

TEACHER'S GUIDE

Essential Questions

MISSION US: "No Turning Back"

Mission US: "No Turning Back" is designed to help students think about the following questions, among others. These questions can also help teachers introduce and address broader questions central to understanding the civil rights movement. Keep them in mind as your students play the game.

1. What obstacles did state and local governments implement to restrict full citizenship rights for African Americans in the mid-twentieth century? How did social customs reinforce these obstacles?
 - How did Jim Crow laws and customs create unequal access to education, jobs, economic opportunities, healthcare, housing, and public spaces?
 - How did literacy tests, poll taxes, and intimidation restrict access to voting?
 - How did de facto segregation and economic discrimination create inequalities in the North as well as the South?
2. How did African Americans resist the system of white supremacy known as Jim Crow in the years prior to the 1950s?
 - How did national organizations such as NAACP, UNIA, and CORE help pave the way for the 1950s and 1960s civil rights movement?
 - How did other activist campaigns such as the "Don't Shop Where You Can't Work" boycotts of the 1930s and the Double V campaign of the 1940s pave the way for the civil rights movement?
 - What role did the migration of African Americans from the South to the North play in civil rights activism?
3. How did ordinary Americans including many young people and teenagers play a role in expanding recognition of African American civil rights?
 - How did the tradition of grassroots organizing among sharecroppers, workers, and rural families help build the movement?
 - What role did young people play in actions such as the sit-ins and Freedom Rides?
 - What role did young people play in organizations such as SNCC and COFO?
 - What role did young people play in voter registration campaigns?
4. What types of resistance did those struggling for civil rights face from some white citizens and institutions?
 - How did organizations such as Citizens' Councils and the KKK try to prevent struggles for equality?
 - How did employers and local governments use economic reprisals against individuals or groups working for equality?
 - What types of violent reprisals against individuals and organizations did civil rights activists face?

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5. What were some of the long-lasting accomplishments of the civil rights movement of the 1960s?
 - How did passage of the 1964 Civil Rights Act, the 1965 Voting Rights Act, and the 1968 Fair Housing Act provide a legal basis for ongoing struggles for equality?
 - How did the civil rights movement help to change attitudes about race and increase access to higher education and jobs?
 - How did the civil rights movement inspire continuing and broadening struggles for justice for groups such as women, Native Americans, Latinos, Asian American, LGBTQ+ individuals, and people with disabilities?

6. How did the struggle for African American civil rights and equality continue beyond the 1960s?
 - How has racial inequality and racial injustice persisted in education, healthcare, housing, and policing since the 1960s?
 - How has economic inequality persisted and increased since the 1960s?
 - What forms of voting restrictions have continued or been implemented since the 1960s?
 - What new issues have civil rights activists focused on in recent years?