

TEACHER'S GUIDE

Part 2: Writing Prompts

MISSION US: "No Turning Back"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.

Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).

Prompt #4 asks students to consider the role of fear as a motivating factor for several of the characters in the game. There are a variety of ways to modify the prompt to simplify or abbreviate the task for students. For instance, you might assign each student only one character to analyze, and then have them share their analysis in a group in which each character on the grid is represented by another student. Another option is to fill in the first column, "What Are They Afraid Of?" as a class and then have students work on the other two columns in small groups.

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Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

A RANGE OF ACTIONS. In Part II, Verna is confronted with a variety of choices, ranging from quiet acts of resistance to public activism, about how to respond to the injustice and indignity of Jim Crow laws and customs. What are some of the choices she encounters? What are the risks and benefits of each choice? How might the choices Verna makes impact her own sense of dignity? How might that contribute to the larger movement?

OPPORTUNITIES FOR YOUNG PEOPLE. At Polly's Salon, Miss Annette introduces Verna to the NAACP and tells her that they are setting up a youth branch in Greenwood. What organizations provide opportunities for young people to get involved in the community where you live? If, when you are old enough, you were to join one of these organizations, which one is most appealing to you? Why?

RESPONDING TO THE RISKS. Part II ends with a confrontation between Verna and Uncle Curtis. Choose one of these two characters and write a letter to the other character explaining your point of view. If you're writing as Uncle Curtis, explain why you're worried about what will happen if Verna engages in activism. If you're writing as Verna, explain to Uncle Curtis why civil rights activism is worth the risk.

THE IMPACT OF FEAR. Fear is one of those things we think we know. Everyone has felt fear at one point or another. But something we don't always think about are the different types of fear we encounter in life. *What is fear? What does it feel like? What causes it? What are things people do in response to feeling afraid?*

Many of the characters in Part II are dealing with fears or worries of one kind or another. In some cases, the fear motivates the character to act, but in other cases it motivates them not to act. Sometimes the choice the character makes is an effort to protect themselves or make the world a better place, while at other times a character's choice may be causing harm to others. In this exercise, you will map out the fears and actions of some of the major characters in Part II.

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Character	What Are They Afraid Of?	Evidence of Their Fear	What Does That Fear Make Them Do?	Who Do Their Actions Affect and How?
Verna				
Robert				
Uncle Curtis				
Addie				
Miss Annetta				
Mr. and Mrs. Chalmers				
Medgar Evers 				