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><strong>Game Name</strong>: What is the name or title of the game you are designing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlocking the Ballot Box! (Civil Rights &amp; Voting in Alabama)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Ideal Group Size</strong>: 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Time</strong>: How long do you anticipate players needing to complete this game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
</tr>
</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.

Voting hasn’t always been a right for everybody… Generations of black men and women in Alabama and across the nation fought to secure the right to vote during the Civil Rights Movement. Luckily, many primary source documents exist to help us understand the Civil Rights Movement and what many Americans went through during such a divided and harsh time. However, the last group of students who studied some of the primary documents thought it’d be funny to lock up a treasured photo from the Civil Rights Movement in the so-called Ballot Box. Fortunately, they left some documents and clues behind to help you unlock the box and save the prized primary source! You have 45 minutes to solve the clues, unlock the Ballot Box, and rescue the photograph for your teacher… Because, as the old saying goes, if the teacher ain’t happy, ain’t nobody happy!

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

<table>
<thead>
<tr>
<th>Lock Type</th>
<th>Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Digit Lock - 3 Numbers</td>
<td>8-1-6</td>
</tr>
<tr>
<td>4-Digit Lock - 4 Numbers</td>
<td>2-5-4-1</td>
</tr>
<tr>
<td>5-Letter Word Lock - 5 Letters OR 4-Letter Word Lock - 4 Letters <strong>If you’d prefer, use 4-letter instead of 5-letter lock. Don’t use both.</strong></td>
<td>P-O-L-L-S P-O-L-L</td>
</tr>
<tr>
<td>Directional Lock - 5 Directions for the Directional Multilock</td>
<td>Up-Left-Right-Up</td>
</tr>
<tr>
<td>Key Lock</td>
<td>Teacher/Game Facilitator has key(s).</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.
1. **Set up the 4-Digit Lock clue:**
   - **Print the Negroes’ Most Urgent Needs Document**
   - **Place document in envelope and write the following clue on the outside of the envelope:**
     gee
     oh
     oh
     dot
     gee
     el
     slash
     zee
     eye
     are
capital in
dee
tee
   - Clue should lead players to website: goo.gl/zirNdt
   - The google form at that URL will ask them four questions about the document. After they complete the form, they should view score and read feedback. The combination for the 4-digit lock is in capital letters in the feedback. If they have wrong answers, they'll need to complete the quiz again to get the right answers.
   - **Way TO go!**
   - **High FIVE!**
   - **You should receive an award FOR answering that correctly!**
   - **You WON!**

   So, the code is 2-5-4-1

   **For reference, here are the quiz questions and right answers:**

   According to the document, how many seats on the Montgomery buses were reserved for whites?
   - all of them
   - **10**
   - 46
   - none of them

   Why was the subdivision for Negroes not approved?
   - Negroes didn't have the money for houses.
   - The subdivision was a fire hazard.
   - Negroes don't own property.
   - **White people and others protested and stopped the neighborhood.**

   According to the document, which of the following was not a traffic hazard?
- Narrow Streets
- **Lack of Sewerage Disposals**
- Unpaved Streets
- Lack of Curbing

What explains why the Negroes want representation on the Parks and Recreation Board?
- The parks are in deplorable (very bad) shape.
- The Negro protests had no effect.
- The Negroes know their needs better than anyone else.
- All of the Above.

### 2. Set up the 3-Digit clue:
Print the Voter Map and Voter Map 3-Digit Clue documents.

When students complete the rebus clue, they get “Black Voters in Blount Butler Pike and Winston Counties.”

On the map, the number of black voters in these four counties is 816 (500+230+75+11)

So, the code for the 3-digit lock is 8-1-6.

### 3. Set up Key Clue:
Print the Primary Source Analysis Worksheets from the National Archives (only the Photo Analysis Worksheet - page 1).
Print the African American Children with American Flag photo OR the Marchers on Edmund Pettus Bridge during the Selma to Montgomery March photo.

On the back of the photo, write the following: “The analysis of this photo is KEY to Breaking Out. See your teacher when complete.”

***Students will need to analyze photograph using the Photo Analysis Worksheet. When complete, they should show analysis to teacher. If teacher is satisfied with the group’s analysis, then he/she should give students the key to key lock. Depth of analysis will depend on students’ grade and experience with primary source analysis.

### 4. Set up Directional Lock Clue:
Print the Poll Tax Clue document. Cut out the five poll tax receipts. Place the receipts in an envelope with the state map from page 3 of document.

Students will use the numbers on the poll tax receipts to put them in order: Dale County, Randolph County, Tuscaloosa County, Birmingham, and Blount County.

On the map, students start at Dale County. Then, they move UP to Randolph County. Then, LEFT to Tuscaloosa County. Then, RIGHT to Birmingham. Then, UP to Blount County.

So the code for the directional lock is UP-LEFT-RIGHT-UP.

### 5. Set up the 5-Letter Lock (or 4-Letter Lock):
- Print the Small Group of Marchers Carrying NAACP Signs photo OR the Police Blocking Civil Rights Protesters on a Sidewalk in Birmingham Alabama photo.
- Print the puzzle template.
- In the photo, use an invisible marker to highlight the letters that make up the word POLLS or POLL (depending on if you're using 5-letter or 4-letter lock). See photo and details.
- Using the puzzle template, cut the photo into a puzzle and place puzzle pieces into envelope.

When students put puzzle together and shine UV light, they will see the marked letters for the WordLock.

If using the photo above, circle the P in Open, the O in Counters, the two Ls in All, and the S in Wants. If using 4-letter lock, do not circle the S. This is the easier photo to use b/c the letters are in order and do not require students to unscramble.
If using the photo above, circle the O in job, the P in NAACP, the L in close, the L in Costly, and the S in Segregation. If using 4-letter lock, do not circle the S.

Students will get the flashlight when they open the small box.

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

7  Get small box ready:
   1. Place the UV flashlight inside.
   2. Put 3-digit lock on small box.

Get large box ready:
   1. Print the photo of Willie Lee Wood, Sr and place in box.
   2. Print a Breakout Certificate and place in box. There’s a PDF for Summer Institute Participants or you can customize the certificate in the Word file.
   3. Place the key, 4-digit, letter, and directional locks on the large Breakout EDU box, set the timer for 45 minutes, and have fun!

OPTIONAL: Ballot Box Exit Slip: Have players complete this voting themed exit slip to assess their learning and ask questions.

*** IF PLAYING GAME WITH TEACHERS: When game is over, considering giving teachers the Breakout EDU Brochure that is in the game folder. 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>
</tr>
</thead>
</table>
| 1 | Look at your poll tax receipts. What can you infer from these primary sources?  
Suggested answers: poll taxes were collected for several decades; most voters were white; collected across the state |
| 2 | Look at the Negroes’ Most Urgent Needs document. Are the needs in a particular order? What needs do you think are the most important and why? |
| 3 | Look at the 1962 Voter Map. What inferences can be drawn? Why are breakdowns not provided for some counties? Which counties have numbers that are alarming or surprising? What do the numbers look like for your county?  
Optional: Compare the numbers for your county to today’s numbers. |
| 4 | Compare and contrast the two photos of the demonstrators with signs. (One was in game; you’ll need to print the other to do this.) |
| 5 | Discuss with students the concept of non-violent demonstrations. Review the photographs from the Breakout and have students relate each photo to this concept. |

**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.”)

Alabama, primary sources, history, voting, civil rights, discrimination

**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.

Device with internet access, invisible marker/ink pen*, UV flashlight*  
*Part of standard kit

**Does your game align to any standards?** Local country, CCSS or NGSS for US preferred
AL History Grade 4:
Economics/History/Political Science: Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

AL History Grade 6:
History/Political Science: Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.

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/open?id=0B4s-nrE4mTpcbnN1QE9aYVhoY1U

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
Exit Slip

Vote for Your Level of Understanding:

☐ I completely understand.
☐ I somewhat understand.
☐ I am totally lost!

Write one or two questions you have about today’s lesson:

Write one or two questions you have about today’s lesson:
Link to Google form quiz for “Negroes’ Most Urgent Needs”:
https://docs.google.com/forms/d/1IvOMKycG_d73WI-qNorg-5Yky3QiR2W6uGdYrX2v7OU/edit
NEGROES' MOST URGENT NEEDS

FOLLOWING ARE A FEW OF THE MOST URGENT NEEDS OF OUR PEOPLE. IMMEDIATE ATTENTION SHOULD BE GIVEN EACH OF THESE. WHAT IS YOUR STAND TOWARD THEM?

1. The present bus situation. Negroes have to stand over empty seats of city buses, because the first ten seats are reserved for whites who sometime never ride. We wish to fill the bus from the back toward the front until all the seats are taken. This is done in Atlanta, Georgia, Mobile, Alabama and in most of our larger southern cities.

2. Negro Representation on the Parks and Recreation Board. Our parks are in a deplorable condition. We have protested, yet nothing has been done toward improving them. Juvenile delinquency continues to increase. In many instances these children are not responsible. The city is. Nobody knows better than Negroes what their needs are.

3. Sub-division for housing. Just recently a project for a sub-division for Negroes was presented before the City Commission for approval. Protests from whites and other objections prevented the development. There is no section wherein Negroes can expand to build decent homes. What of Lincoln Heights?

4. Jobs for qualified Negroes. Certain civil service jobs are not open to Negroes, yet many are qualified. Negroes need jobs commensurate with their training. Everybody cannot teach.

5. Negro representation on all boards affecting Negroes. Negroes are taxpayers; they are property owners or renters. They constitute about forty-six percent of the city's population. Many boards determine their destinies without any kind of representation whatsoever. Only Negroes are qualified to represent themselves adequately and properly.

6. Congested areas, with inadequate or no fireplugs. Fire hazards are inviting.

7. Lack of sewerage disposals makes it necessary to resort to out-door privies, which is a health hazard.

8. Narrow streets, lack of curbing, unpaved streets in some sections. Immediate action should be taken on this traffic hazard.

Gentlemen, what is your stand on these issues? What will you do to improve these undemocratic practices? Your stand on these issues will enable us to better decide on whom we shall cast our ballot in the March election.

Very truly yours,
Montgomery Negroes
1. Poll Tax Receipt

COUNTY OF DALE, ALA.

MAY 24, 1923

RECEIVED OF

the sum of ONE DOLLAR AND FIFTY CENTS, for Poll Taxes due by
him for 1923.

District or Ward No. 48
Color
Precinct No. Last Year
This Year 7

COUNTERSIGNED BY

W. B. Allgood
State Auditor

J. H. Warner
Tax Collector

2. Poll Tax Receipt

COUNTY OF RANDOLPH, ALA.

JANUARY 1, 1915

RECEIVED OF

the sum of ONE DOLLAR AND FIFTY CENTS, for Poll Taxes
due by him for 1915.

District No. Precinct No. 11
Color

COUNTERSIGNED BY

W. C. Allgood
State Auditor

J. H. Warner
Tax Collector

3. Poll Tax Receipt

COUNTY OF TUSCALOOSA, ALA.

OCT. 14, 1948

RECEIVED OF

Dollars ($1.50)

For Poll Taxes at $1.00 per year for the following years: 19

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

District No. 1
Precinct No. This Year
Precinct No. Last Year
Color

COUNTERSIGNED BY

John Draves
State Comptroller

C. S. Hinton
Tax Collector
Don’t forget to pay your poll tax! DIRECTIONS for paying the tax are available from your county or city tax collectors!
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
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
   - Seals
   - Notations
   - "RECEIVED" stamp
   - 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:

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408
## 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>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
<td></td>
</tr>
<tr>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
<td></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?

---

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408
1962.
Breakdown of White & Negro Voters.
Probate Judge's Answer to Questionnaire
From Secretary of State.

ALABAMA

1. A.F. Approximate Figures.
2. N.A. No Answer.
3. N.B. No Breakdown according to races.
4. V. Total Voters.
Certificate of Achievement

awarded to

for

Unlocking the Ballot Box!

[Signature]

[Date]
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.

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

Resources:

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

Breakout EDU “Get Started”
http://www.breakoutedu.com/b eta/
**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/kariaug/breakout-edu/

Want to order a kit?
https://store.breakoutedu.com/
$125 (shipping included)
**Accepts School PO**
To Reasons to Play BreakOutEDU

1. It promotes collaboration and subject area integration.
2. It is adaptable to various educational needs.
3. It builds communication skills.
4. It enhances critical thinking skills.
5. It develops problem-solving skills.
6. It challenges players.
7. It builds interference skills.
8. Students learn to work under pressure.
9. It's student-centered.
10. It's inquiry-based.

It's fun for everyone!