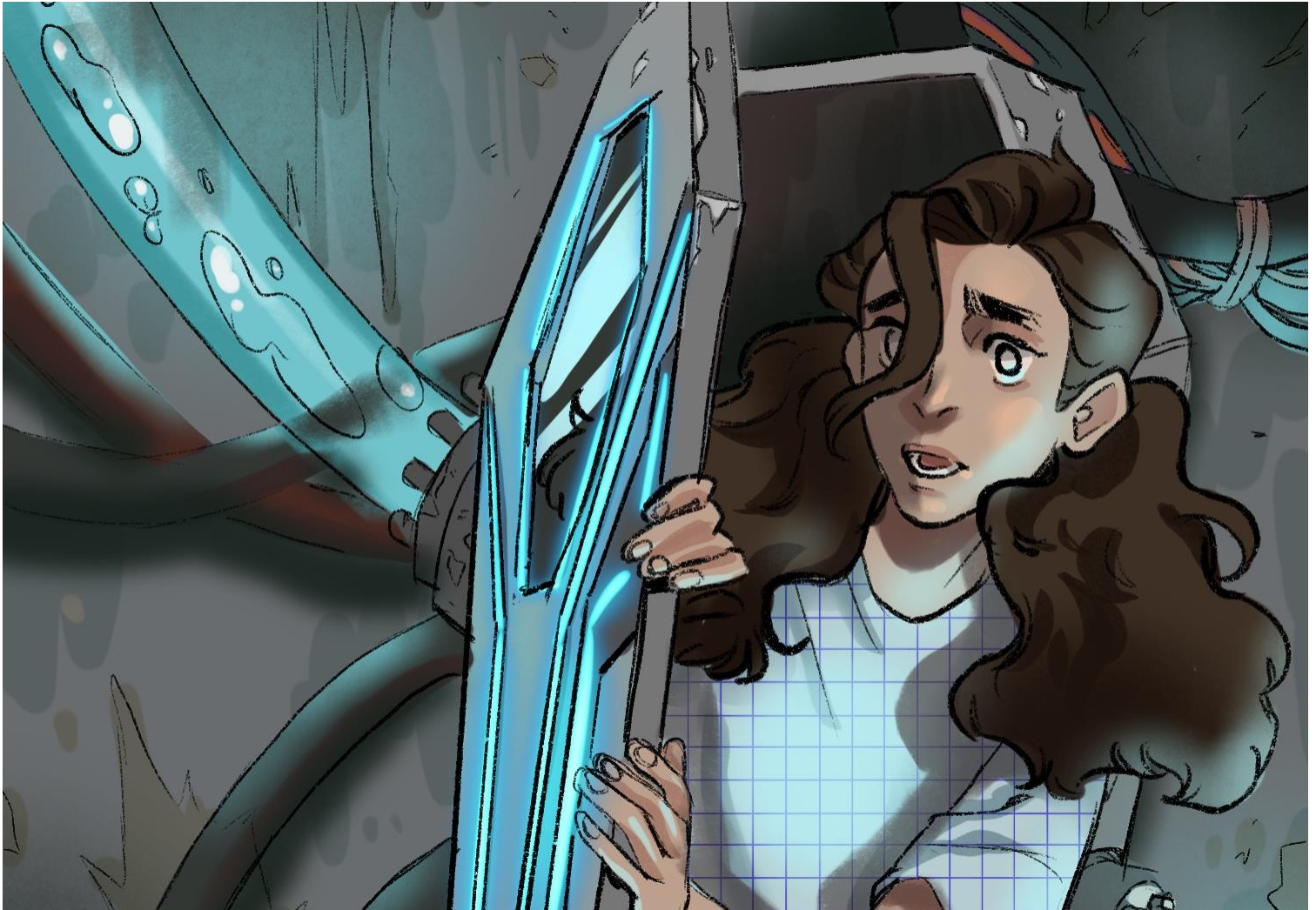


TERMINUS



When Rania wakes up from cryosleep, she doesn't remember anything about her life *before*. She discovers that she's in the research facility where her mother works and that her mother has left her a note about "the cure" being ready. What does that mean? And where is everyone? As Rania explores, she uncovers the dark story of the pandemic called MILSA and the damage it's left behind.

Can Rania piece together the clues her mother has left her and figure out what's next for humanity?





This Digital Breakout activity follows Rania, a teenager who's just woken up from cryosleep. She begins to learn more about MILSA, a pandemic her mother was researching. Rania must follow her mother's clues to find the cure and save herself.

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

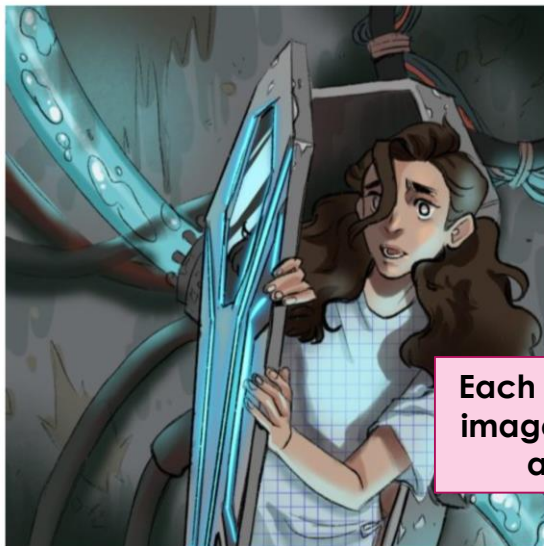
Thanks,
Danielle @ Nouvelle ELA
Amanda Thrasher

Your Resource Will Include:

- Guide to Digital Breakouts
- Terminus Chapter 1: Réveil game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
 - Found Text Inferencing Guide
- "What is the CDC" nonfiction & summary activity
- Optional Written Extensions

MAIN FEATURES:

Here are the main features of the gameplay. 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.



Okay, I'm starting to panic. No way am I just going to lie here with no clue what's happening. Jamming my feet against the lid, I shove as hard as I can until it finally swings open on a hinge to my right. I sit up quickly.

Ugh. Too quickly. I feel a little

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

coffin.

THE DIGITAL INTERFACE

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's the code to the keypad?

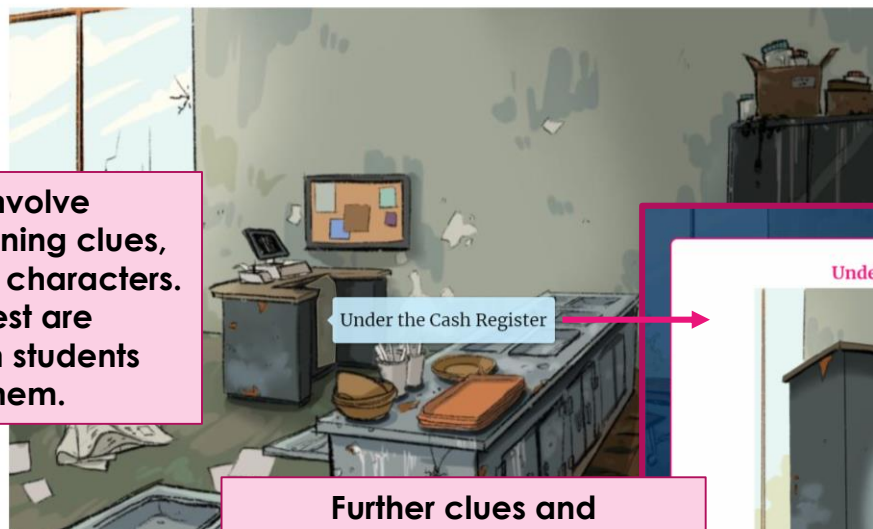
Type your answer here.

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

Need a hint?

CHECK ANSWER

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



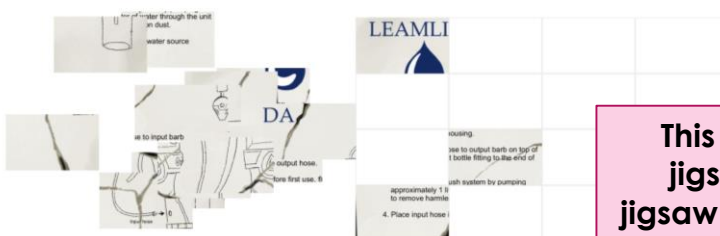
Further clues and conversations pop up in a lightbox.

Ready to continue?

Under the Cash Register



It's pretty cramped, but I think I can fit. It would be hard to see who's coming, though.



This series also makes use of embedded jigsaw puzzles and mini-games. For the jigsaw puzzles, pieces will lock in place when they are in the right spot.

Ready to continue?

Where do I need to connect the input hose?

Need a hint?

input barb

CHECK ANSWER

A "FOUND TEXT" ADVENTURE



This series is a “found text” adventure. Players will solve the mystery by reading a variety of texts (emails, flyers, memos, manuals, and more) and making inferences about what happened.

Office some more.

Rania,

The cure should be safe now. I'm sorry I can't write down the specifics. I'm still afraid people will be desperate enough to break in here to find you and try the cure themselves. But everything is just like we talked about. The code for the door is your birthday. I love you.

-Mom

VOLUNTEERS NEEDED

Mercy Hospital is seeking volunteers willing to take part in story time.

More sick kids means our normal volunteers are stretched too thin. Our kids still need compassion! Many have already lost their parents.

Please help!



Separate rooms, gloves, and masks are available.

Appalachian Disease Research Foundation
425 Research Circle

May 20, 2020

My esteemed colleagues,

It is with the deepest regret that I inform you as Director of the Appalachian Disease Research Foundation. Many of you may have suspected that I overstayed my welcome, but I tried to repair the disastrous course on which I have set humanity. Now I understand that this was another mistake, a final failing that will, unfortunately, be the enduring memory of my entire career.

I broke one of our primary tenets as scientists: I was unwilling to examine something carefully and skeptically simply because I wanted it to be true. Dr. Amrani gave us ample warning about the threat, and I, desperate as I was to save the day, to save my family, ignored her prescience.

I have made grave mistakes in my time as Director, and I hope there is still time for my successor to provide stronger leadership in my absence. I can only ask that you remember me not as a malevolently ignorant man, but as a man who rushed headlong into foolish hope after a lifetime of helping others. For many of you, even that may be too much to ask for, and you may think I am a man who deserves no benefit of the doubt. I cannot blame you for this.

You are a group of scientists and professionals who are absolutely unmatched in this world. I am leaving you with the fullest faith that you can save humanity. I am so grateful for the many long and successful years we were able to work together. Please, never stop fighting. And always take care of each other.

Sincerely,
Dr. Edward J. Thomas

Each of these texts is included separately in the Teacher's Guide with ideas for teaching and reviewing inferencing. This is a great way to return to the texts after playing each chapter and really digging deep about what players have learned.

BUILDING READING SKILLS

In terms of reading skills, there are two main components of these resources: the game (written at a 4th-5th grade reading level) and the extension materials (written at an 8th-9th grade reading level).

STRATEGIES OF HIGHLY EFFECTIVE READERS:

When students play the games, they'll have an opportunity to practice many of the [strategies of highly effective readers](#).¹ 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.

AT-LEVEL STANDARDS:

The extension assignments present students an opportunity to practice standards at grade level (8th & 9th). 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](#). Here are two examples of the types of assignments you will see:



Here are two examples from my other series, [Burnbridge Breakouts](#). **TERMINUS** will follow the same style.

- 1) 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.
- 2) After *The Haunted Mansion*, 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.

¹ McEwan, Elaine K. *40 Ways to Support Struggling Readers in the Content Classrooms*. Corwin Press. 2007.

COMMON CORE: *Standards by Activity*

Close Reading: “Dr. Thomas’ Resignation Letter”

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.8.5 -- 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.

Nonfiction Reading: “What is the CDC?”

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.

The CDC on TV: Interview Prep

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.

W.8.2B -- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Analytical Prompt: How does the author build suspense?

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.