

OVERVIEW

The Space Race Task Card Escape Room gives students a chance to practice reading comprehension skills and decode puzzles, all while actively learning! With their reading passage in hand, students will move around the classroom and visit 6 task cards. The task cards are broken down into 4 levels or puzzle types. This reading comprehension activity covers the following topics: Cold War, Space Race, WWII, US, USSR, Sputnik, Apollo II.

Students will revisit the non-fiction text multiple times, practicing reading comprehension and critical thinking skills as they rotate around the room decoding puzzles. To ensure understanding of the subject matter, students will answer questions that can be found directly in their reading passage. No prior knowledge is needed.

Students will work in pairs (or individually) and race to complete 16 questions. A friendly competition always increases engagement. Students will read the informational text, answer 16 multiple choice questions and decode 4 types of puzzles which ultimately lead to a final 4-digit code. In addition to learning or reinforcing the subject matter, these escape rooms encourage teamwork and critical thinking. As a "timed" challenge, students will be engaged from beginning to end!

You do NOT need a lock! You do NOT need fancy envelopes! This product is meant to make your life easy! This is a LOW PREP, print, cut & go escape room activity! The only thing you need to do is cut the task cards and hang or hide them around the room! No locks required, though you can certainly add a programmable four-digit lock to add an element of mystery if you so choose.

This activity can be used for individual work, partner activities, anticipatory sets, unit review, sub plans, extension activities, early-finishers, gallery walk, stations, or just for fun the day before break.

Teacher Prep:

- You will need to cut and hang the 16 task cards and 4 decoders around the room
- You will need to cut the student recording sheets in half (two per page to save paper)

What's Included?

- Reading passage
- 16 Multiple choice questions
- 4 Puzzle decoders
- Teacher directions
- Answer key
- Student directions
- Puzzle decoding hints

Types of Puzzles

- Pigpen
- Pictogram
- Text Message
- Polybius
(Basic addition skills)

Skills Used:

- Reading Comprehension
- Critical Thinking
- Peer Collaboration
- Problem Solving

Benefits of Use:

- Super Low Prep
- Print, Cut and Go
- Cross-Curricular
- Highly Engaging
- No Locks Needed
- No silly envelopes to stuff
- No odd shapes to cut out

Your students MIGHT struggle the first time they see the codes!! That's OK, this IS an escape room after all. Let them think it out for a bit before you help them. Some puzzles are more challenging (this is on purpose).

SPARK SOME *creativity*

ESCAPE
ROOMS

SCAVENGER
HUNTS

SPY
MYSTERY

THINKTIVITY

SECRET
MESSAGES

TEXT
DETECTIVE

BREAKOUTS

READING
CHALLENGE

INTERACTIVE
NOTEBOOK

COLOR BY
NUMBER

DIGITAL
ESCAPES

DIGITAL
BOARD
GAME

GOOGLE
SLIDES

TASK
CARDS
GAME

GOOGLE
FORMS

CLICK THE
TITLES TO
LEARN MORE!

PUZZLE
STATIONS

360° ESCAPE
ROOM

READING
PASSAGES

CLICK THE
TITLES TO
LEARN MORE!

LET'S CONNECT

f

E

BLOG

p

Lisa@Thinktankteacher.com

GRAB A FREEBIE

Grab a FREE
Boston Tea
Party activity!



PREP NOTES

Students may complete the questions IN ANY ORDER and start at ANY CARD. Just be sure to remind them that if they are on Level 3, Question 2 that they write their answer in the corresponding area on their answer sheet.

Students will answer 4 questions per station or "level." There are FOUR levels. Each station or level has a different type of puzzle "decoder."

- You will need to cut and hang the task cards into 4 (see below for options)
- You will need to cut and hang the 4 decoders around the room (two per page)
- You will need to cut the student recording sheets in half (two per page)

Task Card Options:

1. **RECOMMENDED:** Hang the 16 cut-apart task cards around the room, scatter them on the floor, hide them (highly recommended!) or place them on desks. Allow students to move around the classroom to visit (or find) each task card.
2. Hang the 4 task cards per sheet (not cut into 4) and use them as a gallery walk or stations activity (**best for quicker completion if you're short on time**).
3. Hang the 4 task cards per sheet (not cut into 4) beside the decoder and use them as a gallery walk or stations activity (**best for LOWER grades only**).
4. Use the task cards with "scoot" where students pass the task cards to the next student while seated. However, to keep engagement high, I always recommend movement in the classroom.

Ideally, to make this more of a "challenge," you should **RANDOMLY** hang the 4 decoders around the room. This way kids have to determine which decoder will lead to the answers for each level.

Students may need scratch paper to solve the puzzles. Advise them to turn their answer sheet over and use the blank side on the back.

TEACHER DIRECTIONS

1. Print a reading passage for EACH student or team (pages 7-8). Consider printing only a class set to save paper. Do not allow kids to write on the class set.
2. Print a 'Recording Sheet' for EACH student or team (page 15). There are TWO student recording sheets per page, so you will need to cut them in half before handing them out to students.
3. Print the four "decoders," cut them in half, and hang them around the room (pages 13-14). Leave enough room for multiple students to gather around the decoders. I place one on each of the 4 walls.
4. Your choice: You can either cut out each task card (questions) for a total of 16 cards and hang them up or scatter them around the room, or simply hang the 4 cards per sheet/level next to the appropriate decoder.
5. Go over the student directions on the following page. Tell students they have _____ minutes to answer the questions, decode the puzzles, and determine the 4-digit code for EACH level. Adding a "timer" always increases engagement and adds a bit of friendly competition.
6. You can choose to let students work alone or with a partner. I do not advise small groups because the activity will be completed too quickly.
7. The only advice I give my students is... "Complete the decoders in any order. If too many students are gathered around Level #2, go to the next decoder or level. If you get stuck, move on and come back to it."
8. That's it! Sit back and relax while students rotate throughout the room with a fun, active, engaging activity! **Remember:** students can complete the questions/decoders/levels in ANY order.
9. Decide on your completion method. Do you want students to show you the 4-digit code after completing each individual level? Do you want students only to show you their answers once the whole recording sheet has been filled out? Many students will jump right into the final code, that's OK...just do NOT let them "escape" or win without fully completing all 4 questions at EACH level.
10. You may choose to reward the top teams or individuals that bring you the final code and correct answers, if you would like. A timed challenge and/or competition always makes for more engagement.
11. If students do not finish, THAT'S OK!! They still had fun while practicing the unit of study. I have even had classes where no students finished the whole activity, but they had a BLAST!!
12. If time permits, go over the answers.

FAQ

How long does this activity take to complete?

It really depends on a lot of things. Estimated completion time is based on the students' background knowledge, decoding skills, critical thinking skills, age and group size. I recommend allotting at least 25 minutes. Some students may NOT escape and that is OK!! They still had fun while answering content specific questions!

How many students can play at once?

As many as you want! Personally, I prefer to let them work on their own or with a partner.

How do I set up the Escape Room?

To set-up the escape room, you simply need to print, cut and play! To extend the game experience, you can cut out the question cards and hide them around the room like a scavenger hunt.

Do I need locks, envelopes or special equipment?

NOT AT ALL! This was created to make your life easier! Of course, you can add locks if you want to add an element of fun, but they are certainly not required. You can also password protect a PDF for students to enter what they think is the final code for each level.

What if my students get stuck on one of the puzzles?

First off, let them think for a bit! This is where critical thinking skills come in. If you have a student truly struggling, show them the "How To" reference sheet ([page 18](#)). This will provide them with directions for each decoder. Please do NOT hang the "How To Reference Sheet" up or hand it out to all students...that takes away the element of fun and that special "AHA" moment.

Where do students start?

It does NOT matter the order in which they visit each station/level. I often tell my students to go to the station/level with the least students around it. Students will work at different paces, so some will still be answering questions while others are up and looking for the decoders.

THE MISSION

You have been assigned a top-secret mission of utmost importance. A notorious thief has stolen precious gems from a prominent lady, and intelligence reports suggest that they are hidden in a heavily guarded secret vault. In the bustling city of Oakville, Lady Victoria was renowned for her extraordinary collection, which included rare diamonds, emeralds, and sapphires. The news of the theft spread like wildfire, catching the attention of a brilliant detective, that's you!

The vault door was made of thick steel, adorned with intricate symbols that seemed to hold the secret to its opening. Undeterred by the challenge, you meticulously study each symbol and examine the surroundings for any hidden clues.

While carefully examining a painting in Lady Victoria's study, you notice a barely visible inscription on the back. It appeared to be a series of numbers and letters, cryptic yet promising. Your objective is to locate the vault, bypass the security measures, decipher the codes and recover the stolen gems.

You have _____ minutes to read the passage, answer the questions, decode the puzzles and determine the 4-digit code for EACH level. After completing each level, use the numbers in the CIRCLED area to determine the FINAL code. The final code will be the order in which those numbers appear in levels 1-4. In order to "escape," ALL questions must be answered correctly. You may NOT show me the final code until ALL 16 questions have been completed.

You may complete the questions in any order and start at any question card. If too many students are gathered around a Level #2 question, go to the next decoder or level. If you get stuck, move on and come back to it.

Pay attention to where you record your answers. If you are on Level 3, Question 2 be sure to write your answer in the corresponding area on your answer sheet. If you need to jot down hints or notes to solve the puzzle, turn your answer sheet over and use the blank space on the back.



SPACE RACE

After World War II ended in the 1940s, a new conflict emerged. The United States and the Soviet Union (USSR) changed their relationship. Throughout WWII, they had a strained peace as members of the Allied forces against Germany, Japan, and their Axis forces.

The US and the USSR had different ideals when it came to running a country. The United States was founded on the idea of free enterprise and capitalism. That means every person can go out and make their own fortune and have the responsibility of taking care of themselves. The Soviet Union stood behind the idea of communism. Communism is the idea that all people work together for the common good, no one person is better than another, and they shouldn't be elevated to a higher social rank than anyone else. Both ideas pose different problems in different societies, but the US and the USSR were deeply distrustful of one another because of this basic difference in their societies.

The Cold War, approximately 1945 to 1991, was a war of superpowers between the West (US and Europe) against the East (Soviet Union). Though neither side officially declared war, there were Proxy Wars (no direct retaliation) along with the Arms Race and the Space Race.

Because of their distrust of one another and the fact that both countries believed they may be in danger of attack, both the US and USSR began to fortify (strengthen) their militaries just in case. Both countries expanded their military by training more soldiers and building up their weapon stocks. In addition to creating more weapons, science was helping to develop weapons that were more precise and more deadly.

In part, because of weapons development, both the US and the USSR began looking for better ways to deploy weapons and defend themselves from possible attack. The logical place to deploy weapons for attack or defense was from space. The great space race was now on as both countries hurried to get to space first. The USSR was the first

country to launch a satellite into space. They launched Sputnik (Russian for "traveler") on October 4, 1957. Sputnik's 23-inch diameter frame and 184 pounds orbited the earth for three months. Many people in the US were surprised by Sputnik's launch and a little bit frightened about what the Russians might be doing up there in orbit of earth.

The US wasn't far behind in launching their own satellite, Explorer I in 1958. The Jupiter Project from the U.S. Army developed the satellite. 1958 was also the year that then US President, Dwight D. Eisenhower, signed an order creating the National Aeronautics and Space Administration (NASA). The US was now officially in the space race as NASA worked hard to further explore space.

After experimenting with animals in space by the US and USSR, finally the USSR launched a man into space aboard the Vostok I, Yuri Gagarin. He became the first human being to orbit the earth from space.

Alan Shepard became the first American in space on May 5, 1961. However, his spacecraft did not orbit earth. In July of 1961, Gus Grissom became the second American in space. He was the pilot for the Mercury-Redstone 4. He didn't orbit earth, either. It wasn't until one year later, on February 20, 1962, that John Glenn orbited the earth in the Friendship 7 spacecraft.

President John F. Kennedy had already announced on May 25, 1961 that he wanted to be the first country to put a man on the moon. On July 20, 1969, the dream was finally realized when astronauts Neil Armstrong, Buzz Aldrin, and Mike Collins landed Apollo 11 on the moon's surface. Armstrong was the first man to walk on the moon famously saying, "This is one small step for man, and one giant leap for mankind."

Although the Soviet Union was the first country to send a man into space, the United States was the first country to land men on the moon. The Soviet Union tried four times to land a spacecraft on the moon, but none of the attempts worked.

LEVEL I: QUESTION 1

What was the Soviet Union also known as?

URRS

A

UAS

SUA

USSR

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LEVEL I: QUESTION 2

Who was the first human to orbit the Earth from space?

Alan Shepard

Sally Ride

Buzz Aldrin

Yuri Gagarin

© Think Tank

LEVEL I: QUESTION 3

Who was the US President in 1958?

Nixon

Eisenhower

Roosevelt

Kennedy

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LEVEL I: QUESTION 4

What was the name of the first satellite launched into space?

Gagarin

Discovery

Explorer I

Sputnik

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LEVEL 2: QUESTION 1

The name of the first satellite launched by the US was named ____ I.

A

Explorer I

B

Discovery I

C

Apollo I

D

Expedition I

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LEVEL 2: QUESTION 2

Around what year did the Cold War end?

A

1980

B

2004

C

1968

D

1991

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LEVEL 2: QUESTION 3

The United States was founded on the idea of free enterprise and ____.

A

Parliament

B

Socialism

C

Capitalism

D

Theocracy

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LEVEL 2: QUESTION 4

John Glenn orbited the earth in the ____ 7 spacecraft.

A

Apollo

B

Friendship

C

Explorer

D

Discovery

© Think Tank

LEVEL 3: QUESTION 1

A ___ war has no direct retaliation.

A Hypothetical

T Approximate

H Drone

L Proxy

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LEVEL 3: QUESTION 2

Who was the first American in space?

E Buzz Aldrin

M Gus Grissom

Y Alan Shepard

B Sally Ride

© Think Tank

LEVEL 3: QUESTION 3

Sputnik is Russian for "___".

I First

J Space

R Orbiter

D Traveler

© Think Tank

LEVEL 3: QUESTION 4

The USSR and USA were members of the ___ forces.

C Special

F Axis

N Crucial

R Allied

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LEVEL 4: QUESTION 1

What year did the US put a man on the moon?

A

1960

B

1969

C

1975

D

1982

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LEVEL 4: QUESTION 2

What word means to strengthen the military?

A

Fortify

B

Regime

C

Regiment

D

Emaciate

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LEVEL 4: QUESTION 3

The Soviet Union stood behind the idea of ----.

A

Autocracy

B

Theocracy

C

Capitalism

D

Communism

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LEVEL 4: QUESTION 4

What year was Sputnik launched?

A

1950

B

1969

C

1957

D

1961




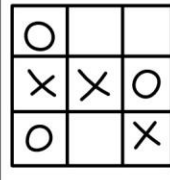
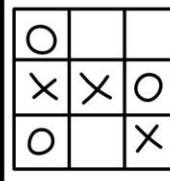


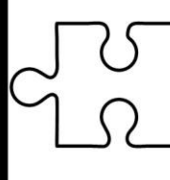
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LEVEL 1 DECODER

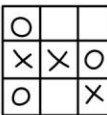
| | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|
| A | B | C | J | K | L |
| D | E | F | M | N | O |
| G | H | I | P | Q | R |
| S | T | U | W | X | Y |
| V | Z | | | | |

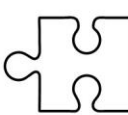
| | | |
|-----|-----|-----|
| L=2 | J=9 | F=1 |
| R=0 | W=4 | A=6 |
| T=8 | G=3 | Z=5 |
| Q=7 | D=9 | P=0 |
| H=1 | Y=8 | B=3 |
| N=4 | C=6 | K=1 |

LEVEL 2 DECODER

| | | | | |
|---|---|---|---|---|
|  | + |  | = | 0 |
|  | + |  | = | 8 |
|  | + |  | = | 2 |
|  | + |  | = | 1 |

FIND THE VALUE OF EACH LETTER

A = 

B = 

C = 

D = 

RECORD THE VALUES IN THE SAME ORDER AS THE ANSWERS

LEVEL 3 DECODER

3 DEF

6 MNO

9 WXYZ

2 ABC

5 JKL








8 TUV







1

4 GHI




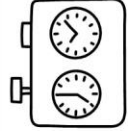
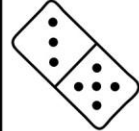
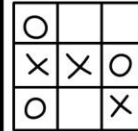
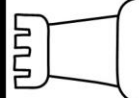

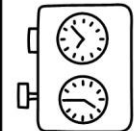

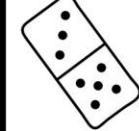
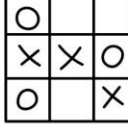

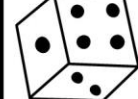
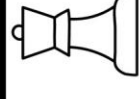
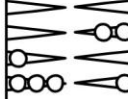
7 PQRS

LEVEL 4 DECODER

0 3 7 6 4 8 2
      

8 4 2 1 5 9
     

A B C D

| | | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Q1 Q2 Q3 Q4

RECORDING SHEET



| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | # | ○ |

| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | ○ | # | # |



| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | # | # |

| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | ○ | # |



FINAL CODE

| | | | |
|---|---|---|---|
| □ | □ | □ | □ |
|---|---|---|---|

RECORDING SHEET



| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | # | ○ |

| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | ○ | # | # |



| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | # | # |

| | | | |
|-----|-----|-----|-----|
| Q 1 | Q 2 | Q 3 | Q 4 |
| # | # | ○ | # |



FINAL CODE

| | | | |
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| □ | □ | □ | □ |
|---|---|---|---|

RECORDING SHEET



| | | | | |
|----|---|---|---|---|
| Q1 | D | F | G | P |
| # | q | # | I | # |
| | | | 3 | 0 |

| | | | | |
|----|---|---|---|---|
| Q1 | A | D | C | B |
| # | 3 | # | q | # |
| | | | 5 | 2 |



| | | | | |
|----|---|---|---|---|
| Q1 | L | Y | D | R |
| # | 5 | # | q | # |
| | | | 3 | 7 |

| | | | | |
|----|---|---|---|---|
| Q1 | B | A | D | C |
| # | I | # | 5 | # |
| | | | 3 | 5 |



FINAL CODE

3

3

7

I

RECORDING SHEET



| | | | | |
|----|--|---|--|---|
| Q1 | | | | |
| # | | # | | # |
| | | | | |

| | | | | |
|----|--|---|--|---|
| Q1 | | | | |
| # | | # | | # |
| | | | | |

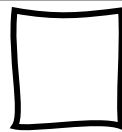
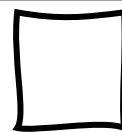
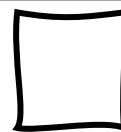
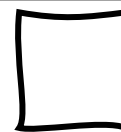


| | | | | |
|----|--|---|--|---|
| Q1 | | | | |
| # | | # | | # |
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| | | | | |
|----|--|---|--|---|
| Q1 | | | | |
| # | | # | | # |
| | | | | |



FINAL CODE





HINTS FOR DECODING









Please do NOT print a copy of the "how to decode" sheet (next page) for every student. Please do NOT review "how to decode" each puzzle before beginning the activity. **This is meant to challenge their critical thinking skills.** I personally only print a few versions of the following page and ONLY show it to kids who are truly struggling or look ready to give up. The goal here is to ignite that magical "AHA" moment!

HOW TO DECODE


| LEVEL 1 DECODER | | | | | | | | |
|-----------------|---|---|---------------|---|---|-----|-----|-----|
| A | B | C | J | K | L | L=2 | J=9 | F=1 |
| D | E | F | M | N | O | R=0 | W=4 | A=6 |
| G | H | I | P | Q | R | T=8 | G=3 | Z=5 |
| S T X U V | | | W X Y Z | | | Q=7 | D=9 | P=0 |
| | | | | | | H=1 | Y=8 | B=3 |


Find the SHAPE that relates to your answer and determine the letter it represents. Example:  would be the letter L and  would be the letter D. Next, use the chart to determine what NUMBER the letter represents. D=9 and L=2.


This one can be tricky! First answer the FOUR questions for that level. Then, using the "math" problems, determine what each correct letter holds as a value (number). Be sure to enter the answers in the SAME ORDER as you answer the questions. Ex: DABC = #(D) #(A) #(B) #(C)


| LEVEL 2 DECODER | | | |
|---|---|---|------|
|  | + |  | = 10 |
|  | + |  | = 8 |
|  | + |  | = 12 |
|  | + |  | = 11 |

FIND THE VALUE OF EACH LETTER

A = 

B = 

C = 





































D = 

RECORD THE VALUES IN THE SAME ORDER AS THE ANSWERS

| LEVEL 3 DECODER | | |
|-----------------|----------|-----------|
| 1 | 2 ABC | 3 DEF |
| 4 GHI | 5 JKL | 6 MNO |
| 7 PQRS | 8 TUV | 9 WXYZ |

Use the decoder to determine the numerical value of each letter. Example B=2 and V=8.

Answer the questions, then determine the value of each letter. Example: If you think the answer to Question 4 is C – you would see the corresponding image is a dice. Next, look at the right-side columns to determine what value (number) the dice represents. In this example, the dice = 5.

| LEVEL 4 DECODER | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | 8 | 9 | 0 | 4 | 3 |
| Q1 |  |  |  |  |  |  |  |  |  |
| Q2 |  |  |  |  |  |  |  |  |  |
| Q3 |  |  |  |  |  |  |  |  |  |
| Q4 |  |  |  |  |  |  |  |  |  |

EARLY FINISHER?

Some students will finish before others. Have your early finishers head back to the questions and reading passage and **HIGHLIGHT** or UNDERLINE where they found the answer to each question (text evidence).

PROPS



Puzzle Sleuth



awarded to _____

*For successfully
completing the escape
room puzzles.*

Puzzle Sleuth



awarded to _____

*For successfully
completing the escape
room puzzles.*

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:




PRECINCT 5005

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:



PRECINCT 5005

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:



PRECINCT 5005

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:



PRECINCT 5005

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:



PRECINCT 5005

SECURITY CLEARANCE: LEVEL 5

LEAD DETECTIVE



AGENT NAME:
CODENAME:
BADGE #:



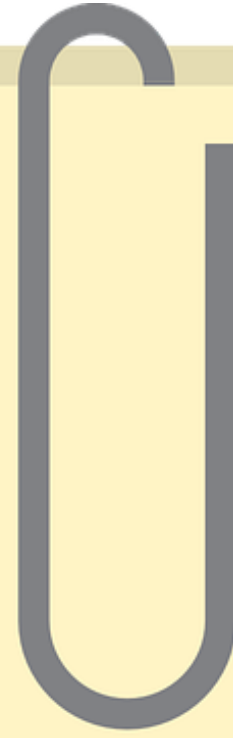
PRECINCT 5005

ENTER

| | | |
|-----------|----------|-----------|
| 1 | 2 ABC | 3 DEF |
| 4 GHI | 5 JKL | 6 MNO |
| 7 PQRS | 8 TUV | 9 WXYZ |

ACCESS CODE

BLYTHE MANOR



SCAN



TO ENTER

**RESTRICTED
ACCESS**



PRECINCT

#5005



**MUST SHOW BADGE
UPON ENTRY**

**WE
DID
IT!**





WE
BEAT
THE
CLOCK!

THE
CLOCK
BEAT
ME



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