Official Breakout EDU Game Template

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.

**Game Name:** What is the name or title of the game you are designing?

<table>
<thead>
<tr>
<th>The Great Depression in Alabama: Save the Primary Sources!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by Julie Powell and LaToya Davis (Elmore County Public Schools)</td>
</tr>
<tr>
<td>Susan DuBose and Caroline Gibson (Alabama Department of Archives)</td>
</tr>
</tbody>
</table>

**Story or Theme:** This could be a story that the facilitator introduces the game to the group. 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 store for inspiration. You can use different curriculum topics, favorite movies, or books for inspiration as well!

Oh, no! While the curators at the Department of Archives were gathering resources on the Great Depression in Alabama, they accidentally locked some of them in the Breakout EDU box. Luckily, some of the resources they left out may provide clues to the lock combinations on the box. Study the historical materials to figure out the codes and rescue the resources from the Breakout EDU box. You have 45 minutes to unlock the box before the Alabama Archives Director returns and fires the staff for mishandling the primary sources. We don’t want them standing in the bread lines for lunch, do we?

**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business / Economics</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Cross Curricular</td>
</tr>
<tr>
<td></td>
<td>English (ELA)</td>
</tr>
<tr>
<td>Subject Area</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>General Team Building</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>x</td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Library/Media</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Modern Language</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Religion/Philosophy</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>x</td>
</tr>
<tr>
<td>Other :</td>
<td></td>
</tr>
</tbody>
</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.”)

Great Depression, Alabama, primary sources

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

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

**Ideal Group Size:** How many players was the game designed for?

<table>
<thead>
<tr>
<th>X</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Small (less than 10)</td>
</tr>
<tr>
<td></td>
<td>Whole Class (up to 30)</td>
</tr>
<tr>
<td></td>
<td>Large Groups (30+)</td>
</tr>
</tbody>
</table>

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)

**Alabama 4th Grade History:**
1.) Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.

12.) Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama.

**Alabama 6th Grade History:**
5.) Explain causes and effects of the Great Depression on the people of the United States.

**Anchor Standards for Literacy for Social Studies:**
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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>x</td>
<td>Invisible Ink Pen</td>
</tr>
<tr>
<td>x</td>
<td>Small Locked Box with Three-Number Combo or Small box &amp; 3-Digit Lock</td>
</tr>
<tr>
<td></td>
<td>3-Digit Lock</td>
</tr>
<tr>
<td>x</td>
<td>4-Digit Lock</td>
</tr>
<tr>
<td>x</td>
<td>Key Lock</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Flash Drive</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Computer or Tablet</td>
</tr>
<tr>
<td></td>
<td>Breakout EDU LOCKS App</td>
</tr>
<tr>
<td>x</td>
<td>(Optional) 4-Letter Lock</td>
</tr>
<tr>
<td>(other)</td>
<td></td>
</tr>
</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/open?id=0B19RVy3tpcKqSUdvdTc1aVVFTFk

**Link to YouTube Video:** (All games need to have a video explaining the setup and game flow. Look at the other games in the store for example). Here are some digital images you can use in your game video.

**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:**
- Print the Primary Source Analysis Worksheets. Have students choose a photograph, cartoon, and written document from the “locked resources” to analyze in their groups.
- Complete the Breakout EDU Debrief Questions that are located in Google Drive folder.
- Have students use the CPI Inflation Calculator (https://data.bls.gov/cgi-bin/cpicalc.pl) to figure out how much the price of groceries on the 1934 relief order would be in the year 2016.
- Compare and contrast Jake Ward’s letter with the James Paulk’s letter (both about school closing).
- Have students figure out which FERA projects took place in their county or counties close to them using the FERA Projects & Activities map.

**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. We recommended creating a short YouTube video.
showing how you set up a sample room. Nothing fancy, just a one take virtual tour around the room showing how you set it up.

<table>
<thead>
<tr>
<th>STEPS</th>
<th></th>
</tr>
</thead>
</table>
| **1** | Prepare Directional Lock Clue: Print FERA PROJECT MAP & FERA DIRECTIONAL LOCK CLUE. Cut out the Alabama outline with clue inside. Place in small box. Place FERA Project Map in file folder for students.  
Rationale: When students get Projects Tour clue from the small box and follow the destinations on the map, they start at the Rifle Range and move DOWN to the Wall Paint with Native Clay and move LEFT to the Fish Hatchery and move UP to the Coal Mine and finally move RIGHT to the Broom Factory. |
| **2** | Prepare Key Lock Clue: Print OH RATS KEY CLUE.  
Teacher should have the key.  
Rationale: When students go to the Jigsaw Planet website on the Oh Rats Key Clue, they will put together a puzzle of a picture of boys catching rats in Geneva County. The puzzle says, “Tell your teacher: ‘The American people wanted a hand up -- not a handout.’ (FDR).” When students tell teacher this phrase, give them key. |
| **3** | Prepare 3-Digit Clue: Print RELIEF ORDER & RELIEF ORDER 3 DIGIT CLUE. Place green Relief Order in the file folder for students. Tape the Relief Order 3 Digit Clue (rebus) to the small box with 3-digit lock.  
Set 3-digit lock to 1-2-2.  
Rationale: When students figure out rebus taped to 3-digit locked box, they get onions-milk-tomatoes. When they add the cost of the onions, milk, and tomatoes on the relief order, the cost is $1.22. So, code is 1-2-2. |
| **4** | Prepare 5-Letter Clue: Print AL GD UNEMPLOYMENT 5 LETTER CLUE. Using the invisible ink, mark letters on the blank graph as shown on page 3 of the document. Place pages 1 & 2 in the file folder for students. Place the flashlight in the small box.  
Set 5-Letter lock to B-R-O-K-E.  
Rationale: When students get the 3-digit lock open, they will receive a flashlight needed for this clue.  
Students have handout of line graph and table of numbers of unemployment rates from the Great Depression. Students plot the numbers and draw a line graph to show the high unemployment rates throughout this period in history. When the students shine the flashlight on the graph, they'll notice that line goes through certain letters: B-R-O-K-E. |
| **5** | Prepare 4-Digit Clue: Print RACHEL WHEELER LETTER, JAKE WARD LETTER, & SMOOT LETTER. Write the following on the outside of an envelope: |

Set 4-digit lock to 2-1-5-4.

*Rationale:* Students should figure out the clue above is a website (goo.gl/hvkuKI) When they enter the website, they are taken to a Google form with four questions about the letter. When they view feedback after completing the questions, the four digit code is embedded in the feedback:
- Way TO go! (2)
- You WON! (1)
- High FIVE! (5)
- You should apply FOR work at the Dept. of Archives. (4)

So, the four-digit code is 2-1-5-4.

(OPTIONAL: Omit if you don't have 4-letter lock.) Prepare Four-Letter Clue: Print HOOVERISMS CLUE. Place handout in file folder for students.

Set 4-letter lock to P-O-O-R

*Rationale:* Students will receive a handout on President Hoover and the Great Depression that discusses how Americans blamed him and identifies several Hooverisms. On the bottom half of the sheet, students will identify pictures of four Hooverisms. Next to the space for the answer is a clue with the number of the letter they need in the answer and whether to add/subtract any letters. They will get the four letters, unscramble, and get code for 4-letter lock: P-O-O-R

For example, the first picture is a picture of Hoover flags with this clue underneath:
- Hoover __ __ __ __ __ (L5 -1)
- Answer: flags
- Letter 5: S
- Letter 5 - 1 → R

Second picture is Hoover wagon.
- Hoover __ __ __ __ __ (L4)
- Letter 4: O
### Third picture is Hoover blankets:

**Hoover __ __ __ __ __ __ __ __ (L4 +2)**

- Letter 4: N
- Letter 4 +2: P

### Fourth picture is Hooverville:

**Hoover __ __ __ __ (L3 +4):**

- Letter 3: L
- Letter 3+3: O

**LETTERS: R-O-P-O**

**Unscrambled: P-O-O-R**

---

<table>
<thead>
<tr>
<th>7</th>
<th>Print BREAKOUT SIGNS &amp; BREAKOUT HINT CARDS. Give each group 2 hint cards. Save the Breakout Signs for the end of the game. You may want to put in the large Breakout Box.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Print resources that were locked in box by curators: LOCKED RESOURCES 1-6. Place in large Breakout box. Choose one cartoon to include with the resources: Choose between LOCKED RESOURCES 7-10. Choose the one most appropriate for student audience.</td>
</tr>
<tr>
<td></td>
<td>Information on Letter (Item #3): Written about same school closing as Jake Ward's letter. Would make good compare/contrast assignment.</td>
</tr>
<tr>
<td></td>
<td>Information on Payroll Warrant (Item #4): The voucher states that &quot;on or before February 1, 1937, the city of Montgomery, Alabama, will pay to bearer at the office of the city treasurer, in the city hall of Montgomery, five dollars in lawful currency of the United States of America with increase at six (6%) percent per annum from date until paid.&quot; Beginning May 1936, the Montgomery city government issued these vouchers in lieu of paying its employees in U.S. currency until it received sufficient revenues to redeem the vouchers and resume paying salaries in U.S. currency, on or before February 1, 1937.</td>
</tr>
<tr>
<td></td>
<td>Information on Picture (Item #5): Small frame house.</td>
</tr>
</tbody>
</table>
| | Information on Picture (Item #6): Title: Two African American Children Washing Laundry
Children of Sharecroppers; Circa 1930-1941 |
| | Information on Auto to Bike Cartoon (Item #7): This cartoon is a popular one in relation to the depression. It suggests that all social classes were affected by the depression, and that people who could afford to buy fancy cars in the late 1920's had to economize to the use of a bike by the early 1930's due to these effects. It also shows that there was also economic hardship through the 1920's but predominantly effected New Zealand in the early 1930's. Source: The New Zealand Herald
Cartoon originally by Gordon Edward George Minhinnick |
| | Information on Blame Game Cartoon (Item #8): In March of '32, Nate Collier illustrated what today we would call the "blame game." |
Information on Prison Cartoon (Item #9): On January 2, 1931, Frederick Strothmann took a somewhat more lighthearted view, albeit one that retains a certain bite.

Information on Hoover Prosperity (Item #10): Tulley (first name unknown), ca. 1932. “Hoover Prosperity.” The cartoon mocks Herbert Hoover’s contention that prosperity was just around the corner. Courtesy Princeton University Archives

<table>
<thead>
<tr>
<th>8</th>
<th>RECAP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Small box should have Alabama shaped Projects Tour clue and UV flashlight. Rebus clue should be taped to outside of box. Lock should be 1-2-2.</td>
<td></td>
</tr>
<tr>
<td>● File Folder for students should include: FERA Projects Map, Oh Rats Key Clue, AL GD Unemployment Clue (pages 1-2), Hooverisms Clue, Envelope of Letters, and Relief Order. Hint cards may be placed in folder as well.</td>
<td></td>
</tr>
<tr>
<td>● Large Box should contain the following: Breakout Signs, Breakout Certificate, Locked Resources 1-6 and either Locked Resource 7, 8, 9 or 10. If using Primary Sources Analysis Worksheets, you can include them in the box with the sources. Directional lock, 5-letter lock, 4-letter lock (optional), 4-digit lock and key lock should be on large box.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Debrief Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Print the Primary Source Analysis Worksheets. Have students choose a photograph, cartoon, and written document from the “locked resources” to analyze in their groups.</td>
<td></td>
</tr>
<tr>
<td>● Complete the Breakout EDU Debrief Questions that are located in Google Drive folder.</td>
<td></td>
</tr>
<tr>
<td>● Have students use the CPI Inflation Calculator (<a href="https://data.bls.gov/cgi-bin/cpicalc.pl">https://data.bls.gov/cgi-bin/cpicalc.pl</a>) to figure out how much the price of groceries on the 1934 relief order would be in the year 2016.</td>
<td></td>
</tr>
<tr>
<td>● Compare and contrast Jake Ward’s letter with the James Paulk’s letter (both about school closing).</td>
<td></td>
</tr>
<tr>
<td>● Have students figure out which FERA projects took place in their county or counties close to them using the FERA Projects &amp; Activities map.</td>
<td></td>
</tr>
</tbody>
</table>

| 10 |
SUBMIT GAME FORM HERE WHEN DONE
Brainstorm Worksheet

This guide below can serve as a visual mapping or brainstorming tool for creating your game. It can also serve as a quick reference for you or a new facilitator.

<table>
<thead>
<tr>
<th>LOCK TYPE</th>
<th>LOCK COMBINATION</th>
<th>HOW WILL THEY KNOW THE COMBO?</th>
<th>WHERE WILL IT LEAD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Digit Lock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Digit Lock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directional Lock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEM TYPE</td>
<td>COMBINATION / PURPOSE</td>
<td>WHAT WILL THEY DO WITH IT?</td>
<td>WHERE WILL IT LEAD?</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Word Lock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCKS App</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USB Drive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakout EDU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Lock Box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEM TYPE</td>
<td>PURPOSE / ROLE</td>
<td>WHAT WILL THEY DO WITH IT?</td>
<td>WHERE WILL IT LEAD?</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Smaller Lock Box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UV Flashlight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UV Pen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Item</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Great Depression in Alabama: 
*Save the Primary Sources!*

Oh, no! While the curators at the Department of Archives were gathering resources on the Great Depression in Alabama, they accidentally locked some of them in the Breakout EDU box. Luckily, some of the resources they left out may provide clues to the lock combinations on the box. Study the historical materials to figure out the codes and rescue the resources from the Breakout EDU box. You have 45 minutes to unlock the box before the Director of the Department of Archives returns and fires the staff for mishandling the primary sources. We don’t want them standing in the bread lines for lunch, do we?
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>
</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
   - [ ] Map
   - [ ] Advertisement
   - [ ] Letter
   - [ ] Telegram
   - [ ] Congressional Record
   - [ ] Patent
   - [ ] Press Release
   - [ ] Census Report
   - [ ] Memorandum
   - [ ] Report
   - [ ] Other

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

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></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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the action taking place in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how the words in the cartoon clarify the symbols.</td>
<td></td>
</tr>
<tr>
<td>3. Explain the message of the cartoon.</td>
<td></td>
</tr>
<tr>
<td>4. What special interest groups would agree/disagree with the cartoon's message? Why?</td>
<td></td>
</tr>
</tbody>
</table>
Debrief Questions

A. How did your group work well together?
B. How do you think your group could have been more effective?
C. What puzzles did you find the most difficult?
D. How did you utilize each individual's strengths? How did you find out who had what strength?
E. How did you contribute to your team?
F. What would you do differently next time?
G. Do you feel like your ideas were heard?
H. How can a game like this be used in your classroom?
I. Where can Breakout EDU games fit in the curriculum?
J. What are some ways games can be designed for larger groups?
Unemployment Rates during the Great Depression

Year

1928 1930 1932 1934 1936 1938 1940 1942
<table>
<thead>
<tr>
<th>Year</th>
<th>Unemployment Rate (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>4</td>
</tr>
<tr>
<td>1930</td>
<td>9</td>
</tr>
<tr>
<td>1932</td>
<td>24</td>
</tr>
<tr>
<td>1934</td>
<td>22</td>
</tr>
<tr>
<td>1936</td>
<td>17</td>
</tr>
<tr>
<td>1938</td>
<td>19</td>
</tr>
<tr>
<td>1940</td>
<td>15</td>
</tr>
<tr>
<td>1942</td>
<td>5</td>
</tr>
</tbody>
</table>

As the country fell further into an economic depression, the unemployment rate rose. A healthy 4% in 1928 ballooned to an astounding 25% in 1933... 1 in every 4 Americans looking for work found none. Soup LINEs grew and people PLOTted to move around the country to seek work. These unemployment numbers shed LIGHT on just how widespread the Great Depression really was.
THE LINE GRAPH REPRESENTS THE POINTS STUDENTS SHOULD HAVE PLOTTED & CONNECTED. THE LINE PASSES THROUGH THE LETTERS B-R-O-K-E, THE FIVE LETTER LOCK COMBINATION. ALL LETTERS SHOULD BE MARKED ON STUDENTS’ LINE GRAPH TEMPLATE (PAGE 1 OF THIS DOCUMENT) IN INVISIBLE INK. THE OTHER LETTERS SERVE AS DISTRACTORS!
F.E.R.A. Projects Tour:
Alabama

Destination #1:
Rifle Range

Destination #2:
Native Clay Wall Paint Factory

Destination #3:
Marion Fish Hatchery

Destination #4:
Coal Mine

Destination #5:
Broom Factory
**Four Digit Clue**

Write the following on the outside of an envelope. Enclose the Rachel Wheeler, Smoot, & Jake Ward letters in the envelope.

```
gee
oh
oh
dot
gee
el
slash
haitch
vee
kay
you
capital kay
el
```

Students should figure out the clue above is a website. When they enter the website, they are taken to a Google form with four questions about the letter. When they view feedback after completing the questions, the four digit code is embedded in the feedback:

- Way TO go! (2)
- You WON! (1)
- High FIVE! (5)

You should apply FOR work at the Dept. of Archives. (4)

Four-digit code: 2-1-5-4
Link to Google Form quiz on Rachel Wheeler letter:

https://docs.google.com/forms/d/10Ichy6gTtl1mVz2LORPouEZw8iw8ZSepekZtzLWFsQQ/viewform?edit_requested=true
Timestamp Total score Rachel WhiSmoot Lett Smoot Lett Ward Letter: According to Jake's letter, who is
2017/01/2- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/01/2- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/01/2- 25.00 / 10C Her husbar There are s Her daught the governor
2017/01/2- 25.00 / 10C She is color All of the alHer daught the 350 people in his school
2017/01/2- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 75.00 / 10C Her husbar The drought Her daught the legislature
2017/02/1- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 100.00 / 1C Her husbar All of the alHer daught the legislature
2017/02/1- 50.00 / 10C Her husbar All of the alShe has a t Malvern School
2017/06/0- 25.00 / 10C The relief c All of the alHer husbar the governor
2017/06/0- 75.00 / 10C Her husbar She is the c Her daught the legislature
2017/06/0- 75.00 / 10C Her husbar The drought Her daught the legislature
2017/06/0- 75.00 / 10C Her husbar She is the c Her daught the legislature
2017/06/0- 75.00 / 10C Her husbar She is the c Her daught the legislature
2017/06/0- 75.00 / 10C Her husbar There are s Her daught the legislature
2017/06/0- 75.00 / 10C Her husbar The drought Her daught the legislature
2017/06/0- 100.00 / 1C Her husbar All of the alHer daught the legislature
s responsible for keeping schools open in Alabama?
President Hoover & the Great Depression

The Great Depression was a severe worldwide economic depression in the decade preceding World War II. The timing of the Great Depression varied across nations, but in most countries it started in 1930 and lasted until the late 1930s or middle 1940s. It was the longest, deepest, and most widespread depression of the 20th century. Herbert Hoover was president when the Great Depression began. He declared in March 1930, that the U.S. had “passed the worst” and argued that the economy would sort itself out. The worst, however, had just begun and would last until the outbreak of World War II in 1939.

Americans named many of the products of hardship in the Great Depression after Herbert Hoover. People who lost their homes often lived in what were called “Hoovervilles,” or shanty towns, that were named after President Herbert Hoover. There was also “Hoover Stew” which was the name for food handed out to the poor at soup kitchens; two pieces of bread with nothing in between them were known as a “Hoover Sandwich.” “Hoover Blankets” were newspapers that were being used to cover people like a blanket. “Hoover Hogs” were jack rabbits that were used for food, and “Hoover Wagons” were broken down cars that were pulled by mules. Pockets pulled inside out and empty were referred to as “Hoover Flags,” while cardboard used to line the inside of a shoe with a hole in it was known as “Hoover Leather.” (Adapted from KidsKonnect; utilized under Creative Commons Attribution Non-Commercial 4.0 License: http://creativecommons.org/licenses/by-nc/4.0/)}
Hancock, Alabama
January 5, 1934

Governor E. M. Miller
Montgomery, Alabama
Dear Governor Miller:

I want to express myself to the best of my ability. If school stops there will be about three hundred and fifty people still stop in my school. Will you call the legislature together and let us have enough money to run the schools the full year. I am twelve years old and I am in the seventh grade. I go to Malvern School. Want you help us?

Yours truly,
Jake Ward
To the Governor and the State Legislature.

We, a delegation of citizens, elected in a number of cities of Alabama by the unemployed, under the leadership of the Unemployed Council, are delegated to present the following statement:

At the same time that the State Legislature is in Special Session there exists widespread unemployment and great misery among the people of Alabama. The relief being afforded by the Red Cross is entirely inadequate, and is nothing but a slow process of starvation. The various self help schemes in the cities are plans to keep the unemployed on a permanent pauper level. The conditions of the unemployed is getting worse, unemployment is increasing, and the question of immediate relief is the foremost issue confronting the thousands of unemployed and their families.

The Special Session is not attempting to meet this need. The questions being discussed at the Legislature are to increase the burdens of the people, put thru a general sales tax, etc. All the so called economy measures are attempts to lower the living standards of the people.

In answer to these conditions, we have been elected as a delegation to present the following demands for immediate unemployment relief which we believe should take precedence over all questions before the Legislature:

1. $3 cash weekly relief for the average family, in addition to the present local relief, pending passage of an unemployment insurance bill.

2. Free utilities (gas, light, water and rent) for all unemployed and part time workers earning less than $7.00 a week.

3. Adequate care for homeless, young and single workers.

4. Provision for opening of all schools, payment of salaries to teachers and free lunches and books for school children.

5. Right to vote for all unemployed without payment of poll tax.

6. No discrimination against Negroes in all of these demands.

The Unemployed Councils of Alabama stand opposed to a sales tax or any tax upon the workers and farmers. We propose heavy graduated income, property and inheritance taxes on the wealthy landlords, bankers and capitalists. We propose a loan of $10,000,000 from the R. F. C. to alleviate the misery of the unemployed and part time workers of Alabama in the present emergency.

James Burke, Secretary, 
Unemployed Councils of Alabama

[Signature]

[Signature]
Received at

QB285 66 DL=ELBA ALA 5 1047A

GOV B M MILLER=

MONTGOMERY ALA=

THE ELBA LIONS CLUB HAS PASSED RESOLUTION ASKING THAT YOU AS GOVERNOR ISSUE A PROCLAMATION TO ALL INDIVIDUALS PARTNERSHIPS CORPORATIONS AND MUNICIPALITIES OF ALABAMA REQUESTING THAT NO EMPLOYEE BE DISMISSED FROM EMPLOYMENT BUT INSTEAD IF NECESSITY DEMANDS IT THAT WAGES BE CUT OR NUMBER OF WORKING HOURS OR DAYS BE REDUCED TO THE END THAT NUMBER OF UNEMPLOYED WILL NOT BE INCREASED DURING THE WINTER MONTHS=

ELBA LIONS CLUB.
Dathan, Alabama
January 4, 1934

Governor B.M. Miller
Montgomery, Alabama

Dear Governor Miller:

I wish that I might call to your attention the fact that we are very much distressed over the closing of our school. I, the president of the Jr. F at Malvern, have asked each member to write you expressing their desire for the continuation of our school. These boys and girls have written you from the depth of their hearts a sincere desire. They and I are hoping that you will read the letters and think seriously of their contents.

I believe that you are the only person who can help us. Want you call the legislature together and tell them how very important it is to us, to them, to the state as a whole and to the future generations that they provide money that our schools may not be forced to close? They give money to build and to other departments.
Do you and they consider roads more important than the education of those people who are soon to take your places as leaders of the state and nation? We have entrusted in you the power of leading and directing the affairs of the state. We are expecting you, Governor of our state, to see that we are protected from slavery of ignorance.

Won't you help us?

Yours Truly,

James Paul.
PAY ROLL WARRANT
CITY OF MONTGOMERY
SERIES OF MAY 15, 1936

ON OR BEFORE FEBRUARY 1, 1937, THE CITY OF MONTGOMERY, ALABAMA, WILL PAY TO BEARER, AT THE OFFICE OF THE CITY TREASURER, IN THE CITY HALL OF MONTGOMERY,

FIVE DOLLARS

in lawful currency of the United States of America, with interest at six (6%) per cent. per annum from date until paid. This warrant may be called by the City for payment at any time, such call to be made by publication of notice of call for one time in a newspaper of general circulation in the City of Montgomery, Alabama. If called, interest on this warrant is to be paid only to the date specified in the call. This warrant will be accepted by the City of Montgomery in payment of all ad valorem taxes, licenses, water bills, and other fees due the City.

ATTEST:
CITY CLERK
CITY TREASURER

CITY OF MONTGOMERY

GENUINE ONLY IF WATERMARKED PROTO-GREENBACK
THE CITY OF MONTGOMERY, ALABAMA

This obligation is issued in payment, or part payment, of a current operating expense of the obligor. It bears no interest after maturity unless presented for payment at maturity, and the fact of such presentment noted hereon by the City Treasurer. Unless presented for payment at or after maturity and prior to June 1, 1937, and the fact of such presentment noted hereon by the City Treasurer, this obligation, as well as the obligation, or the part thereof, for which this obligation is given, shall stand discharged as fully as though the same had been paid.

EXPIRATION DATE
JUNE 1, 1937
A SHORT HISTORY OF THE DEPRESSION
"The depression is all HIS fault!"
"Just think, Mike, if we was outside we'd probably be unemployed."
HOOVER
‘PROSPERITY’
OH, RATS!

Try this puzzling website:

http://www.jigsawplanet.com/?rc=play&pid=10b5fcf996a6
Selma, Alabama
Mar. 23, 1934

Governor Miller:

Your honor, I am writing asking you to please help me. I am in need. I have three small children and I am a widow. I can't get any work and I have applied to the relief office and they failed to help me. I have no way to get anything at all. Please your honor if there is anything you can do it will be glad if you will help me. I can't get food part of the time.

"I am colored"

Your truly

Rachel Wheeler.
1313 Franklin St.

Selma, Ala.

[Red ink annotations]
March 24, 1934

Rachel Wheeler,
1313 Franklin St.,
Selma, Ala.

Madam:

Your letter of the 23rd asking for relief, received.

The State does not make any appropriation for relief work. You should see either the Administrator of Relief or the Red Cross in your county.

Yours truly,

B. M. Miller,
Governor.
**RELIEF ORDER**

**SERIAL** 405545

**Emergency Relief**

Of: Franklin County

**City Supply Co.**

M

Address—Town

**Hall Beddie**

**City**

Address—Town

Please Furnish To

M

with the articles listed below:

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>Unit Prices</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lbs.</td>
<td>Meat</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>2 lbs.</td>
<td>Oatmeal</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>1 gal.</td>
<td>Cows' milk</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>1 doz.</td>
<td>Eggs</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>6 lbs.</td>
<td>Canned Tomatoes</td>
<td>.44</td>
<td></td>
</tr>
<tr>
<td>3 lbs.</td>
<td>Canned Fruit</td>
<td>.38</td>
<td></td>
</tr>
<tr>
<td>7 lbs.</td>
<td>Canned Green</td>
<td>.18</td>
<td></td>
</tr>
<tr>
<td>6 lbs.</td>
<td>Beans</td>
<td>.48</td>
<td></td>
</tr>
<tr>
<td>4 gal.</td>
<td>Molasses</td>
<td>.33</td>
<td></td>
</tr>
<tr>
<td>1 lb.</td>
<td>Canned Stewed</td>
<td>.95</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 44.77

and charge to EMERGENCY RELIEF County.

Issued by: 

Field Worker

Signed: 

Chairman of Relief Committee

**IMPORTANT**

This order must be signed by party receiving articles from you and one copy must accompany your invoice in triplicate which you will bring to the Chairman of Relief at Court House, Montgomery, Ala. Do not honor this order if altered or changed in any manner. Price each article listed separately. Render your bill immediately. Retain one copy of this order for your files.

Received Above Articles (Must be signed by party receiving relief)
July 13th, '33

To the Governor of Ala.
Montgomery.

Dear Sir:

Monday, President Roosevelt's new rule for textile mills becomes effective and while it is a wonderful move it will certainly make very uncomfortable for us unless it is possible for you to assist us. There's the problem. My daughter has just begun work.
Living at Prattville and looks so mature for her years that they never troubled questioning me as to their age. She is our only dependence. Her father is 74 years old and I have an infant only 3 weeks old.

While we are on the farm it doesn't help us much as drought had ruined the gardens and we have no pastureage to cultivate.
the crop— I mean livestock.

My daughter will be fifteen years old next month. There are seven in the family.

Please help me if possible.

Respectfully,

Mrs. David Smoot

Address:
David W. Smoot
Vida, Ala.
we Escaped!
Like a BOSS
WE DID IT!

Great Job!
#nailedit
SOOOOO CLOSE
GREAT TEAMWORK
NEXT TIME!
#noescape
ALMOST
Certificate of Achievement
awarded to
for
Saving the Primary Sources

date
Signature

Breakout EDU
Alabama Department of Archives & History

www.CreativeCertificates.com