Alabama Goes to War (WWI Breakout)

Game Name: Alabama Goes to War

Story or Theme:
Scenario: Many people don’t think of Alabama when they think of World War I, but our Great State was definitely involved in many facets of the Great War. As a matter of fact, when the Archivists at the Alabama Department of Archives and History were going through war artifacts, they came across an old WWI grenade***. They got scared! They got careless! They locked the grenade in the Breakout EDU box. Your job: Go through the primary sources & clues that the archivists left behind and determine the codes to breakout the grenade before it busts itself out of the box and the building! You have 45 minutes to save the day!

***If this is a sensitive subject in your school, change out the scenario.***

Primary Subject Area or Topic Theme: Is the game based on a specific subject area or unit of study?

<table>
<thead>
<tr>
<th>X</th>
<th>SUBJECT</th>
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<tbody>
<tr>
<td></td>
<td>Business / Economics</td>
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<tr>
<td></td>
<td>Computer Science</td>
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<td>Cross Curricular</td>
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<tr>
<td></td>
<td>English (ELA)</td>
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<td></td>
<td>General Team Building</td>
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<tr>
<td>X</td>
<td>History</td>
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<td>Information Literacy</td>
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<td>Library/Media</td>
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<td>Math</td>
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<td>Modern Language</td>
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<td>Music</td>
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<td>Physical Education</td>
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<td>Psychology</td>
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<td>Religion/Philosophy</td>
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<td>Science</td>
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<tr>
<td>Social Studies</td>
<td><em>x</em></td>
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<tr>
<td>Other : Please write in the subject here...</td>
<td></td>
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</tbody>
</table>

**Tags or Keywords:**

WWI, Draft

**Intended Age Range:** What is the target age range for the game you are creating?

<table>
<thead>
<tr>
<th>X</th>
<th>TARGET GRADE LEVEL</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Early Childhood (Ages 3-5)</td>
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<tr>
<td>X</td>
<td>Elementary (Ages 6-10)</td>
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<td>X</td>
<td>Middle Grades (Ages 11-13)</td>
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<td>X</td>
<td>High School (Ages 14-17)</td>
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<td></td>
<td>University (Ages 18-21)</td>
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<td></td>
<td>Adult (Ages 21+)</td>
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</table>

**Ideal Group Size:** How many players was the game designed for?
<table>
<thead>
<tr>
<th>X</th>
<th>SIZE</th>
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<tbody>
<tr>
<td>x</td>
<td>Small (less than 10)</td>
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<td></td>
<td>Whole Class (up to 30)</td>
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<td>Large Groups (30+)</td>
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Use multiple boxes to play with large groups or use the ticketing system.

**Special Rules / Expectations for students:** (optional)

**Does your game align to any standards?** Local country, CCSS or NGSS for US preferred (optional)

**4th Grade Social Studies:**

Standard #11: Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama’s military installations and training facilities, and increased production of goods for the war effort.

- Recognizing Alabama participants in World War I, including Alabama’s 167th Regiment of the Rainbow Division
- Identifying World War I technologies, including airplanes, machine guns, and chemical warfare

<table>
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<th>G</th>
<th>H</th>
<th>CG</th>
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<tbody>
<tr>
<td>✓</td>
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**6th Grade American History:**

Standard #3: Identify causes and consequences of World War I and reasons for United States’ entry into the war.

- Examples: sinking of the Lusitania, Zimmerman Note, alliances, militarism, imperialism, nationalism
- Describing military and civilian roles in the United States during World War I
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
- Analyzing technological advances of the World War I era for their impact on modern warfare (Example: machine gun, tank, submarine, airplane, poisonous gas, gas mask)
- Locating on a map major countries involved in World War I and boundary changes after the war
- Explaining the intensification of isolationism in the United States after World War I (Examples: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare)
- Recognizing the strategic placement of military bases in Alabama

<table>
<thead>
<tr>
<th>Standard #12: Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.</th>
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</thead>
<tbody>
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<td>E</td>
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<td>✓</td>
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</tbody>
</table>
| ● Describing the rise of Communism in Russia during World War I  
  ○ Examples: return of Vladimir Lenin, rise of Bolsheviks  
● Describing military technology used during World War I  
● Identifying problems created by the Treaty of Versailles of 1919  
  ○ Examples: Germany’s reparations and war guilt, international controversy over the League of Nations  
● Identifying alliances during World War I and boundary changes after World War I |  |

<table>
<thead>
<tr>
<th>American History (Grade 11)</th>
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</thead>
<tbody>
<tr>
<td>Standard #4: Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.</td>
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<tr>
<td>---</td>
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<tr>
<td>E</td>
</tr>
<tr>
<td>✓</td>
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</tbody>
</table>
| ● Identifying the role of militarism, alliances, imperialism, and nationalism in World War I  
● Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations  
● Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, which provided opportunities for the rise of fascist states in Germany, Italy, and Spain |  |
Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries

**Anchor Standards for Literacy for Social Studies (Common Core):**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Items used in the game:** One of the great things about Breakout EDU is that all the games do not require additional hardware other than the items we sell in the kit. We don’t want teachers to have to spend extra money to play the game. Standard items that you’d expect them to have access to is fine (paperclips, scissors, etc.). Place an X next to the item that your game requires. If you do create a game with extra items, consider writing an “alternative version” that can be done with just the kit items. And if there are other items you’re including, perhaps a link as to where they can be found in a store or online.

<table>
<thead>
<tr>
<th>X</th>
<th>ITEM</th>
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<tbody>
<tr>
<td>x</td>
<td>Breakout EDU Box (Large Lock Box)</td>
</tr>
<tr>
<td>x</td>
<td>Directional Lock (speed dial)</td>
</tr>
<tr>
<td>x</td>
<td>Five Digit Letter Lock</td>
</tr>
<tr>
<td>x</td>
<td>UV / Black Light Flashlight</td>
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</tbody>
</table>
Digital Files: Link to any printouts or papers that are required (this is ideally a google drive folder that is shared with anyone with the link) If your game includes Google Forms, please include an editable copy of the form so that others can utilize it if the game gets published.

https://drive.google.com/drive/u/0/folders/1fVqNxDQwELo56GJ8sBtZE75FEbxa6I-Y

Additional activities: This may be some pre or post work, or an additional activity that the facilitator can use as a follow up activity. For example, Breakout EDU offers a debrief guide, but perhaps your game should include these specific questions for follow up or debrief.

Debrief Options:
- Watch Open Secret on Vimeo based on the 1901 Constitutional Convention: https://vimeo.com/79564204 (Discuss primary sources in connection with film.)
- Analyze and Annotate Sections 178 & 181 of Alabama Constitution.
- Have students attempt the Literacy Test to see how many of the 68 questions they can answer. Discuss fairness of test and literacy requirements of Section 181. What was the real purpose of the Literacy Test?
- Compare and Contrast BTW’s letter with the petition from the women of Madison County.
**Setup Instructions:**

<table>
<thead>
<tr>
<th>STEPS</th>
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</table>
| **1** Prepare 4-Digit Lock: Print Draft Card Google Form Clue & Draft Registration Card  
Set lock to 2-5-1-4  
How Students Will Use Clues:  
Students go to the website that is on "I Want You Poster" (Draft Card Google Form Clue):  
Website is goo.gl/kxZKvV  
Students will answer quiz questions about the Draft Registration Card. When completed, students click VIEW YOUR SCORE and read the feedback. The code for 4 digit lock is in feedback if all questions are correct! If not correct, they can complete quiz again until all 4 are right.  
The quiz questions are as follows (note correct answers and feedback clues): |
| **Which of the following is an accurate descriptor of Curtis McCall?**  
He is a saw mill operator in Hokes Bluff, Alabama.  
He takes care of his mother, wife and two sisters.  
He is a 26 year-old, single man with blue eyes and dark hair.  
He is a natural born citizen that lives in Tyler, Alabama.*** Right Answer  
Feedback: *Great job! You’re TOO smart!* |
| **On what grounds does Curtis McCall claim exemption from the draft?**  
blind in one eye  
has to take care of mother and sisters  
all of the above***Right Answer  
none of the above  
Feedback: *High FIVE! You got it right!* |
| **World War I ended on November 11, 1918. How old was Curtis McCall then?**  
|
Feedback: Excellent... You **WON**!

**In which county did Curtis McCall register for the draft?***

- Elmore
- Etowah
- Dallas *****Right Answer**
- Montgomery
- None of the Above

**Feedback: Great! Nothing else FOR you to learn...**

**Rationale:**

*In feedback, students see TOO (2), FIVE (5), WON (1), FOR (4), so code is 2-5-1-4.*

<table>
<thead>
<tr>
<th>2</th>
<th>Prepare 4-Letter Lock: Print Identity Card Clue and Identity Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set 4 letter lock to D-U-T-Y</td>
</tr>
</tbody>
</table>

**Rationale:**

*When students see fake telegram, they should pick up on radio codes (first letter of every word is a letter). You may have to explain this using Alpha-Bravo-Charlie. So, telegram body reads as follows: Look Below Buckle. On the Identity Card, when they look below buckle, the word DUTY is there.*

<table>
<thead>
<tr>
<th>3</th>
<th>Prepare 3-Digit Clue: Print Nurses Camp Sheridan Picture and Nurses Picture Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set 3-digit lock to 4-3-5</td>
</tr>
</tbody>
</table>

**Rationale:**

*Students decipher rebus clue to get Nurses - Windows - Mugs. On picture, there are 4 nurses, 3 windows, and 5 mugs.*

**Great time to explain how nurses pulled double duty here...**

<table>
<thead>
<tr>
<th>4</th>
<th>Prepare 5-Letter Clue: Print Soldier Letter and Soldier Letter Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set 5-Letter lock to L-I-N-E-S</td>
</tr>
</tbody>
</table>

**Rationale:**

*Students read the letter and answer the five questions:*

- Where has the soldier arrived? _ _ _ _ _ (front)
- What danger threatens the soldier's base? _ _ _ (air)
- What does the soldier compare the German plane to? _ _ _ _ _ _ (bullbat)
**Clue is too difficult for elementary students.**

**Prepare Directional Lock: Print Order of Induction & Order of Induction Directional Clue**

Set directional lock to **RIGHT-DOWN-LEFT-DOWN**

**Rationale:** Students complete math problems:

\[
\begin{align*}
2 \times 204 + 10 - 2 &= 416 \\
1200/2 + (6 \times 7) &= 642 \\
(64 - 32)/8 &= 4 \\
\text{Square Root of 9} &= 3 \\
250 \times 4 + 7 \times 4 &= 1028
\end{align*}
\]

On the Order of Induction, students start at 416 and move **RIGHT** to 642, then **DOWN** to 4, then **LEFT** to 3, then down to 1028 (tiny text at bottom of form).

So the code for the directional lock is **RIGHT-DOWN-LEFT-DOWN**.

**Put fake grenade (thanks Dollar Tree) in Breakout EDU box. Put on hasp and 5 locks.**

Print **BREAKOUT SIGNS & BREAKOUT HINT CARDS**. Give each group 2 hint cards. Save the Breakout Signs for the end of the game.

Give students all printed sources and clues.

Read background and scenario. Set timer for 45 minutes and have fun!

**Timer:** [https://www.youtube.com/watch?v=_IguXWr7vU8&disable_polymer=true](https://www.youtube.com/watch?v=_IguXWr7vU8&disable_polymer=true)
I WANT YOU
FOR U.S. ARMY
NEAREST RECRUITING STATION
**REGISTRATION CARD**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name in full</td>
<td>Curtis McCall</td>
</tr>
<tr>
<td>Given name</td>
<td>26</td>
</tr>
<tr>
<td>Date of birth</td>
<td>Jan 31, 1891</td>
</tr>
<tr>
<td>Color of eyes</td>
<td>Blue</td>
</tr>
<tr>
<td>Color of hair</td>
<td>Sandy</td>
</tr>
<tr>
<td>Eyes</td>
<td>One eye blind</td>
</tr>
<tr>
<td>Birthplace</td>
<td>Hope's Bluff, Ala, U.S.A.</td>
</tr>
<tr>
<td>Occupation</td>
<td>Saw Mill Operator</td>
</tr>
<tr>
<td>City or County</td>
<td>Tallas</td>
</tr>
<tr>
<td>State</td>
<td>Alabama</td>
</tr>
<tr>
<td>Date of registration</td>
<td>June 5th, 1917</td>
</tr>
</tbody>
</table>

I certify that my answers are true, that the person registered has read his own answers that I have witnessed his signature, and that all of his answers of which I have knowledge are true, except as follows:

John M. Carter  
(designation of registrar)
To Lt. Colonel Walter E. Bare

Street and No. 167th Infantry

Place Lincoln Ocean Ocean King

Boston Edward Lincoln Ocean William

Boston Union Chicago King Lincoln Edward
AMERICAN EXPEDITIONARY FORCES

Corps Expéditionnaires Américains

IDENTITY CARD

CARTE D'IDENTITÉ

Name: Walter E. Base

Nom: Lt Colonel

Rank: 167th

Grade: Infantry

Duty: Acting Adjutant General

Signature of Holder: Walter E. Base

Signature du Titulaire: Vegetative

Upon relief from duty with the A.E.F. the holder must turn in this Card to the C.O. at the port of embarkation.
$2 \times 204 + 10 - 2$
$1200/2 + (6 \times 7)$
$(64 - 32)/8$
Square Root of 9
$250 \times 4 + 7 \times 4$

$2 \times 204 + 10 - 2$
$1200/2 + (6 \times 7)$
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Square Root of 9
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$2 \times 204 + 10 - 2$
$1200/2 + (6 \times 7)$
$(64 - 32)/8$
Square Root of 9
$250 \times 4 + 7 \times 4$

$2 \times 204 + 10 - 2$
$1200/2 + (6 \times 7)$
$(64 - 32)/8$
Square Root of 9
$250 \times 4 + 7 \times 4$
Order of Induction into Military Service
of the United States.

THE PRESIDENT OF THE UNITED STATES,

To Benjamin H. Johnston

 Order Number 416 Serial Number 542

Greeting: Having submitted yourself to a local board composed of your neighbors for the purpose of determining the place and time in which you can best serve the United States in the present emergency, you are hereby notified that you have now been selected for immediate military service.

You will, therefore, report to the local board named below at 3rd floor Custom House, at 4 p.m.,

 on the day of APR 2 4 1918, 19, for military duty.

From and after the day and hour just named you will be a soldier in the military service of the United States.

J. E. Smith

LOCAL BOARD FOR DIVISION NO. 1,

Member of Local Board for CITY OF MOBILE, STATE OF ALABAMA

Report to Local Board for

LOCAL BOARD FOR DIVISION NO. 1,

CITY OF MOBILE, STATE OF ALABAMA

Date 4 18 19

Puau 1028. P.M.G.O. (See Sec. 137, S. S. R.)
Link to Google Form quiz for “Draft Registration Card Quiz”:

https://docs.google.com/forms/d/1AFiVzECfRP8X1bT9BM0Dsk9MtKgXnSjBuLmXnCRVMs/viewform?edit_requested=true
Where has the soldier arrived? __ __ __ __

What danger threatens the soldier’s base? __ __

What does the soldier compare the German plane to? __ __ __ __ __

What is the closest the soldier has been to the fire zone? __ __ __ __

The soldier hopes he has the opportunity to __ __ __ things.

1-4, 2-2, 3-3, 4-5, 5-2

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1-4, 2-2, 3-3, 4-5, 5-2

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What danger threatens the soldier’s base? __ __

What does the soldier compare the German plane to? __ __ __ __ __

What is the closest the soldier has been to the fire zone? __ __ __ __

The soldier hopes he has the opportunity to __ __ __ things.

1-4, 2-2, 3-3, 4-5, 5-2
Dear Mother:

Well, we've gotten here, "on front". Hikes in rain one day, rode train all night and next day, sleeping anyway possible, hiked again and arrived here sometime during the night or morning - I know the moon was shining. Our base is a little in the rear and subject to practically no danger, except from the air and we haven't been troubled in that regard. However, have seen several air fights. Enroute, our first glimpse of war was a German plane brought down by anti-aircraft guns - and this, I understand, not happening too frequently, is quite a treat, as far as war goes. There were apparently four guns firing at the plane which seemed to be quite unconcerned. The sky was soon literally covered with bursts of shells, which came closer and closer to the target. Finally, it commenced to flop more or less like a bull bat shot in one wing. We list it on the horizon - and so it may have landed without serious injury to its occupants (I don't doubt but that you are glad to know of this possibility).

I ran across Vandegrift here - we are in different regiments and he had left before. We stood on a hill under the moonlight last night, listening to a continuous roar of cannon, and watching the sky line flash with light and hearing the buzz of airoplanes. Beyond question, it was fascinating - to such an extent that thoughts of "making the world safe for Democracy" had to be summoned as a legitimate excuse for enjoying the situation. "Warg's" remark significantly, "It's a far cry to Alabama, I mean to say, who would have thought it".

The enlisted men seem to be enjoying things. In passing I hear remarks on this order "Buddy I reckon the rain'll be here pretty soon". "How come?", "Don't you hear that thunder".
Of course we haven't been in the thick of things yet. But I hope to be able to say something about that in my next letter. The best we've done is to pass along roads in the fire zone.

I think we'll have opportunity to see things. It's far from a "dead" sector. I could mention names in walking distance that you would recognize without trouble.

Last mail was from Eason, date March 3rd. Address still 13th F.A. a.e.f.

Love to everybody.

John.
we Escaped !
Like a BOSS
WE DID IT! Great Job!
#nailedit
SOOOOO CLOSE
GREAT TEAMWORK
NEXT TIME!
#noescape
ALMOST