video: www.archives.gov/files/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

After watching, let students try some of the suggested self-protection methods and discuss their reaction to the film. Have students reflect on Richard's reaction to his sister Ginny's preparedness plans (p 54–57). Do they think his is a typical reaction? Given the anxieties raised by the Cold War and communism, ask students to imagine how they would have felt to watch the film and experience preparedness drills during the 1950s.

Introduce the concept of collecting an oral history to capture what it was like to grow up in the 1950s under the threat of nuclear war and a communist takeover. Let students know they will need to identify a member of their family or community who was of school age during the 1950s and is willing to share recollections of the Cold War era. For students without connections, you may want to arrange for a guest speaker and a group interview.

Help students prepare for their interviews by reviewing some of the terminology from the film, making sure students have a good understanding of the era they will be talking about in their interview. Brainstorm as a group to help students come up with questions that will encourage their interviewees to tell stories and share impressions. Consider open-ended questions—"Tell me what it was like growing up with the tensions of the Cold War, possible nuclear attacks, and threat of communism"—to get conversations started. More specific questions should seek out feelings about experiences with news about Cold War enemies, preparedness drills, bomb shelters, and Cold War culture. Remind students that an oral history interview is their chance to ask questions about topics they are interested in.

After students record and transcribe their interviews, have them create a brief presentation to share with the class that offers a summary to introduce the interviewee and his or her experiences. Have students pick favorite quotes and stories from their transcripts to share with their classmates and discuss how what they learned from a witness to history affected their thinking about what they've watched and read.

RESOURCES

- Web Guides to Doing Oral History
www.oralhistory.org/web-guides-to-doing-oral-history
- Principles and Best Practices for Oral History Education Classroom Guide
http://www.oralhistory.org/wp-content/uploads/2014/04/2013-1411_Oral_History_ClassroomGuide_Update_V2.pdf

CCSS.ELA-Literacy.SL.8.1; SL.8.2; SL.8.4; CCSS.ELA-Literacy.RH.6–8.4; RH.6–8.6; RH.6–8.8; CCSS.ELA-Literacy.W.8.2; W.8.9

WRITING OPPORTUNITIES

Richard is interested in spycraft. The techniques and paraphernalia he encounters in James Bond and *I Led 3 Lives* lead him to dig in his dad's dresser drawers looking for gadgets. Could that button be a microphone? Is this really just a pipe? Spy gadgets are usually everyday items engineered for a special use. Have students research some of the objects of espionage mentioned in *Suspect Red*—the Jell-O boxes, the hollow coin, and hidden microphones—then brainstorm ideas for creating their own secret communications tool or spy gear. Once they have their ideas, ask them to think about and then research how they could create their item using technology and materials available in the 1950s. Have them write one or more descriptive paragraphs about their item and how it could be used. Ask them to create a drawing or diagram of the item to share when they present their inventions to the class.

CCSS.ELA-Literacy.W.8.2; W.8.4; W.8.7; CCSS.ELA-Literacy.SL.8.5

Making memes requires that students read, research, and combine humor or emotion, text, and images to make a point in a clever, creative graphic response. Have students use Google Drawing or a meme generator to create an original meme focused on one of the historical figures or themes in *Suspect Red*. Provide an opportunity for students to critique one another's memes and explain and justify their choices.

How to Create Funny Memes About Issues That Matter

<http://ww2.kqed.org/education/2015/02/19/how-to-create-funny-memes-about-issues-that-matter>

CCSS.ELA-Literacy.RL.8.2; CCSS.ELA-Literacy.L.8.2; L.8.3; CCSS.ELA-Literacy.W.8.6

To her father's anger and dismay, Richard's sister Ginny was inspired by an Edward R. Murrow report to start a petition to reinstate Lieutenant Milo Radulovich to the Air Force Reserves. Petitions get the attention of the community and decision makers, demonstrate community strength, and can bring about change—and were sometimes equated with acts of subversion during the McCarthy era. Have students research the case of Milo Radulovich and write their own petitions on his behalf, using historical details about the case to support their arguments. Have students show their petitions to family and friends to see if they would be persuaded to sign. Encourage students to continue to practice their persuasive writing by developing a petition on a current issue of their choice.

CCSS.ELA-Literacy.W.8.1; W.8.4; W.8.7

“We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men—not from men who feared to write, to speak, to associate, and to defend causes that were, for the moment, unpopular.”—Edward R. Murrow: “A Report on Senator Joseph R. McCarthy,” *See It Now* (CBS-TV, March 9, 1954)

Excerpts from the above quote close *Suspect Red*. Have students write an analysis that expresses the significance of the quote and why they feel the author chose it to end the book.

CCSS.ELA-Literacy.RL.8.1; CCSS.ELA-Literacy.W.8.1; W.8.9

ADDITIONAL ACTIVITIES OF INTEREST

- Anticommunism in Postwar America, 1945–1954: Witch Hunt or Red Menace? (3 Lessons).

<https://edsitement.neh.gov/curriculum-unit/anticommunism-postwar-america-1945-1954-witch-hunt-or-red-menace>

- John Patrick Hunter Petition: Recreates the actions of *Capital Times* reporter John Patrick Hunter, who in 1951 circulated the Declaration of Independence, along with portions of the Bill of Rights, on the streets of Madison, Wisconsin, as a petition—and received only one signature out of the 112 people he approached.

www.rightsmatter.org/teachers/chapter1.html

- We the People: The Citizen and the Constitution: An instructional program on the history and principles of American constitutional democracy for all grade levels with a simulated congressional hearing as the culminating activity.

www.civiced.org/programs/wtp

- ACLU: Tracked in America: Explores how surveillance techniques have been used against citizens and residents of the United States and includes lesson plans for grades 9–12 that may also be appropriate for some middle school students.

<http://trackedinamerica.org>

ADDITIONAL RESOURCES OF INTEREST

- L. M. Elliott provides extensive resources and links to help readers learn about the facts behind *Suspect Red*. Visit http://lmelliott.com/book_landing_page_historical/suspect-red to find out more about the Korean War and the Cold War as well as 1950s music, TV and film, lifestyle, fashion, and literature.

- **I Led 3 Lives: The Purloined Printing Press** (Season 1, Episode 13)
Students can watch the show Richard watched.
<https://archive.org/details/ILedThreeLivesThePurloinedPrintingPress>
 - **Civics 101: A Podcast: Congressional Investigations:** Listen and learn about how Congressional hearings and investigations work.
www.civics101podcast.org/civics-101-episodes/ep22
 - **Library of Congress: Herblock's History—Political Cartoons from the Crash to the Millennium—"Fire!":** Herb Block coined the phrase "McCarthyism" in his cartoon for March 29, 1950. For the four years McCarthy attacked communism, Herb Block relentlessly attacked McCarthy's tactics in his work.
<http://www.loc.gov/exhibits/herblocks-history/fire.html>
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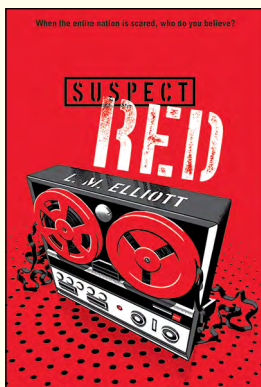
ABOUT THE AUTHOR

L. M. ELLIOTT (www.LMElliott.com) is the author of *Under a War-Torn Sky*—an NCSS/CBC Notable Book in Social Studies, Jefferson Cup Honor Book, one of Bank Street College of Education Best Books of the Year, and winner of the Borders' Original Voices Award—and its companions, *A Troubled Peace* (also an NCSS/CBC Notable) and *Across a War-Tossed Sea* (a Jefferson Cup Overfloweth title); as well as *Annie*, *Between the States*, a *New York Times* Young Adult E-Book Bestseller, an IRA Teacher's Choice, and an NYPL Book for the Teen Age; *Give Me Liberty*; and *Flying South*, a Bank Street College Best Children's Book. She lives in Virginia with her family.



Rachael Walker (belleofthebook.com) created this guide. She works in a middle school library in Arlington, Virginia, consults on a wide variety of educational programs and multimedia projects, and develops educational materials and reading resources for children, parents, and teachers.

BOOKS BY L. M. ELLIOTT



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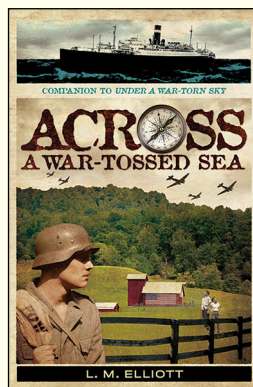


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