

Breakout EDU Game

Talking Walls:

A Cultural Field Trip Around the World

The order of the template has been changed to reflect a lesson plan. The template online will be arranged differently to help a teacher think through the steps.

<https://www.breakoutedu.com/game-template/>

Game Name:

Talking Walls: A Cultural Geography Field Trip Around the World
Based on the book by Margy Burns Knight

Game Designers:

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Content Areas:

Geography and ELA

Recommended Ages:

4th-6th grade

Ideal Group Size:

Whole class or small groups

Suggested Time:

1 class period—reflections questions could be homework

Materials:

- 3-Digit Lock - 3 Numbers
- 4-Digit Lock - 4 Numbers
- ABC Lock - 4-5 Letters for the ABC Multilock
- Directional Lock - 5 Directions for the Directional Multilock
- Passport

- Passport stamp (your choice of rubber stamp but something geographical would be good like a world map or globe)
- At least 2 copies of Talking Walls by Margy Burns Knight ISBN 0-88448-154-9
- 2 cups
- Wailing Wall Cup and Lascaux Cave Cup coordinates (copied and cut up)
- Wall signs printed and laminated
- Talking Walls map

SIOP Elements:		
Preparation Adapting content Linking to background Linking to past learning	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Story: (to be used in lesson instructions below)

Ask, “Do walls talk?” Then share some autobiographical examples with the students. An example follows:

I have heard a wall talk while walking through the walls of Hogwarts. I have seen a wall talk while exploring Indian ruins in Arizona. I have read the stories a wall told me when walking down the halls of school when I was a first year teacher. I have smelled the history only the walls in Carlsbad Caverns, New Mexico could have told me. I have cried tears when I saw a reflection in a wall in Washington D.C. And one day I hope to leave my own message in a wall with my ancestors in Jerusalem.

But before I can get there I need a passport - and you do too! We are going to explore talking walls around the world but first we need the official seal to stamp our passports - and someone locked it in the box. I need your help! Who thinks they can help crack the codes to unlock the box? Are you up for the challenge? **(Application: Promotes Engagement)**

Lesson Instructions: Note: The locks do not have to be done in order.	
<i>Prior to the Lesson</i>	<ul style="list-style-type: none"> • <i>Set up and check locks to ensure the correct code/answer is used. (See Answer Key below.</i> • <i>Set up each lock clue station with pages from Talking Walls book and signs.</i>

	<ul style="list-style-type: none"> • Lock a stamp for Passport in the box and add all locks to outside of box. • Xerox copies of Passport for data collection. • Xerox Wailing Wall and Lascaux Cave Cup coordinates and put into appropriate cup • Divide students into groups of _____ or do the tasks as a whole class. • For ease of use, Xerox parts of the book so multiple groups can read and use at the same time. Might laminate pages for longer usage.
	<p>Ask the students, “What do walls do?” Have them explore the purpose of walls (keeping people in or keeping people out, displaying information, keeping things hidden, holding things up, etc.,) and how to walls “talk” (telling stories of the people that were there, displaying information. etc.,). (Preparation: Linking to background)</p>
	<p>Share your autobiographical story about how walls “talk” or use the story given above.</p>
	<p>Explain details of where they will find materials/clues/resources in the room and review behavior expectations. Remind them that they need to write in their Passport not only the questions but the answers to get their stamp—that is, IF they ever get the stamp out of the locked box! They also need to draw a picture of the wall and describe it in their Passport. There may be pages left over in the Passport for future travels. (Integrating processes: Listening)</p>
<p><i>4-digit word lock</i></p>	<p>One group or whole class: Reads about the Wailing Wall in Jerusalem. Finds Jerusalem on the map (#4). On one page of the Passport, writes and answers the questions: Where is it located? What is the purpose of this wall? How does this wall talk? Draws a picture of the wall and describes it in the Passport. (Integrating processes: Listening, Reading, Writing; Grouping Option: Small group or Whole class)</p> <p>Selects a coordinate from the cup and find out which wall they will explore next (Berlin, Taos, Cuzco, Washington DC, Mexico City, Hull or Ottawa). (Application: Promotes engagement) Reads about this wall. On one page of the Passport, writes and answers the questions: What is the purpose of this wall? How does this wall talk? Finds the wall on the map, is it north, south, east, or west of the Wailing Wall in Jerusalem? Draws a picture of the wall and describes it in the Passport. (Integrating processes: Listening, Reading, Writing)</p>
<p><i>4-digit number lock</i></p>	<p>One group or whole class: Reads about the Lascaux Cave. On one page of the Passport, writes and answers the questions: Where is it located? What is the purpose of this wall? How does it talk? What year was it discovered? 1940 Draws a picture of the wall and describes it in the Passport. (Integrating processes: Listening, Reading, Writing; Grouping Option: Small group or Whole class)</p>
<p><i>Directional Arrow lock</i></p>	<p>One group or whole class: Selects a coordinate from the cup and finds out which wall they will explore (China, Berlin, Australia, India, Mecca, Zimbabwe).</p>

	<p>(Application: Promotes engagement) On one page of the Passport, writes and answers the questions: How does this wall talk? Where is it located? Using the compass rose, is it north, south, east, west of the Lascaux Cave? Arrows are used on the compass rose - answer is east or (-> -> -> -> ->) Draws a picture of the wall and describes it in the Passport. (Integrating processes: Listening, Reading, Writing; Grouping Option: Small group or Whole class)</p>
3 digit number lock	<p>One group or whole class: Reads about Nelson Mandela. On one page of the Passport, writes and answers the questions: What is the purpose of this wall? How does this wall talk? Solve the math problem using the numbers in the text (____ years in prison + how many years later he was elected president + how old he was when he died = 125) Draws a picture of the wall and describes it in the Passport. (Integrating processes: Listening, Reading, Writing; Grouping Option: Small group or Whole class)</p>
	<p>When all of the locks are opened and the passport stamp is rescued so everyone can stamp their passport, hold a follow-up discussion: To get your passport stamped, write in the space provided: What is one wall in your life that is important to you and why? (Assessment: Written, individual; Application: Meaningful)</p>

Reflection Questions:	
1	How were the purposes for the walls similar?
2	How were the purposes for the walls different?
3	Which wall would you like to visit and why?
4	<i>What is one question you would like answered about the walls activity?</i>
5	<i>If you could build a wall to say something about you, what would that wall look like? You can either draw or write about the wall or you can do both.</i> (Assessment: Written, individual; Application: Meaningful)

Does your game align to any standards?
<p>ARIZONA SOCIAL SCIENCE STANDARDS Geography The use of geographic representations and tools help individuals understand their world. 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. The use of geographic representations and tools help individuals understand their world. 5.G1.1 Use and construct maps and graphs to represent changes in the United States. 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions</p>

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

ELA

Writing

Text Types and Purposes

4.W.4, 5.W.4, and 6.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Proficiency

Grade 4 and 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount a text including specific details and information.

B-3 identify and describe similarities and differences within a text

B-4 utilize visual information to understand the text

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

B-3: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount specific details and information in a variety of texts.

B-3 identify and describe similarities and differences between texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.





B-3: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.

Lock Combinations: Answer Key

3-Digit Lock - 3 Numbers	1-2-5
4-Digit Lock - 4 Numbers	1-9-4-0
ABC Lock - 4-5 Letters for the ABC Multilock	W-E-S-T

Directional Lock - 5 Directions for the Directional Multilock

-> -> -> -> ->

LOCK TYPE	LOCK COMBINATION	HOW WILL THEY KNOW THE COMBO?	WHERE WILL IT LEAD?
 <p>4-Digit Lock</p>	1-9-4-0	After reading about Lascaux Cave, they will read it was discovered in 1940.	To another station and unlock one of four locks to get into box
 <p>3-Digit Lock</p>	1-2-5	Using text on Nelson Mandela wall, they will add years in prison to how many years later he was elected president to how old he was when he died.	To another station and unlock one of four locks to get into box
 <p>Directional Multilock</p>	<p>-> -> -></p> <p>-> -></p>	After comparing their coordinate-assigned wall to the Lascaux cave, they will use the compass rose to determine their wall is East of Lascaux Cave.	To another station and unlock one of four locks to get into box
 <p>ABC Multilock</p>	W-e-s-t (blank for 5th spot)	After comparing their coordinate-assigned wall to the Wailing Wall in Jerusalem, they will discover their wall is west of the Wailing Wall.	To another station and unlock one of four locks to get into box