

Lesson Procedures/Teacher Instructions

Teacher will need a set of breakout locks and a box. These can be purchased as a set or individually.



Items needed for this activity
Breakout box or tool box
Directional lock (Set to : Right, Left, Right, Left, Right)
4 number lock (Set to: 1200)
3 number lock (Set to: 015)
Word lock (Set to PEARL)
Key lock (Teacher holds key)
Hasp
Copies of Background Essay, documents, clues, hint cards and final puzzle
Five large envelopes - one for each clue

Teacher should set locks and print documents before the lesson. All five locks can be placed on the breakout box using a hasp, or locks can be placed on a series individual boxes. (If you are using separate boxes for each clue, place the documents and clues inside of each box) Cut apart the slogan “The Buck Stops Here” and place it in the final box. Documents can be placed into separate envelopes for each clue along with clue instructions for the students.

Students should be given the Background Essay the day before the Breakout Box Activity. The teacher should encourage students to read the Background Essay to prepare them for the Breakout Box Activity.

Breakout box procedures: It is helpful to have procedures in place before your class begins the breakout activity.

- Place students into groups based on how many boxes the teacher has. Groups of 4-5 students work best, but larger groups can also use the boxes.
- Each group should have one piece of technology to use. A phone or chromebook that has a QR reader will be helpful for one of the clues.
- Groups should select students for the following roles:
 - Spokesperson: Speaks for the group, asks questions of the teacher, clarifies questions, asks for hints
 - Equipment manager: keeps clues, folder, and locks organized, and helps return items to the correct place at the end of the activity
 - Runner: retrieves items for the group
 - Technology person: uses the phone/chromebook/computer to follow links, scan QR codes
- Each group should be given two or three hint cards that they will use to ask the teacher for help with a specific clue
- Students should be given the chart to explain how they solved each puzzle. This prevents students accidentally opening a lock without solving the puzzle.
- Set a timer for 45-60 minutes based on the abilities of your students.

Introduction to lesson:

Read the following situation to students and display or give them a copy of the leader's desk.

"The Truman Presidential Library is being redesigned. You have been hired as part of an elite team of archivists, exhibit designers and scholars to create the new exhibits - **IF** you are chosen by the committee in charge. Your presentation is in one hour... unfortunately, the leader of your team has disappeared! You know she left the name of the new exhibit in a locked box on her desk. The clues to unlock the box are contained in the materials found on her desk. Can you work together to solve the clues and open the locks?"

Show a picture of the team leader's desk with all sources laid out on top.

Give students the clues to open the locks. If all locks are placed on a hasp the clues should be in separate envelopes and given to the students all at once. If each lock is placed on a different box, a separate clue should be placed in each box in sequence.

Clues and Solutions

Clue #1



Contents of envelope -

1. QR code and website link that leads to President Truman's appointment calendar for October 25, 1945.

2. Hint for students.

Hint: Use the QR code to take a look at President Truman's appointment calendar for October 25, 1945. What time did Truman have a meeting about workplace issues and unions? (1200)

Clue #2



Contents of envelope-

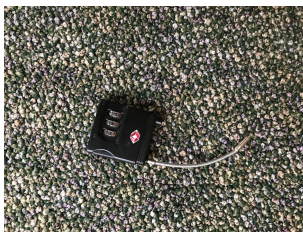
1. Harry Truman letter to Mr. Samuel Cavert concerning the dropping of the atomic bomb

2. White House Press release about the dropping of the atomic bomb.

3. Hint for students

Hint: Why did President Truman feel that the dropping of the atomic bomb was justified? (PEARL)

Clue #3



Contents of the envelope-

1. Link to audio

2. Hint for students

Hint: Follow the link to listen to a recording of a speech that President Truman gave to the NAACP on June 29, 1947, related to Civil Rights. In this speech Truman discusses that he has created a committee of citizens to look into the issues of Civil Rights. How many citizens were on the committee? (015)

Clue #4



Contents of the envelope-

1. Five political cartoons that show public opinion about Truman's domestic policies. In each photograph Truman is facing right, left, up or down. Students will place the cartoons in chronological order to find the correct directions.

2. Hint for students

Hint: Political cartoons often show how the public felt about President Truman's decisions and actions over time. What direction did the public feel Truman was headed? (Right, Left, Right, Left, Right)

Clue #5



Contents of the envelope-

1. Map of the Korean war
2. Photograph of Korean refugees
3. Purple heart with letter from William Banning
4. Link to Korean War video
5. Hint for students

Hint: When asked later in his life what decision was the most difficult for him to make as president, Mr. Truman stated that it was the decision to send troops to Korea in 1950. Look at the video, map and photograph of Korean refugees. Then, read the letter to President Truman by William Banning, the father of a soldier lost during the Korean War. On the attached presidential stationery, write President Truman's response to Mr. Banning. Bring your letter to your teacher for a key to your lock. (Key)

Final task - Unscramble the letters in the box to reveal the name of the new exhibit. (The Buck Stops Here)

Hint: Unscramble the letters in the box to find the name of the new exhibit for the Truman Presidential Library. Show it to your teacher to receive your reward.

Hint: Return to the archivist's desk to find one more clue to the name. (Teacher can decide what the reward will be.)

Optional tasks -

1. Create a group mosaic explaining how “The Buck Stops Here” relates to each of the topics addressed in the clues. (Atomic Bomb, Korea, Domestic policy, Civil Rights)
2. You are a clever team of museum experts who used the sources to unlock the exhibit title. Now, you have to show the staff that your title is an accurate picture of President Truman’s legacy (how he should be remembered). Use the clue documents, video, cartoons and calendar to show four ways President Harry S. Truman lived out this philosophy in his presidency. Use text, pictures or symbols to showcase your answer.
3. If you were in charge of creating an exhibit for the Truman Presidential Library which topic would you create an exhibit about? Why? What would you include in the exhibit?
4. Create a diorama or poster which shows an exhibit you could create using the sources from the breakout activity. Write a paragraph which explains what is in your exhibit and why you selected the sources you selected.
5. Have students research their own topic related to Truman’s presidency. How does “The Buck Stops Here” relate to Truman’s handling of that topic?
6. DBQ activities - Use the sources included in the breakout box activity to answer any of the following questions:
 - a. How should history remember President Truman?
 - b. What was President Truman’s greatest contribution as president?
 - c. If you were president would you have made the same decisions that Truman did as president?
 - d. Was Truman a good president, bad president or a little bit of both?