

Roswell Files

BREAKOUT

Step-by-Step Instructions!

Unlock the "Roswell Files."



Breakout "Tips" and Photos Included!

Free non-fiction passages!

Materials:

This is designed for 4 groups or teams of students.

- 3 boxes/3 locks: 1 directional lock, 1 number lock, one word lock
- (optional) Nearpod slides and technology
- Student “job” printouts/ descriptions
- 4 printouts of frequently encountered vocabulary
- 4 Printed Roswell Photo puzzles, cut in strips, number lock code written on 3 (or 4, depending on numbers on lock) extra puzzle pieces in blacklight invisible ink
- Blacklight flashlights
- Invisible ink pens
- 4 Printed chronological order texts, cut between paragraphs
- 4 Printed “Alien Trangulum” Code
- 4 of each nonfiction reading passage, cut between picture, title, text structure, and passage.
- Light blue pencil
- Red pen
- Clear red plastic cut into small squares (I used red plastic folder dividers)
- Group tickets (each team will have a limited number of opportunities to turn in tickets to attempt to unlock boxes)
- Envelopes to hold puzzle materials
- Printed instructions for envelopes/puzzles
- 1 miniature copy of the FBI Roswell file to distribute to each student when the last box is opened

Overview: 4 groups of students will work to solve codes/puzzles to unlock boxes leading to the final box containing the FBI Roswell Files.

Class "Hook": Many people believe intelligent extraterrestrial or alien lifeforms exist beyond our world. Television shows have glorified ancient aliens and government conspiracies. (I used Nearpod and Tubechop to introduce students to a compilation of the X-Files and Area 51/Roswell photos, do a quick field trip of the Egyptian Pyramids (did Aliens provide the technology to create these?) and a Nearpod 3D of Stonehenge) The class discussed the possibilities of intelligent Alien lifeforms visiting our planet. I created a slides in Nearpod of vocabulary they would encounter in the reading passages and provided groups with a vocabulary handout.

Student instructions:

Once students are grouped evenly, student jobs are passed out. The teacher may have jobs predetermined or allow students to choose their job: Task Leader, Peacekeeper, Cleaner, and Agent. If there are more than 4 students in a group, print additional "Agent" cards for remaining students.

Students will be provided with a certain number of tickets (5-8) they may use (one at a time, per group) once they think they have solved the code to unlock a container. The Agents bring the ticket to the container, where the teacher sets the timer for 1 minute - all the time they have to solve the lock. Then they must go back to their group and figure out what went wrong.

Explain to students they will have 3 Tasks to complete to unlock the containers. The final container holds the FBI Roswell File. Will this file explain whether intelligent aliens have visited the Earth?

Task 1 – Each group will be handed the Task 1 envelope to place strips of the Area 51 photos in the correct order/ put the pieces of the puzzle together. Instruct student to follow the instructions on the envelope. *EACH GROUP ONLY ARRANGES ONE OF THE PHOTOS, THEY ARE ALL DIFFERENT SO THEY CAN'T "cheat" OFF ONE ANOTHER.* Three to four additional pieces from another puzzle will have the number lock code written on them in invisible ink. Give groups 5 minutes (I set timer) and depending on how quickly they are moving, give them the envelopes with the hints (photos for them to refer to). Monitor students, once it appears they have figured out there are leftover pieces, hand those groups a blacklight. Don't say anything - they will figure it out!

Remind students only one Agent from each group may line up with a ticket to try to unlock the box. As students stand in line I don't say a word to them, I simply start the 1 minute timer. They must figure out which box and how to unlock the box using their code. If they don't figure it out, they must go back and regroup/get another ticket and stand in line.

When one group opens the box, we celebrate! We slowly open the box together to determine what is inside...

This box contains the Alien Trangularum.

Special Agent Cleaners are required to give the envelopes back before the next envelope is passed out for Task 2 (this can become a race/competition in itself!)

Task 2 – Each group will be handed the Task 2 envelope to place the text in Chronological/Sequential order. Instruct students to follow the instructions on the envelope. Give groups 5 minutes (I set timer) and depending on how quickly they are moving, give them envelopes with hints. Once students have the passage in order, they use the Alien Trangularum code to decipher the directions of the directional lock written on the back.

Remind students only one Agent from each group may line up with a ticket to try to unlock the box. As students stand in line I don't say a word to them, I simply start the 1 minute timer. They must figure out which box and how to unlock the box using their code. If they don't figure it out, they must go back and regroup/get another ticket and stand in line.

When one group opens the box, we celebrate! We slowly open the box together to determine what is inside...

This box contains the plastic red decoders. (Hold plastic decoders until students read passages from envelope for Task 3)

Special Agent Cleaners are required to give the envelopes back before the next envelope is passed out for Task 3 (this can become a race/competition in itself!)

Task 3 – (Hold plastic decoders until students read passages from envelope for Task 3)

Each group will be handed the Task 3 envelope to place the text in Chronological/Sequential order. Students must place the passages, from top to bottom, in the following order: 1. Picture (top) 2. Title 3. Text Structure 4. Article (bottom) Instruct students to follow the instructions on the envelope. Give groups 5 - 10 minutes (I set timer) and depending on how quickly they are moving, give them envelopes with hints. Once students have the passage in order, they use the red plastic to decipher the letters for the spell lock. Once they get each letter, they must unscramble the letters to make a word.

Remind students only one Agent from each group may line up with a ticket to try to unlock the box. As students stand in line I don't say a word to them, I simply start the 1 minute timer. They must figure out which box and how to unlock the box using their code. If they don't figure it out, they must go back and regroup/get another ticket and stand in line.

When one group opens the box, we celebrate! We slowly open the box together to determine what is inside...

This box contains the plastic red decoders.

Breakout Educational Objectives:

RI 4.4, 5.4, I6.4 I can determine the meaning of words and phrases as they are used in a text.

RI 4.5, 5.5, 6.5 I can determine text structure and text features.

RI 4.7, 5.7, 6.7 I can integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

SL 4.1, 5.1, 6.1 I can engage effectively in a range of collaborative discussions.

SL 4.2, 5.2, 6.2 I can interpret information presented in diverse media and formats.

Research Basis:

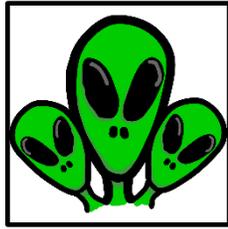
Student Engagement – engaging lessons improve the most reluctant students to participate in critical thinking skills and improve learning.

Problem Based Learning – organization of student groups and structured activities promote positive outcomes related to problem based learning. This type of learning brings about higher order thinking strategies.

Goal Setting – students work in small groups with short activities for a desired outcome – the goal to open the next box! The long-term goal would be to open the final box, containing the “prize”.

Differentiation – Grouping and providing support (hints and vocabulary sheets) allows students opportunities to quickly access information and obtain help from fellow students.

DEPARTMENT of INVESTIGATION



SPECIAL AGENT LEADER

- Keeps the group focused on the task
- Helps decide who uses tickets to unlock containers
- Participates in solving ALL puzzles

DEPARTMENT of INVESTIGATION



SPECIAL AGENT PEACEKEEPER

- A Great Problem Solver
- Keeps the group from arguing
- Participates in solving ALL puzzles

DEPARTMENT of INVESTIGATION



SPECIAL AGENT CLEANER

- Makes sure ALL tasks are returned to their correct container
- Participates in solving ALL puzzles
- ALL containers returned to the teacher

DEPARTMENT of INVESTIGATION



SPECIAL AGENT

- Assists with completing all tasks and obtains tickets to unlock containers
- Participates in solving ALL puzzles

DEPARTMENT of INVESTIGATION



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- Assists with completing all tasks and obtains tickets to unlock containers
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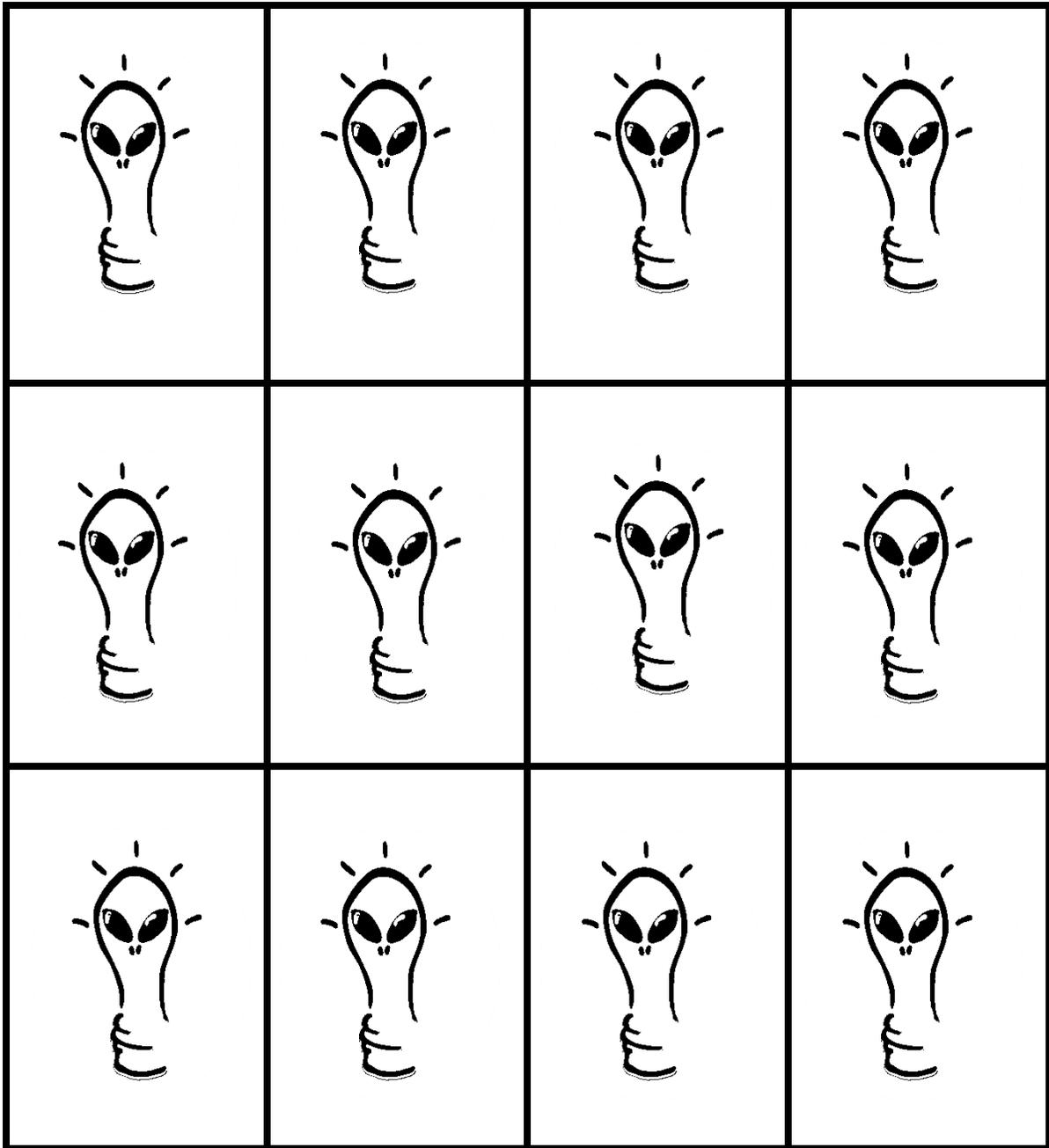
DEPARTMENT of INVESTIGATION



SPECIAL AGENT

- Assists with completing all tasks and obtains tickets to unlock containers
- Participates in solving ALL puzzles

“Tickets” Special Agents use (one at a time per group) to line up to unlock the boxes. Print 4 of each and color code per group.



Vocabulary

The X-Files: A popular television show in the 90's where the main characters, FBI agents Mulder and Scully, disagreed whether there was a great conspiracy within the government to cover up visits from intelligent aliens.

Area 51: A small portion of the Edwards Air Force Base in Nevada, area 51 is most famously known as a heavily guarded "No fly zone". Area 51 is also known as the place where the pieces of the UFO crash near the Air Force Base were taken to be examined in the 1950's.

Roswell, New Mexico: In 1947, a famous UFO crash allegedly took place on a farm near Roswell, NM. The UFO remains were taken to Area 51 to be studied.

Ancient Aliens: A popular series on the History Channel. In the series, theorists propose intelligent alien lifeforms visited ancient people and provided them with technology to quickly advance their civilizations.

Sleep Paralysis: A condition where people experience a temporary paralysis of their body, sometime between waking and sleeping. Some people report vivid dreams and frightening hallucinations when this condition occurs.

Alien Abductions: People have reported intelligent alien abductions where they are taken aboard an alien spacecraft. Aliens conduct experiments on these people and return them to the place where they were abducted.

Abductees: Victims of alien abductions.

Lucid: Very clear, vivid, descriptive experience.

Hallucinations: An incident where a person believes they have experienced something that did not really happen, or a presence that wasn't really there.

Paranoid: A person who feels great fear they are being closely observed by others.

Ominous: The feeling something bad is about to happen.

Unexplained phenomenon: An incident that cannot be explained by science.

Alien Trangulum –

Print at least 4 and enclose in container for Task 1

<p>A Q B R C S D T E H F G H I J K L M N O P Q R S T U V W X Y Z "Alien Trangulum"</p>	<p>A Q B R C S D T E H F G H I J K L M N O P Q R S T U V W X Y Z "Alien Trangulum"</p>
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Extraterrestrial
Highway 375



WARNING

**TOP SECRET RESEARCH FACILITY
USE OF DEADLY FORCE AUTHORIZED**

AREA 51

Restricted Area

It is unlawful to enter this area without permission of the installation commander.

Sec. 21, Internal Security Act of 1950; 50 U.S.C. 797

While on this installation all personnel and the property under their control are subject to search and seizure.

Photography Prohibited

It is unlawful to make any photograph, film, map, sketch, picture, drawing, graphic representation of this area or equipment at or flying over this installation.

Sec. 21, Internal Security Act of 1950; 18 U.S.C. 795

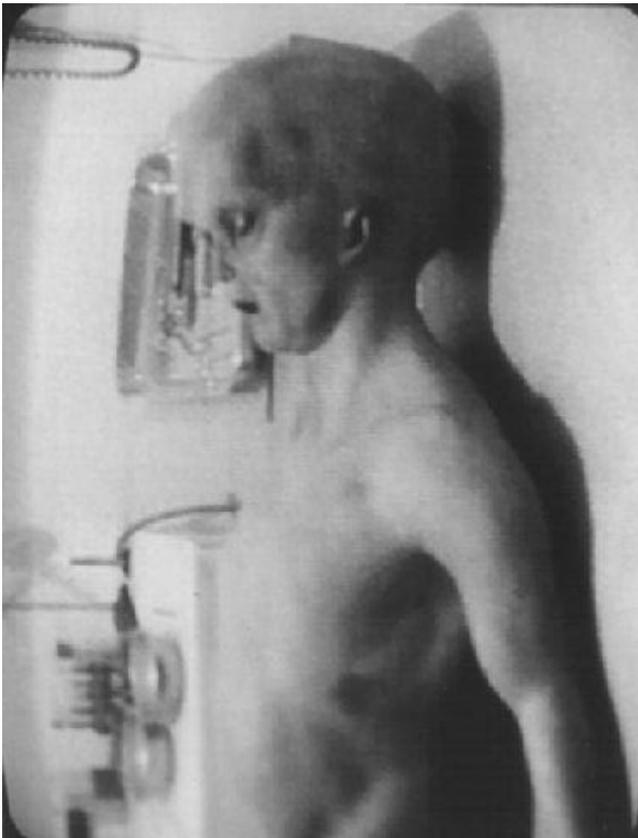
Use of deadly force authorized.



This is the picture I cut and added 3-4 pieces to the above 4 puzzles. After students worked for 5 minutes, I gave them copies of the pictures and they realized there were leftover pieces. When they found the leftover pieces, I gave them a blacklight to find the invisible code on those pieces.



Hint cards for Task 1: Here are smaller versions of the above photo puzzles you can use to provide groups with "hints" to move the breakout session along.



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Hint cards for Task 2:

<p><i>Chronological Order (A.K.A. Sequential Order)</i></p> <p>Are the events in the passage taking place over time?</p> <p>Look for dates and signal words: First, Next, Last, Finally, Before, After, Following</p>	<p><i>Chronological Order (A.K.A. Sequential Order)</i></p> <p>Are the events in the passage taking place over time?</p> <p>Look for dates and signal words: First, Next, Last, Finally, Before, After, Following</p>
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<p><u>Text Structure</u></p> <p>Description/Definition: Is a specific person, thing, event, or idea being described?</p> <p>Problem and Solution: What is the problem and is a solution offered?</p> <p>Chronological/Sequence: Are the events in the passage taking place over time?</p> <p>Cause and Effect: What happened and why did it happen?</p>	<p><u>Text Structure</u></p> <p>Description/Definition: Is a specific person, thing, event, or idea being described?</p> <p>Problem and Solution: What is the problem and is a solution offered?</p> <p>Chronological/Sequence: Are the events in the passage taking place over time?</p> <p>Cause and Effect: What happened and why did it happen?</p>
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Task 1

Special Agent Cleaner: There should be 15 pieces in this envelope.

- Put the strips together to create a picture related to Area 51.
- Find your clues to the next puzzle on the leftover strips!

Task 2

Special Agent Cleaner: There should be 5 pieces in this envelope.

- Put the story in chronological order. Check for clues to open the lock by keeping the passage in order and turning the puzzle pieces over!

Task 3

Special Agent Cleaner: There should be 16 puzzle pieces in this folder.

Instructions: There are 4 articles that need to be placed in the following order from top to bottom. Spread out puzzle pieces.

1. Picture
2. Title
3. Text Structure
4. Article

Print 4 – One for **each** group, cut between paragraphs so they can be rearranged. Your directional code will be written in “Alien Tringulum” on the back of each piece/paragraph. If students have the passage in the correct order, the directional lock will be in the correct order.

Aliens through the Ages

Theorists of Alien History believe humans in ancient civilizations have had contact with intelligent beings from outer space. They claim their evidence may be found in hieroglyphics, the giant monuments of Easter Island, Stonehenge, and the construction of the pyramids. Some feel aliens brought their technology to share and advance ancient people.

Ancient philosophers in the Middle Ages (500 – 1500) questioned whether other worlds could exist. Some believed God could have created more than one Earth, while others believed our Earth to be the center of the universe. When Copernicus was able to demonstrate the sun was at the center of our solar system, the belief in other worlds became known as fact.

During the Victorian Period (1837-1901), people still believed there could be life within our solar system. Their mathematical calculations were able to prove the existence of other planets. Some scientists proposed building giant structures with mirrors and lights to attempt to communicate via code with Moon Men and Martians.

The 50's and 60's brought many movies and television shows portraying the possibility of human contact with intelligent aliens. Many low budget horror movies such as *Invaders from Mars* (1957) and the TV series *Star Trek* (1966) coincided with the beginning of space travel with NASA in 1958 furthered the popularity of alien lifeforms. Hollywood continues to produce movies that question the existence of extraterrestrials.

The idea of intelligent extraterrestrials is an exciting one. This idea may not be new. Many people continue to question whether humans are alone in the universe.

<http://www.atlasobscura.com/articles/victorians-wanted-to-contact-aliens-using-giant-mirrors>

<http://www.history.com/shows/ancient-aliens/articles/ancient-alien-theory>

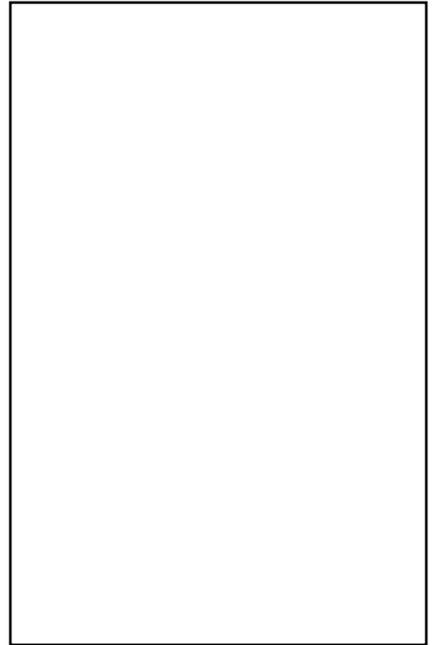
<https://www.sciencenews.org/article/humans-have-pondered-aliens-medieval-times>

Print 4 of each of the following 4 articles. Each article should be cut between the picture, the title, the text structure, and the article itself. Draw the secret code (one letter) inside the box – students must figure out how to decode using the red film to find the letters for the “Spell” lock.



Alien Abductions

Chronological Text Structure

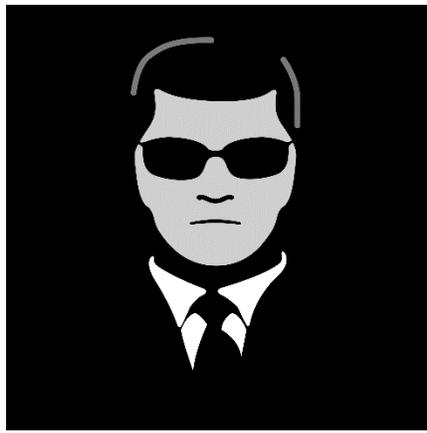


Many famous reported alien abductions happened around the 1960's. In 1961, a couple in New Hampshire reported an abduction from their car. The couple woke up 2 hours after the abduction happened, confused with their clothes disheveled. They didn't remember the abduction at first, but began having nightmares recalling the incident after the event.

In 1973, two men from Mississippi reported another abduction. They were lifted from their fishing boat by a spaceship with pulsing blue lights. After one of them was “scanned,” they were returned to their boat. A group of men in Maine claimed to have seen one of their party abducted in 1976, events being recounted in the movie, *Fire in the Sky*. When the men came forward and reported the incident about their friend, no one believed them. Police believed the men were trying to cover some harm they had brought to their friend. Their friend was found hours later at a gas station 30 miles from the site they claimed he was abducted.

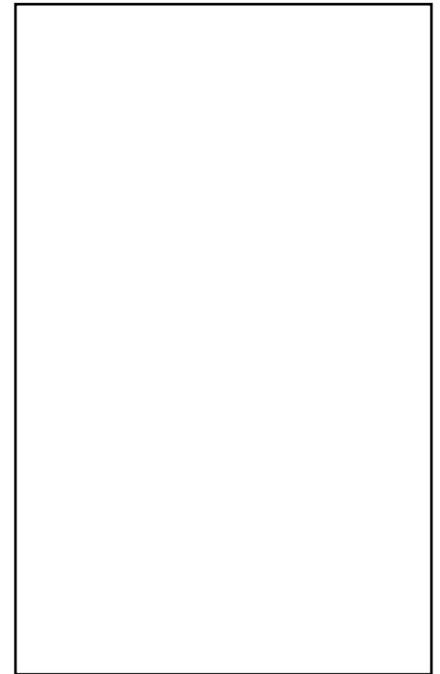
These abductions had some similarities. All victims reported bright lights and memory loss for a period of time. They all believed aliens had conducted experiments on them. All abductees were taken and returned within a matter of hours.

http://www.huffingtonpost.com/2011/07/25/betty-and-barney-hill-ufo-experience_n_907770.html
<http://www.collective-evolution.com/2015/04/18/the-true-alien-abduction-story-behind-fire-in-the-sky/>
<http://www.sunherald.com/news/local/counties/jackson-county/article108872732.html>



Not-So-X-Files

Description/Definition Text Structure



Many people believe there is a terrific government conspiracy to cover up evidence of intelligent alien existence. Contrary to popular belief, the FBI does *not* have special agents to investigate UFOs. They do, however, have repeated cases of similar unexplained phenomenon. The FBI has investigated several reports of cattle mutilation, UFOs, and Roswell incidents. They have files on these occurrences because people have reported the incidents and the FBI must take notes on those reports.

https://archives.fbi.gov/archives/news/stories/2008/july/myths_072408

<https://vault.fbi.gov/unexplained-phenomenon>



The Roswell Incident

Problem Solution Text Structure

Unexplained phenomenon create fear among humans because they are left without answers. In 1947 near Roswell, New Mexico, a farmer discovered unusual debris spread throughout his pasture. He reported the debris to local officials who contacted the local airbase known as Area 51, an attachment to the Edwards Air Force Base. Newspapers reported the crash landing of a UFO (Unidentified Flying Object) due to the suspicious military activity cleaning up the debris and the appearance of the debris itself. People questioned why reported metal tanks would be needed to clean up a weather balloon crash site. The materials found were also unusual for that time period. Air Force officials stepped in to debunk claims – stating the debris was from a fallen weather balloon.

At the time of the occurrence, the Air Force was conducting “dummy drops” using gel-like dummies to test various containers being dropped from the sky. This was done to determine which container would allow pilots to withstand the fall. The Air Force was also conducting tests using balloons with attached microphones to eavesdrop on Soviet Union Forces at high altitudes. Are these possible explanations for the “Roswell Incident” in Area 51?

<http://www.history.com/topics/roswell#>



Sleep Paralysis and Alien Abductions

Problem - Solution Text Structure

People who report being abducted by aliens in their sleep share a common set of experiences. They report an ominous or strange and frightening presence, and the terrifying inability to move or speak. Victims of these incidents are often traumatized by the event. Sleep paralysis could explain some of the feelings reported by alien abductees.

Sleep paralysis is a state described as occurring somewhere between sleeping and waking where a person is unable to move or speak. People from across the globe have reported this happening to them at some point in their lives. Some theories about this occurrence suggest the body is in a state of muscle atonia (a state that keeps people from acting out dreams), but the mind is awake. This phenomenon results in lucid dreaming, hallucinations, and paranoid reports of a strange or frightening presence in the room.

<https://www.psychologytoday.com/blog/am-i-normal/201112/sleep-paralysis-and-the-supernatural>

<http://www.webmd.com/sleep-disorders/features/sleep-paralysis-demon-in-the-bedroom#1>

Print the following "Mini Roswell Files" so each student receives a copy to investigate when the final box is unlocked!

Roswell
(1 page)

TELETYPE

FBI DALLAS 7-8-47 6-17 PM
DIRECTOR AND SAC, CINCINNATI URGENT
FLYING DISC, INFORMATION CONCERNING. HEADQUARTERS
EIGHTH AIR FORCE, TELEPHONICALLY ADVISED THIS OFFICE THAT AN OBJECT PURPORTING TO BE A FLYING DISC WAS RE COVERED NEAR ROSWELL, NEW MEXICO, THIS DATE. THE DISC IS HEXAGONAL IN SHAPE AND WAS SUSPENDED FROM A BALLOON BY CABLE, WHICH BALLOON WAS APPROXIMATELY TWENTY FEET IN DIAMETER. [REDACTED] FURTHER ADVISED THAT THE OBJECT FOUND RESEMBLES A HIGH ALTITUDE WEATHER BALLOON WITH A RADAR REFLECTOR, BUT THAT TELEPHONIC CONVERSATION BETWEEN THEIR OFFICE AND WRIGHT FIELD HAD NOT [REDACTED] Borne out this belief. DISC AND BALLOON BEING TRANSPORTED TO WRIGHT FIELD BY SPECIAL PLANE FOR EXAMINATION INFORMATION PROVIDED THIS OFFICE BECAUSE OF NATIONAL INTEREST IN CASE. [REDACTED] AND FACT THAT NATIONAL BROADCASTING COMPANY, ASSOCIATED PRESS, AND OTHERS ATTEMPTING TO BREAK STORY OF LOCATION OF DISC TODAY. [REDACTED] ADVISED WOULD REQUEST WRIGHT FIELD TO ADVISE CINCINNATI OFFICE RESULTS OF EXAMINATION. NO FURTHER INVESTIGATION BEING CONDUCTED.

WVLY RECORDED
END
CITXXX ACK IN ORDER
UA 92 FBI-CI MJW
DPI HS
8-35 PM O
6-22 PM OK FBI WASH DC
OK FBI CINCINNATI

62-8374-14
EX-29
23 JUL 22 1947
b7c
cc: Mr. d. [REDACTED]

Roswell
(1 page)

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