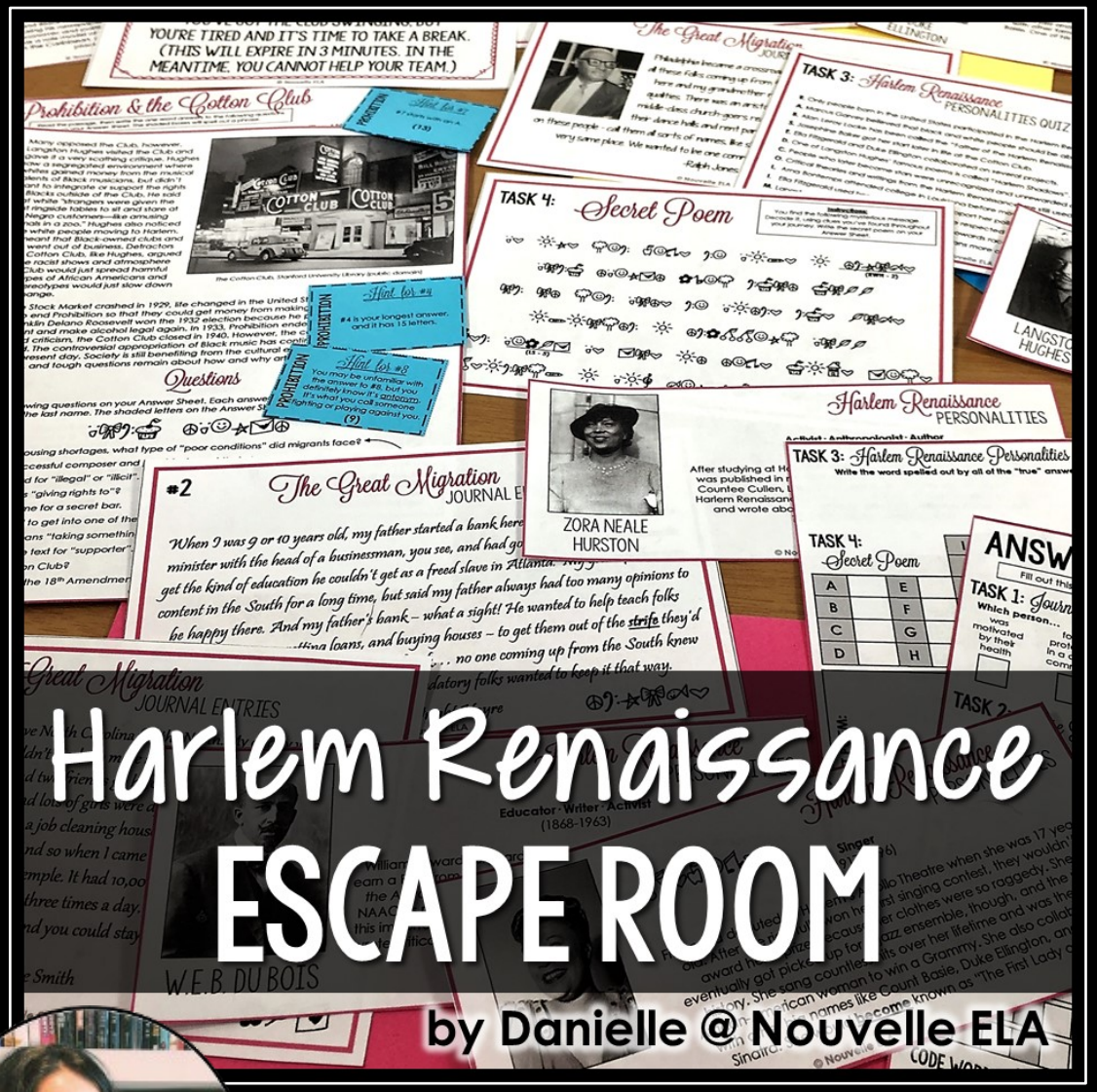
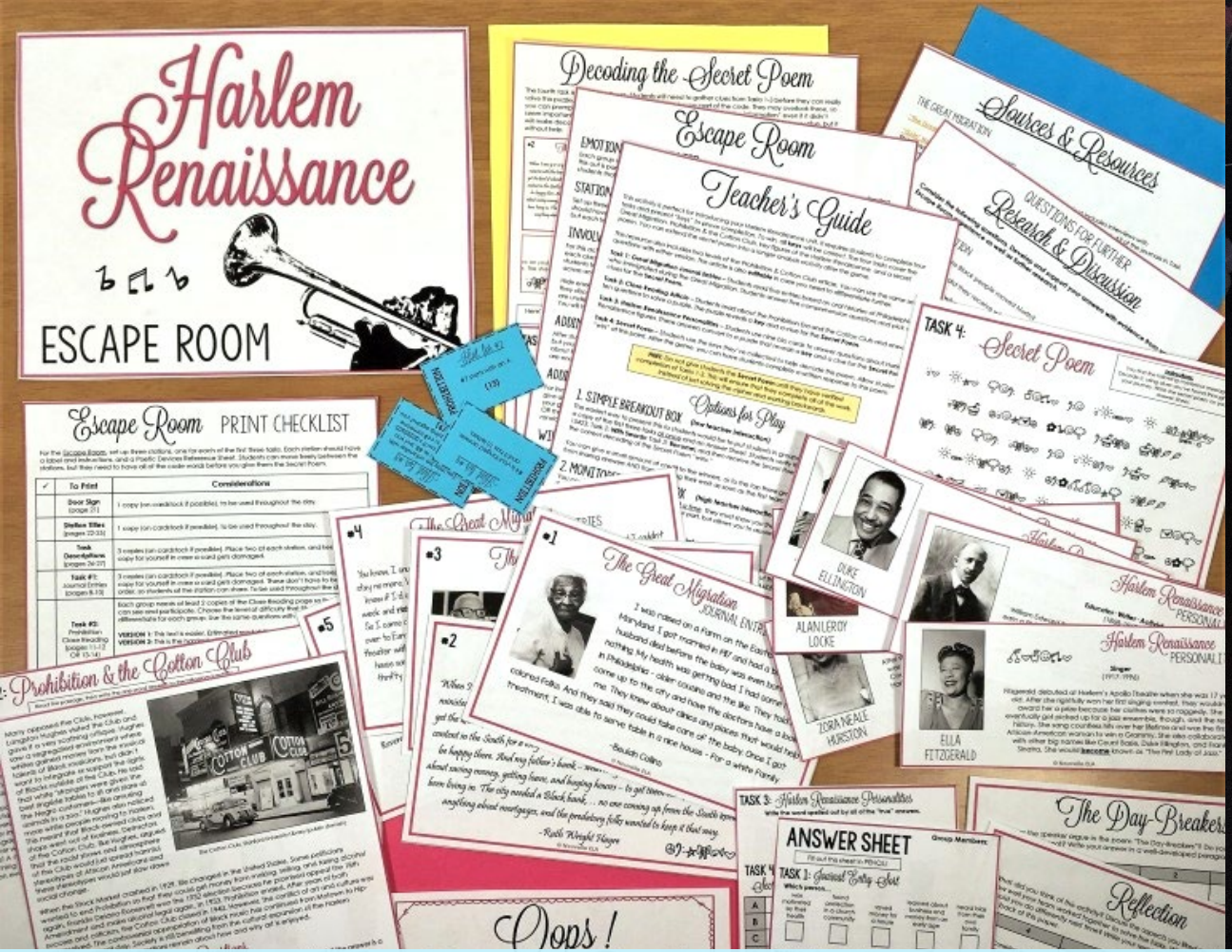
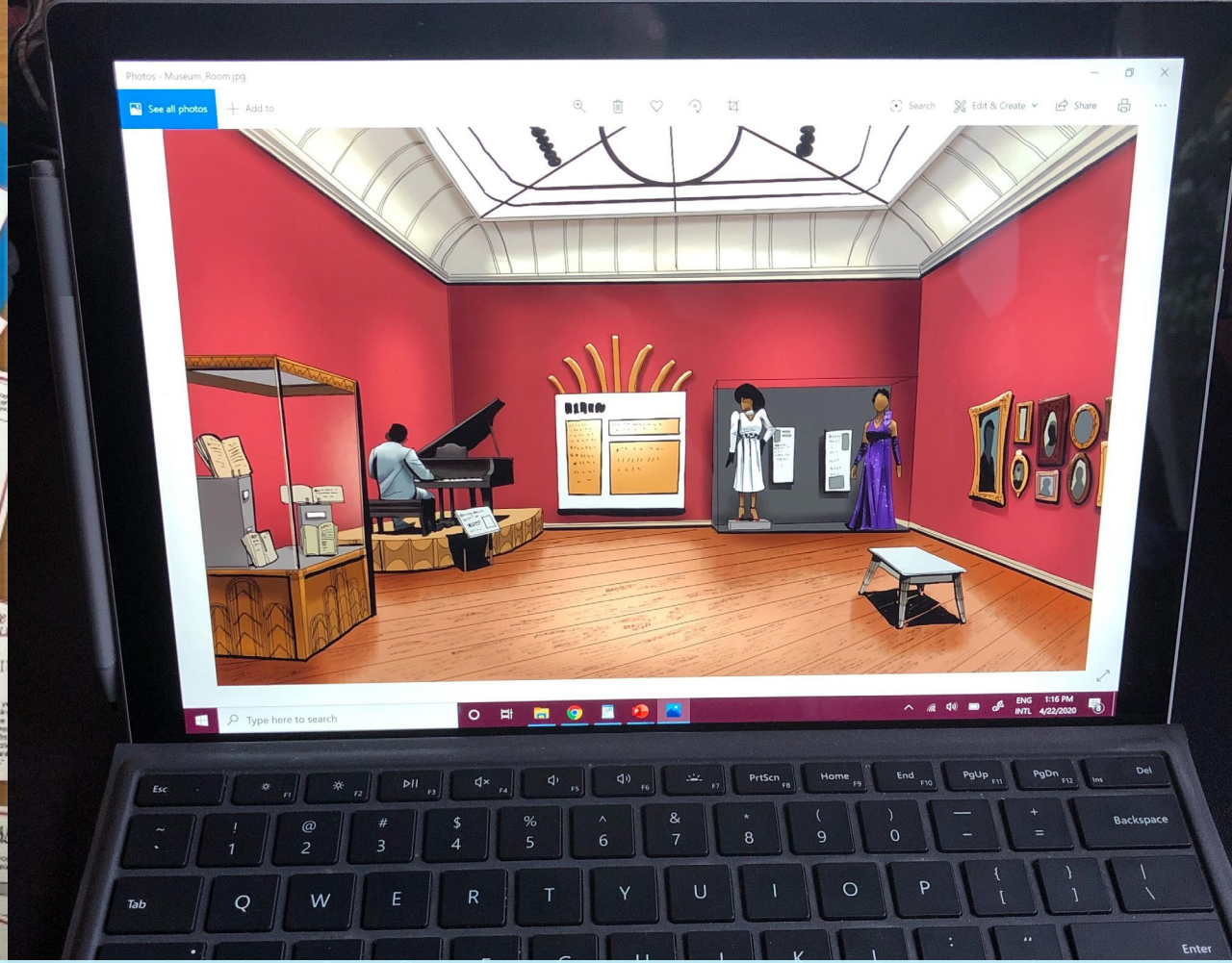


ESCAPE ROOM COMBO PACK



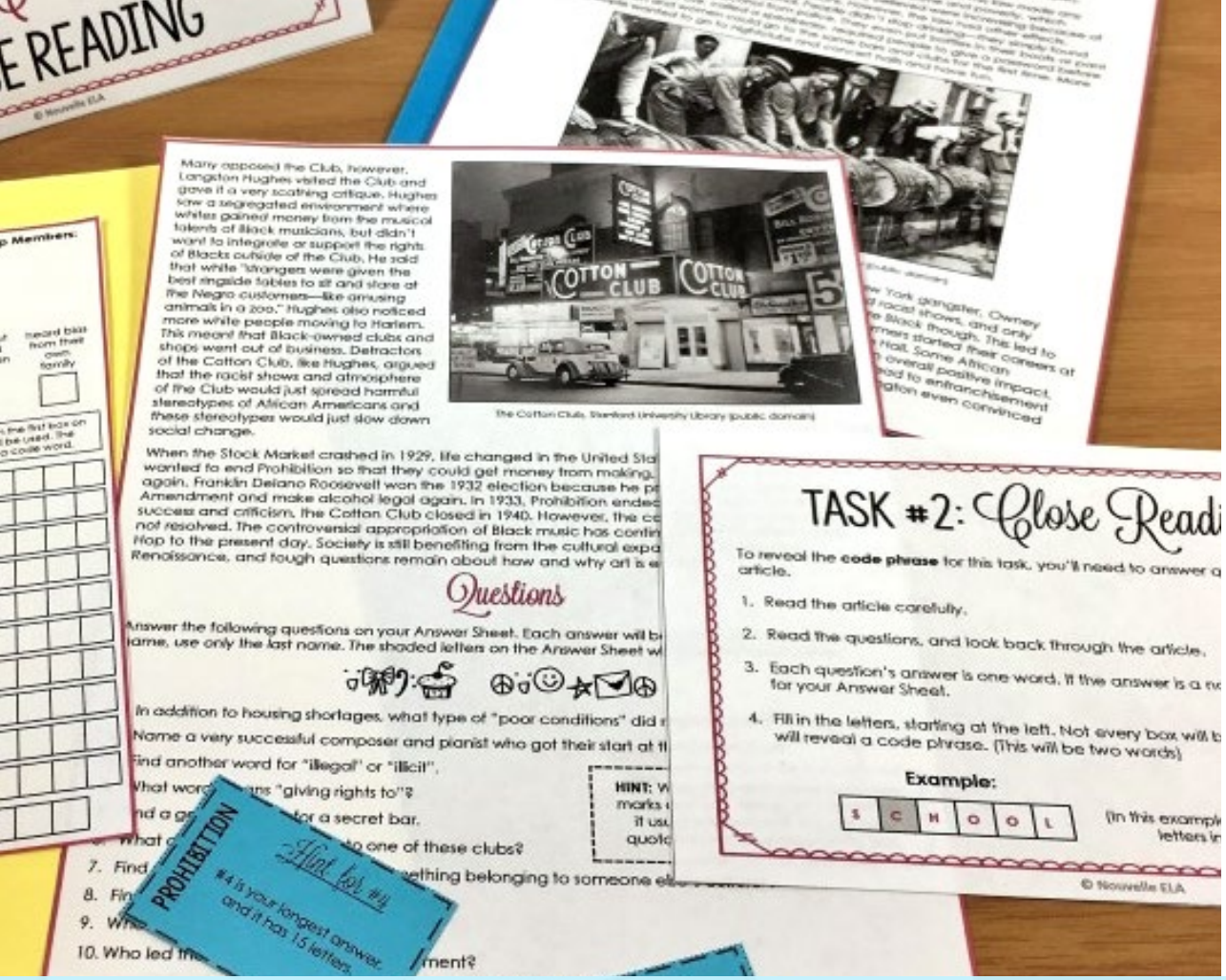


Present this as a Breakout Box (students work at desks), Escape Room (students seek clues in the room) or Digital.
-Tasks are the same across formats

I was raised on a farm on the Eastern Shore of Maryland. I got married in 1917 and had a baby, but my husband died before the baby was even born. We had nothing. My health was getting bad. I had some relatives in Philadelphia – older cousins and the like. They told me to come up to the city and have the doctors have a look at me. They knew about clinics and places that would help colored folks. And they said they could take care of the baby. Once I got treatment, I was able to serve table in a nice house – for a white family.

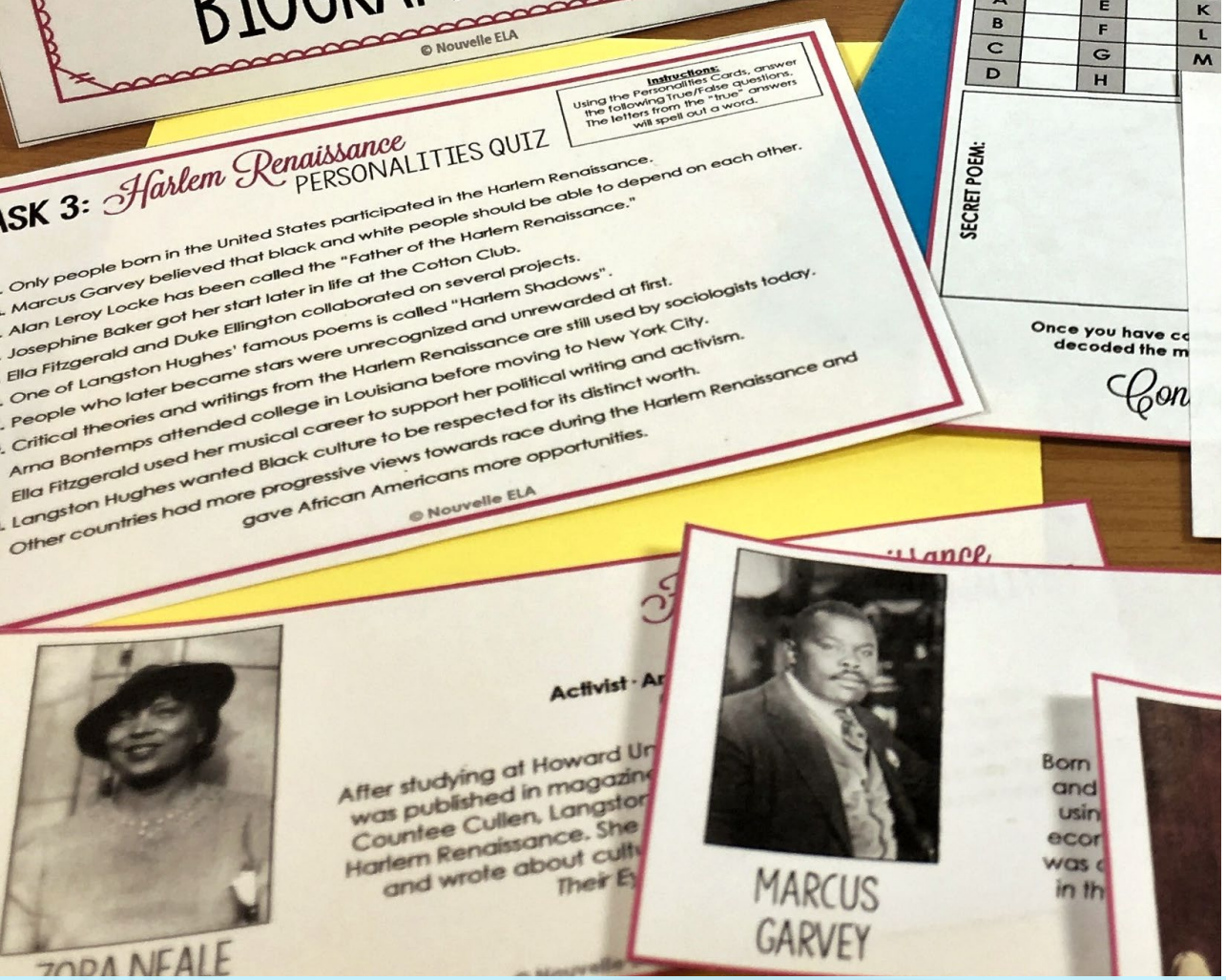
-Beulah Collins

Task #1: Students read journal entries based on "Goin' North," a series of oral histories of The Great Migration. Students use what they've learned to findclues for the Secret Code.



A defining feature of the 1920's is Prohibition, 'the Noble Experiment'. This law made any manufacture and sale of alcohol illegal. It aimed to decrease crime and poverty, which temperance groups (people who supported Prohibition) believed were on the rise due to the increase in immigrant and African American populations. However, **the law had other effects**. Gangsters got rich by selling bootleg alcohol. People didn't stop drinking—they simply found clever ways of hiding the illegal alcohol from police, like putting in their boots or pant legs. Neighborhoods found themselves with a new type of bar, a speakeasy, where patrons would have to give a password before entering. Also, men and women could go to the **same** bars and clubs for the first time. **More than ever, people wanted to go to nightclubs and concert halls and have fun.**

Task #2: Students complete a Close Reading about The Cotton Club and Prohibition that focuses on opposing viewpoints. They answer questions and get a hint for the Secret Code.



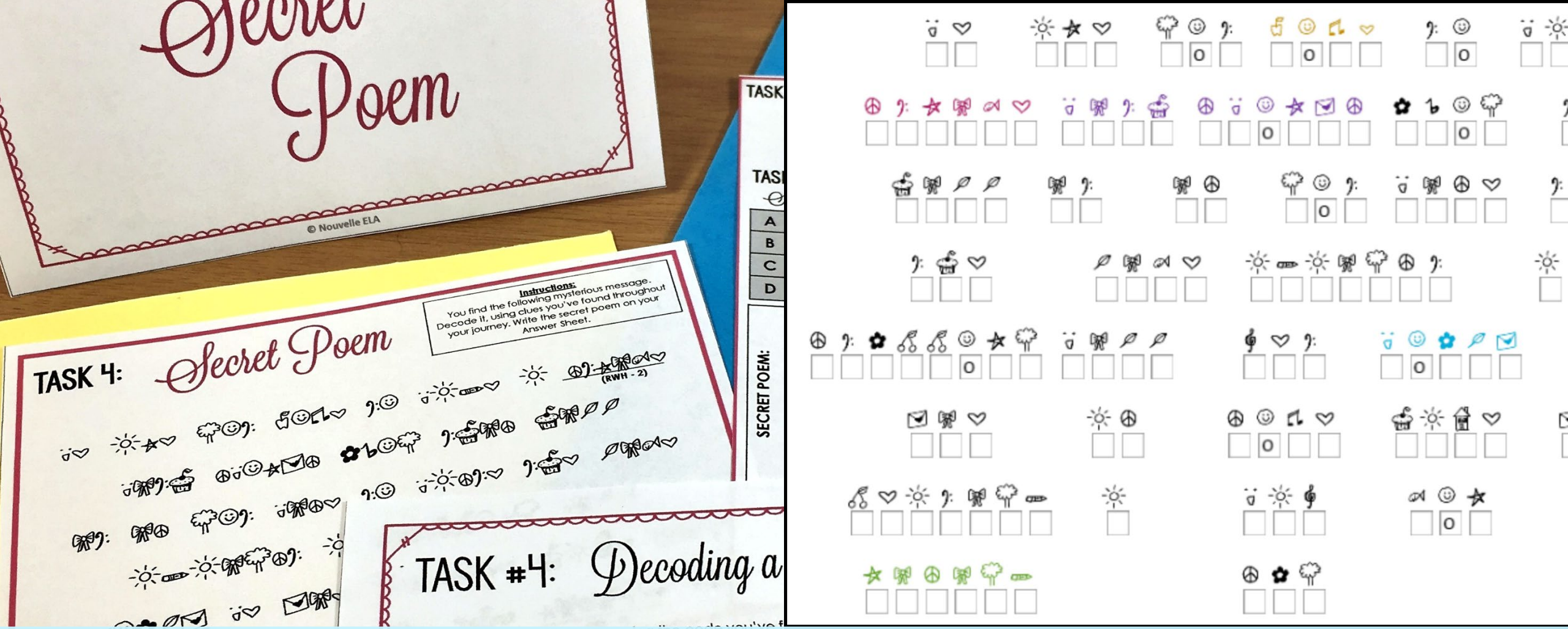
Identify which statements in this list are true, and write down the bolded letter that corresponds with each true statement. These letters will spell out a word.

R. Only people born in the United States participated in the Harlem Renaissance.

A. Marcus Garvey believed that black and white people should be able to depend on each other.

B. Alain Leroy Locke has been called the "Father of the Harlem Renaissance."

Task #3: Students read Biography Cards of several famous figures. They answer questions based on these cards and uncover more hints to the Secret Poem.



Task #4 - Students use all of the correct answers from previous tasks to decode the Secret Poem. After the game, you can have them analyze this poem.

When the Stock Market crashed in 1929, life changed drastically in the United States. The idea of legalizing (and taxing) the sale of alcohol began to deteriorate governmental support for Prohibition, and Franklin Delano Roosevelt won the 1932 election on a platform to repeal the 18th Amendment. In 1933, Prohibition ended. After years of both soaring success and fierce criticism, the Cotton Club closed in 1940. However, the conflict of art and culture was not resolved. **The controversial appropriation of Black music has spanned the decades from Motown to Hip-Hop to the present day.** Society is still benefiting from the cultural expansion of the Harlem Renaissance, and tough questions remain about how and why art is enjoyed.

If you're not ready to answer the questions you can **head back to the main room**.

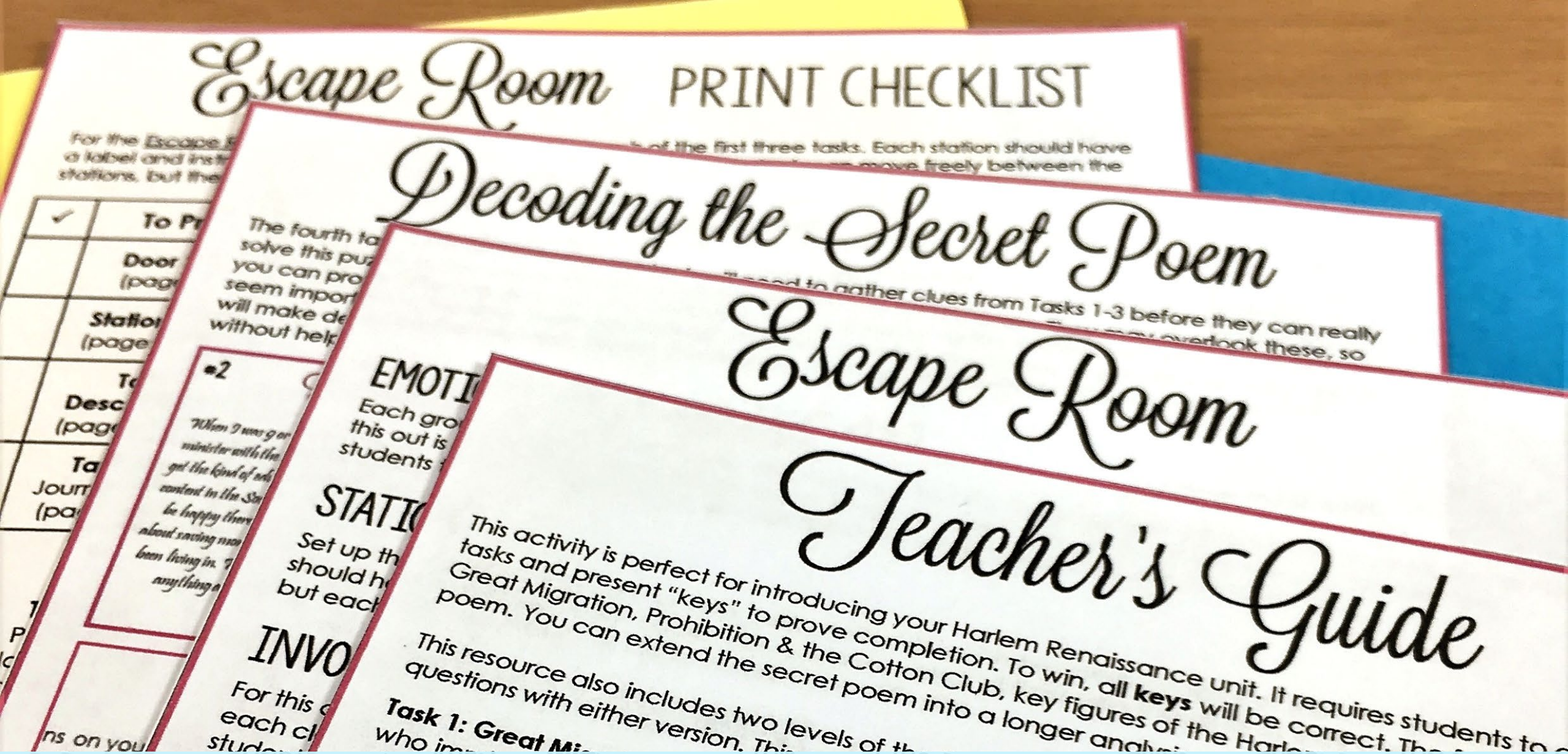
The correct answers will each be one word

In addition to housing shortages, what type of "poor conditions" did migrants face? Need a hint? (1 of 10)

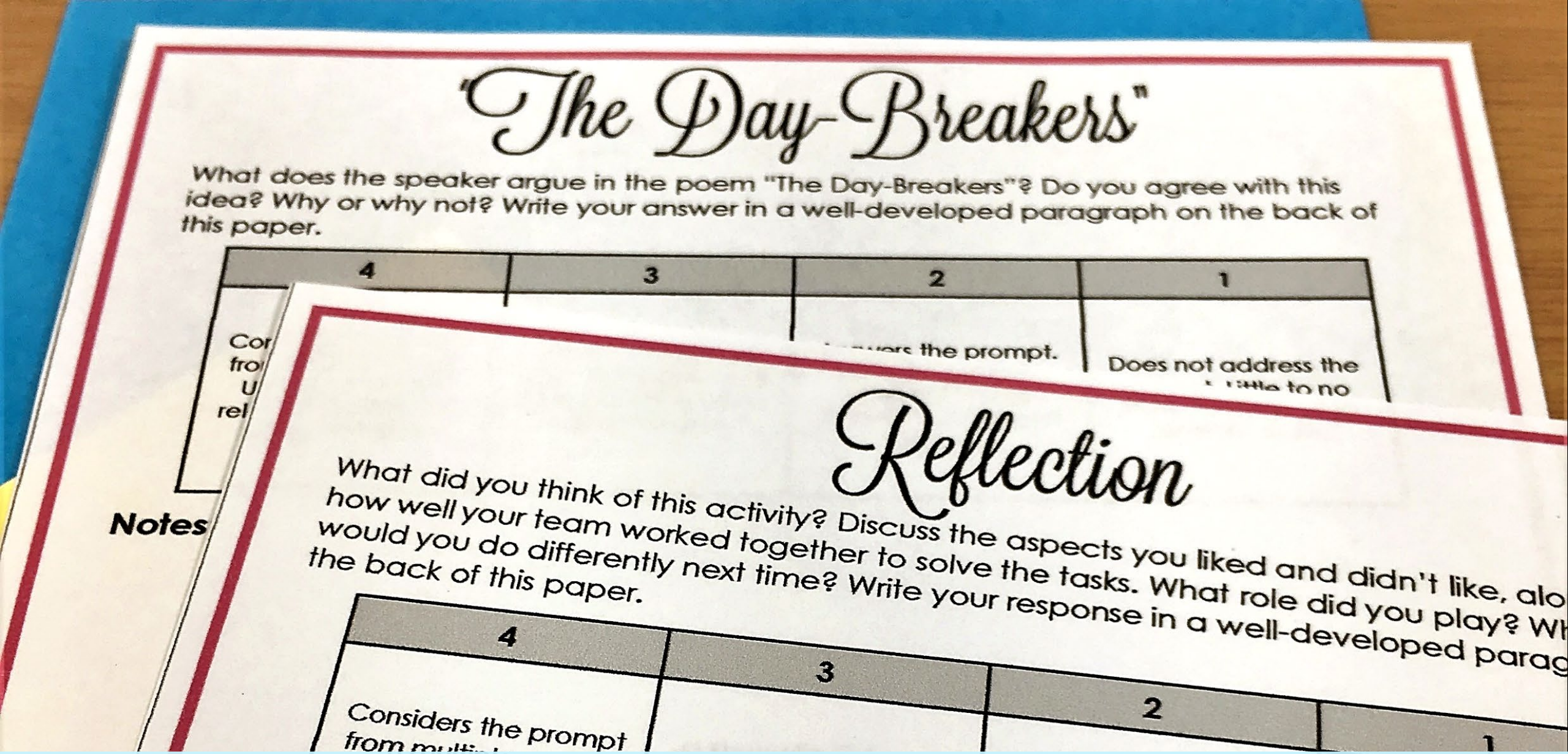
Type your answer here.

CHECK ANSWER

Digital version uses interactive answer input and validation



Includes a full Teacher's Guide



Optional (editable) tasks for analysis and reflection