



**NEW TO BURNBRIDGE  
BREAKOUTS?  
CLICK HERE FOR GAME 1!**



# *Burnbridge Breakouts*

## **BREAKOUT GAMES 8-10**





# BURNBRIDGE BREAKOUTS

## GAMES 8-10



At first glance, Burnbridge seems like a normal small town, struggling to stay afloat in the west. But look deeper and you'll find that many secrets churn just beneath the surface, waiting to be discovered. Some of the secrets have been kept that way on purpose. But it all seems to start with one incident: the mysterious burning of Bridal Bridge.

Join a crew of Burnbridge teens as they explore their town and uncover hints about their town's dark past. You'll join a skateboarder as she searches for her friend, a group of teens who get trapped in the local museum after closing, a couple who decides to explore a haunted mansion, and more. Find clues about Burnbridge as you find your way through an abandoned hospital, jump aboard a midnight train, and begin finding more purposeful--and darker--clues. Could it be someone is actively leaving a trail for our teen sleuths to explain the town's sordid history? Or is Burnbridge truly cursed

What stories of Burnbridge have yet to be told?

Discover Burnbridge with us - at your own risk!

**Danielle Hall & Amanda K. Morgan**

## SUMMARY

### GAME 8: SECRETS OF THE GRAVEYARD

Burnbridge teens have been finding messages and uncovering secrets all over town. Li Wei and Evelyn know from their friends that Winterburn is behind it all, so they go to his final resting place to uncover the truth. Can they figure out what happened to divide Burnbridge?

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

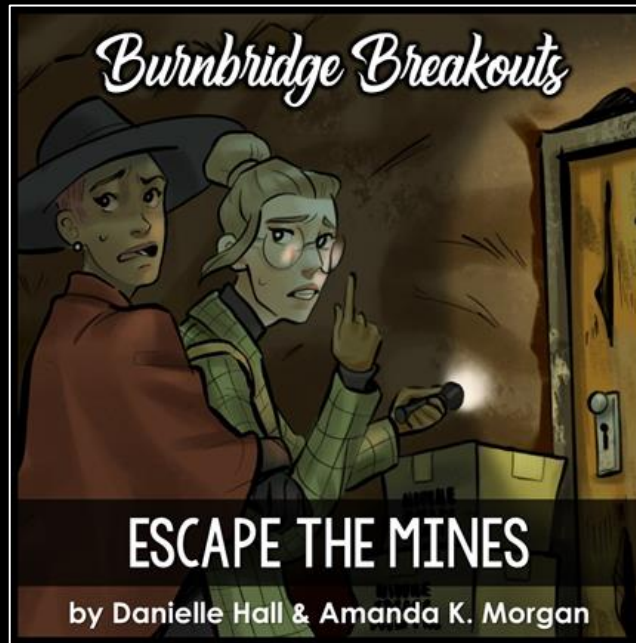
- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Dying Around the World"
- Sources & Questions for further research
- Optional Written Extensions

## SUMMARY

### GAME 9: ESCAPE THE MINES

Ava and Valentina explore one last part of Winterburn's legacy: the coal mines where many workers from the West Side made their living. The mines will be reopened soon – as an escape room. Can Ava and Valentina get past the fake puzzles and games and uncover the real truth behind the closure of the mines?

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Codes and Codebreakers"
- Sources & Questions for further research
- Optional Written Extensions



## SUMMARY

### GAME 10: REVELATION AT THE POOL

Burnbridge teens have been finding messages and uncovering secrets all over town, and now they meet to put it all together. Mica and Lana talk to everyone and the teens draw one devastating conclusion that will change how they view their town's history forever.

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Careers in Video Games"
- Sources & Questions for further research
- Optional Written Extensions



# MAIN FEATURES

These are the functionalities that are common to each game in the series. In addition to these, students will also encounter audio and video clues.



Students can consult their Adventure Journal to see what information they've found in previous levels.



Everyone has a thing.  
  
Your name is Andie, and skateboarding is yours. In second grade, you stole your brother's skateboard and learned to Ollie, so your dad bought you your own board.

Each level in the game consists of text and images. Students must read, comprehend, and make inferences to continue.

In your last three competitions, you (sometimes) beat you in competition, and right now you're headed to the closest skatepark to warm up before the competition. You love skating! You're even doing it to be tomorrow.  
  
poster of the Empire Fish Face, a band that your mom sort of disapproves of.

Students progress by answering questions at the end of each level. Sometimes, this is an easy comprehension question. For other levels, they will have found a password or combination to continue.

Ready to continue?

What was the first trick you ever learned?

Type your answer here.

Need a hint?

CHECK ANSWER

Students can also get a hint if they need one. 😊

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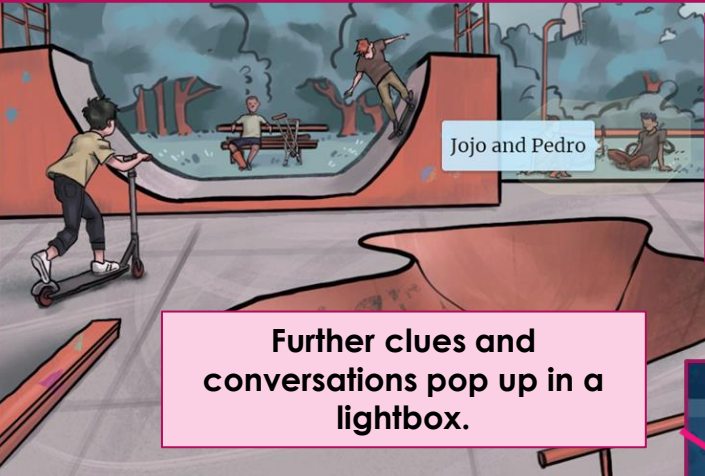
\*This game is based on a website. It functions best on desktops, laptops, and iPads.





# MAIN FEATURES

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Jojo and Pedro

Further clues and conversations pop up in a lightbox.

You text Paige to let her know you're on your way, but you'll meet her there. You're both so excited for the competition. The half-pipe and rails, and skaters from out of town are here. Burnbridge, tomorrow, the X games!

Some levels involve exploration, examining clues, and talking to other characters. Points of Interest are highlighted when students scroll over them.

When you look at them, you realize it's a receipt. If you can piece it back together, you can figure out where Paige bought the magazine!

Jojo and Pedro

You spot Jojo and Pedro, BMX Bikers. They are taking a break on the grass. "Have you seen Paige?" you ask. Pedro frowns. "Paige?" he asks. "Is she the one with the purple ponytail?"

You shake your head. "Never mind."

This series also makes use of embedded jigsaw puzzles. Pieces will lock in place when they are in the right spot.



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# STRATEGIES OF HIGHLY EFFECTIVE READERS

In terms of reading skills, there are two main components of these resources: the game (4<sup>th</sup>-5<sup>th</sup> grade reading level) and the extension materials (8<sup>th</sup>-9<sup>th</sup> grade reading level).

When students play the games, they'll have an opportunity to practice many of [the strategies of highly effective readers](#). Briefly, these are:

**Activating** – as the series progresses, students must recall prior knowledge to support their reading.

**Inferring** – students must connect what is stated and unstated in the text to draw conclusions.

**Monitoring/Clarifying** – as the story unfolds, they must constantly reassess as they collect more clues.

**Questioning** – students have an opportunity to ask questions of the text and their own understanding.

**Searching/Selecting** – students find support in-game (hints, context clues, etc.) to select the best answer for each game level.

**Summarizing** – because it's a mystery and small details are important, students must self-check their summaries of what they already know the story to be.

**Visualizing/Organizing** – events happen on two timelines (past and present), so students must create a mental sequencing of facts.

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Here are two examples of the types of assignments you will see:

**WORD WORK: Close Reading**

**STERILIZATION**

Why does STERILIZATION keep patients healthy? What was the purpose of Dr. Williams's actions before sterilization?

It's a doctor's choice whether or not to sterilize new research. What reasons might a doctor have for not doing so?

**MORLTA**

Because so many American men find at least one organization for...

**A PORTRAIT: Dr. Daniel Hale Williams**

"A people who do not make provision for their own sick and suffering are not worthy of civilization," Dr. Daniel Hale Williams

When you think of the most important doctors in American history, be sure to include Daniel Hale Williams, an African American doctor in the 1800s who was a pioneer of open heart surgery. His other accomplishments were many and extremely impressive, marking him as one of history's most important doctors.

Daniel Hale Williams was born in 1856 to Sarah Price Williams and Daniel Hale Williams II. Williams was the oldest of eight children. His father passed away from Tuberculosis while Daniel was still a boy, so he was sent to live with relatives. After becoming a shoemaker's apprentice and from a barber, Daniel Hale decided he was going to attempt to follow in his father's footsteps as a surgeon, and then went on to attend Chicago Medical School.

"Dr Dan," as Dr. Williams was often called, opened his own practice on the south side of Chicago, IL, and began employing sterilization techniques to keep his equipment clean and his patients healthy, utilizing new research from the time period. He also began to teach Anatomy at Chicago Medical School, sharing his expertise with his students. At the time, slavery was newly abolished, and segregation was still the norm. Williams, however, made history when he opened the first integrated hospital, which employed a racially diverse staff.

Williams later took on a role as chief surgeon at Freedman's hospital in Washington, DC. The facility, which provided care for previously enslaved African Americans, had not been kept up and as a result had a high mortality rate. Williams took on the overwhelming project to improve the hospital and continued to employ a racially diverse staff. After realizing the American Medical Association precluded the membership of African Americans, Williams founded the professional medical organization for African-American...

After reading about the fictional Dr. Samuel Martin in Game #2, *Trapped in the Museum*, students read a biographical article about his real-life counterpart. They practice RI.8.4 as they use the context clues in the article to interpret vocabulary. Then, they use this vocabulary to demonstrate understanding of key concepts from the text.



# AT-LEVEL STANDARDS

The extension assignments present students an opportunity to practice standards at grade level (8<sup>th</sup> & 9<sup>th</sup>). Each game offers multiple choices for thematically-related readings, research prompts, analysis, and creative writing. Choose the assignments that work best for you. A full list of standards are available in each resource.

After exploring *The Haunted Mansion* in Game #3, students read about ten real-life abandoned places. Then, they choose one as a setting for a piece of flash fiction. This is an opportunity to practice W.8.3 and other writing standards. This activity is scaffolded, but still provides a lot of student choice.

**ECHOES: Abandoned Places**

**WRITING SAMPLE: Flash Fiction**

**CREATIVE WRITING: Flash Fiction**

**STORY STARTS**

**Brainstorming**

It can be helpful to come up with ideas before you get started. Many flash writers choose one element to focus on (plot, characters, conflict, theme), use all of these ideas when you write - just choose the best ones!

**CHARACTERS**

Write one-sentence summaries of your story.

Write three adjectives each of your characters.

**THEME**

What does the narrator or reader learn from this story?

**SETTING**

Choose two different ways your main character could solve their problem.

Choose two adjectives to describe the setting to help you imagine...



# COMMON CORE STANDARDS: *Secrets of the Graveyard*

## Article and Multiple-Choice Questions: "Dying Around the World"

**RI.8.1** -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.2** -- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3** -- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.5** -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**RI.8.6** -- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Critical Thinking Questions

**RI.8.8** -- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**RI.8.9** -- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Analytical Prompt: How is setting developed in this game?

**RL.8.6** -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

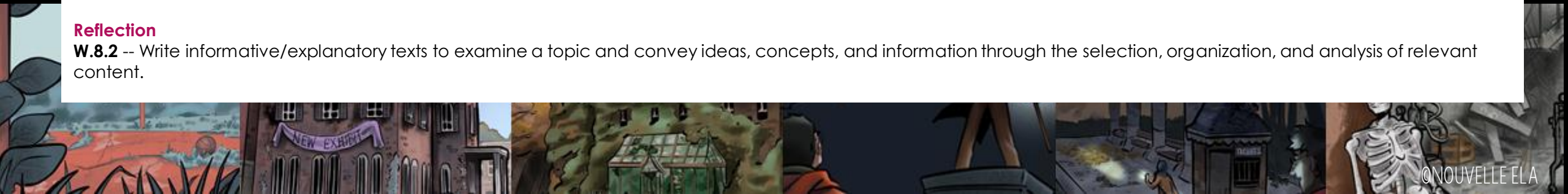
**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Imagine two characters in a new scene.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.





# COMMON CORE STANDARDS: *Escape the Mines*

## Article: "Codes and Codebreakers"

### Creative Writing (Flash Fiction)

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.8.5** -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Procedural Text: "How to Make a Fleissner Grille"

#### Analytical Prompt: What is the effect of point of view on this game?

**RL.8.6** -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Analytical Prompt: Summarize what you believe happened in Burnbridge.

**RL.9.1** -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9.3** -- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Reflection

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

# COMMON CORE STANDARDS: *Revelation at the Pool*

## Article and Inference Activity: "Careers in Video Games"

**RI.8.1** -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.3** -- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.8.1A** -- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Analytical Prompt: How is character developed in this series?

**RL.8.6** -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Expand on a character referenced in this series.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

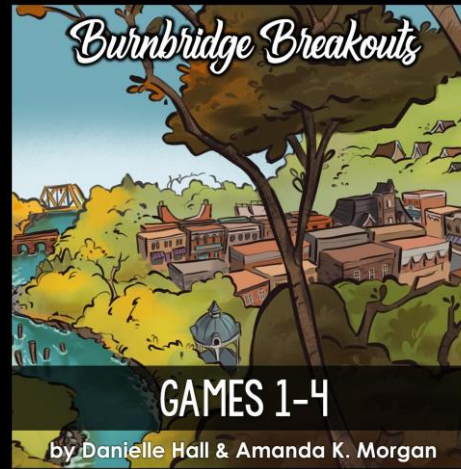
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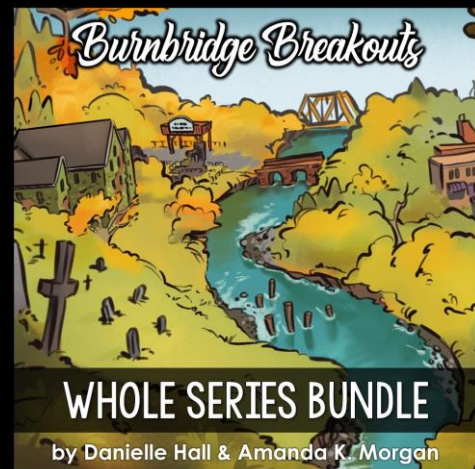




# READY TO KEEP EXPLORING BURNBRIDGE?



Order games by bundle or individually.  
These games are serialized, so start with game #1  
and go in order!



*Play the  
whole series  
here!*