Creating a good game usually takes thoughtful and careful planning. While each game designer may approach the process differently, we have created this template and brainstorming document to help you start the process of designing games that can work with the Breakout EDU platform.

<table>
<thead>
<tr>
<th>Game Name: What is the name or title of the game you are designing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama’s First People: Save the Source!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game Designer: Your Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Powell</td>
</tr>
<tr>
<td>Sources provided by Susan DuBose and Caroline Gibbons, Alabama Department of Archives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Areas: What is subject or content areas of your game? Ex. Math, Fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies/History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Ages: Who is your target audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideal Group Size: Is this game intended for small groups? A whole class? Larger audiences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Groups (Use whole class with multiple boxes or the ticketing system.)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Suggested Time: How long do you anticipate players needing to complete this game?</th>
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</thead>
<tbody>
<tr>
<td>45 minutes</td>
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</tbody>
</table>
Story: There’s a locked box in the room. Why are people trying to open it? Think of the story as a script that the facilitator could read to introduce the game to the group about to play. It can be a few sentences to a few short paragraphs. Many games have a story and a logical progression. If not a structured story, having a defined theme can help with the creation process. Take a look at some of the games in the Breakout EDU game library for inspiration. You can use different curriculum topics, favorite movies, or books for inspiration as well.

Oh, no! The curators at the Alabama Department of Archives are arguing over the upcoming exhibit about Alabama’s First People: Indians in Alabama. Because they couldn’t agree on which primary sources to include in the Alabama’s First People display, one of the curators became angry, locked one of the precious primary sources in a Breakout EDU Box, and quit! But, the exhibit is supposed to open today! Help the remaining curators save the primary source before the exhibit opens by solving the clues, unlocking the box, and rescuing the primary source that tells about the history of Alabama’s First People!

Lock Combinations: What codes will open the locks on the box?

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Digit Lock</td>
<td>4-2-3</td>
</tr>
<tr>
<td>4-Digit Lock</td>
<td>5-2-3-1</td>
</tr>
<tr>
<td>5-Letter Word Lock</td>
<td>MOUND</td>
</tr>
<tr>
<td>Directional Lock</td>
<td>Up-Right-Down-Left-Down</td>
</tr>
</tbody>
</table>

Setup Instructions: List the steps that a facilitator needs to do in order to set up the game.
You can test your instructions by having someone else try to set up your game. You’ll quickly figure out how they need to be improved.

<table>
<thead>
<tr>
<th>STEPS</th>
</tr>
</thead>
</table>
| **1** | **Set up 3-Digit Clue:**  
  * Print 3 Digit Clue Indian Lands Alabama document.  
  
  **Rationale:** When students decipher rebus clue, they get “Chickasaw Creek Choctaw”  
  When they reference the map, they’ll notice the tribes are areas 4, 2, & 3 on map.  
  So, the 3-digit code is 4-2-3.  

| **2** | **Set up 4-Digit Clue:**  
  * Print 4 Digit Clue Creek Family Quiz  
  
  When students figure out clue on photo, they should be directed to the following website:  
  goo.gl/RnEJUr (gee, oh, oh, dot, gee, el, slash are, in, capital e, capital jay, capital you, are).  
  
  At the website (a Google Form quiz), they will read information and answer questions about the lineage and family structure of the Creek indians. Then, they should view their score and check feedback. The code for the 4-digit clue is embedded in the feedback.  
  High FIVE! (5)  
  You are TOO good! (2)  
  You have number THREE correct! (3)  
  You WON! (1)  
  So, the code for the 4-digit lock is 5-2-3-1.  

| **3** | **Set Up Directional Lock Clue:**  
  * Print the Directional QR Code Clue Creek Animal Words document.  
  
  When students/players scan the QR code, they are directed to a website with animals their corresponding Creek words. Under the QR code on the clue, they will see:  
  **Hope this QR code and the Indian words provide some DIRECTION for you!**  
  CETTO to EFV to YVNVSV to CUFE to  
  KONO to RVRO  
  
  When players move from picture to picture according to the words under the QR code, they get the code for the directional lock.  
  CETTO to EFV (snake to dog) - UP  
  EFV to YVNVSV (dog to buffalo) - RIGHT  
  YVNVSV to CUFE (buffalo to rabbit) - DOWN  
  CUFE to KONO (rabbit to skunk) - LEFT  
  KONO to RVRO (skunk to fish) - DOWN  
  
  So, the code is UP-RIGHT-DOWN-LEFT-DOWN.  

| **4** | **Set Up 5 Letter Lock Clue:**  


- Print the Five Letter Lock Clue

When students/players read about Indian housing, they should notice the clues on the paper. Some words are underlined with codes next to them in parentheses.

The underlined words are ...
- Mississippian (L1) - letter 1 equals M
- Covered (L2) - letter 2 equals O
- Daub (L3) - letter 3 equals U
- American (L8) - letter 8 equals N
- And (L3) - letter 3 equals D

So the 5-letter lock code is M-O-U-N-D (mound).

5 Print Breakout Hint Cards.
   Give each group two hint cards to use as needed.

6 Get box ready:
   1. Print the prized primary source that needs to be rescued and place in box: Woolf Painting Indian of the Creek Nation Mobile AL
      For more info about painting: [https://www.raremaps.com/gallery/archivedetail/33224ops/An_Indian_of_the_Creek_Nation_Sketched_from_Nature_at_Mobile_Alabama/Woolf.html](https://www.raremaps.com/gallery/archivedetail/33224ops/An_Indian_of_the_Creek_Nation_Sketched_from_Nature_at_Mobile_Alabama/Woolf.html)
   2. Print the first page of the Primary Source Analysis Worksheets from the National Archives (only need the photo analysis sheet) and place in box with primary source
   3. Print Breakout EDU certificate and place in box. ***There are two in folder: one for Summer Institute participants w/ Master Teacher and Date & one blank for students.***
   4. Add any other treats to the box that you want to include.
   5. Set 3-digit, 4-digit, 5-letter, and directional locks and place on box.
   6. Set the timer for 30-45 minutes (depending on age and experience with Breakouts) and have FUN!

***IF PLAYING GAME WITH TEACHERS: When game is over, considering giving teachers the Breakout EDU Brochure that is in the game file. The brochure gives an overview of Breakout EDU, resources, and kit contents.***

**Reflection Questions:** When the game concludes, we encourage the use of Reflection Cards to have a debrief with the participants. Please include 5 questions related to your game that could be asked in a discussion.

<table>
<thead>
<tr>
<th>QUESTION</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
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</table>
Tags or Keywords: You may have selected a subject area above, but there is likely a subset of content that your game covers. For example, if you selected “Math” a keyword could be Algebra or Derivatives or anything else more specific. Please separate each word with a comma. (Example - “algebra, derivatives, etc.”)

Family, Alabama, Creek, Indians, matrilineal, housing, language

Additional Requirements: All Breakout EDU games should be able to be played with the standard Breakout EDU kit. However, some games require unique common items. If your game relies on any additional items, please list them below and explain their use.

Internet access

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

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/folders/0B19RVy3tpcKqamg4d2hOTGpPNVE?usp=sharing

Link to YouTube Video: All games need to have a video explaining the setup and game flow. These should be less than 5 minutes. Look at the other games in the game library for
example. Here are some digital images you can use in your game video.

SUBMIT GAME FORM HERE WHEN DONE
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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<tbody>
<tr>
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Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408
### Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT (Check one):**
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. **UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):**
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Notations
   - "RECEIVED" stamp
   - Seals
   - Other

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**
   - POSITION (TITLE):

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION (There are many possible ways to answer A-E.)**
   
   A. List three things the author said that you think are important:
   
   B. Why do you think this document was written?
   
   C. What evidence in the document helps you know why it was written? Quote from the document.
   
   D. List two things the document tells you about life in the United States at the time it was written.
   
   E. Write a question to the author that is left unanswered by the document:
### Cartoon Analysis Worksheet

#### Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

#### Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

#### Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?
Indians Land occupied by Southeastern Tribes, 1820s.

An Indian of the Creek Nation
sketch from nature at Mobile, Alabama
B. Sands
Hope this QR code and the Indian words provide some DIRECTION for you!

CETTO to EFV to YVNVSV to CUFE to KONO to RVRO
Where’s the Teepee?

The Creek tribe lived in different styles of shelters over the years. The Mississippian (L1) culture people built earthwork mounds at their villages with grass houses. These early houses were built using a framework of poles and beams covered (L2) with wattle and daub mud. The walls were then covered by cane mats and a thatched grass roof.

The next style was the wattle and daub (L3) house made by weaving river cane, wood, and vines into a framework, then coating the frame with mud. The roof was either thatched with grass or shingled with bark. The American (L8) settlers brought new ideas and strong, sharp tools that replaced the stone axes and (L3) in the 1800's some of the Creeks began to build American-style log cabins.

https://www.warpaths2peacepipes.com/indian-tribes/creek-tribe.htm
Certificate of Achievement
awarded to
Summer Institute Participant
for
Saving the Primary Source!

June 20, 2017

Date

Julie Caminiti, Master Teacher

Signature

Breakout EDU

www.CreativeCertificates.com
Certificate of Achievement

awarded to

__________________________

for

Saving the Primary Source!

date ___________________________ Signature ___________________________

Breakout EDU

Alabama DEPARTMENT OF ARCHIVES & HISTORY

www.CreativeCertificates.com
Breakout EDU creates ultra-engaging learning games for people of all ages. Games (Breakouts) teach teamwork, problem solving, critical thinking, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve. New games, including games that are content-based or aligned to standards, are being developed and published by educators worldwide.

**Resources:**

Breakout EDU Website
http://www.breakoutedu.com

Breakout EDU “Get Started”
http://www.breakoutedu.com/beta/

**When you sign up, you’ll receive a password for the games. At this time, there are over 300 games available for FREE!**

Breakout EDU Facebook Community
https://www.facebook.com/groups/breakoutedu/

Breakout EDU Pinterest Board
Codes, ciphers, puzzles, fonts, and other resources for cooperative escape games.
https://www.pinterest.com/kari aug/breakout-edu/

Want to order a kit?
https://store.breakoutedu.com/
$125 (shipping included)

**Accepts School PO**

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**Create Your Own Kit:**

**Items Needed for Standard Kit:**

- Large Breakout Box (Toolbox or Lockable Box)
- Small Lock Box (Smaller Toolbox)
- Hasp (Amazon)
- Key Lock (available at Dollar Tree)
- Directional Lock (Lowes, Office Depot, Amazon)
- Five Letter Lock (Amazon)
- Four Digit Lock (Walmart, Amazon)
- Three Digit Lock (Walmart, Lowes, Amazon)
- UV Flashlight (Lowes, Pet Stores, Amazon)
- Invisible Ink Pens/Markers (Amazon)
- **OPTIONAL:** Four Letter Lock (Walmart, Amazon)

**Approximate Cost:** $65 per kit
10 Reasons to Play BreakoutEDU

1. It's fun for everyone!
2. It is adaptable to any subject area or social studies.
3. It promotes collaboration and team-building.
4. It develops problem-solving skills.
5. It enhances critical thinking skills.
6. It builds confidence.
7. It enhances communication skills.
8. Students learn to work under pressure.
9. It's student-centered.
10. It's inquiry-based.