

**Guiding Question:** How do immigrants balance their commitment to family, cultural, and religious traditions with their desire to assimilate or explore the new opportunities in America?

**Decision Tracker**

*Circle one of the values below that you will prioritize as you play Parts 2 and 3 of City of Immigrants.*

- Maintain traditions and family
- Fight for fairness and change
- Make money and succeed in America
- Assimilate and become American

*As you make decisions as Lena in Parts 2 and 3, do your best to prioritize the value that you chose. Record and describe at least two decisions you make in the game in which that value is a factor.*

What did you do, and why?	How did your decision connect to the value you chose?	What other values, if any, influenced your choice?

**Time:** At least 20 minutes

**Instructions**

Explain to students that as Lena balances aspirations for her new life in America with her family obligations, her choices become more complicated. As students guide Lena, they will have to weigh conflicting priorities and sometimes make difficult trade offs.

**Prioritizing a Value**

Give students copies of the Parts 2 and 3 Decision Tracker, and walk through the instructions with them. Instead of reflecting on values *after* recording their decisions on the handout (as they did previously), students will now choose a value to prioritize *before* they play Parts 2 and 3. Encourage them to try to put that value into action in the choices they make in the game.

On the handout, students will record at least two decisions they made in which their prioritized value came into play. (The graphic organizer provides space for three examples.) We recommend that students record their decisions *as they play* Parts 2 and 3 rather than after they have completed them.

**The Complexity of Decision Making**

	<p>As they play the game, students will likely realize that consistently prioritizing one value in their decisions will force them to make difficult compromises, and they may even choose to abandon their prioritized value at times for this reason. The goal is not to test or evaluate students' abilities to stick with their chosen value, rather it is to help them experience and reflect on the complexity of decision making.</p> <p><b>Scaffolding</b></p> <p>Unlike the Prologue-Part 1 Decision Tracker, this version is open-ended and does not suggest which situations in the game should be the focus of the actions and choices they describe. If your students need more guidance about what to record, you can provide them one or more of the following situations:</p> <ul style="list-style-type: none"><li>• When Lena must do the laundry and go shopping...</li><li>• When Lena is deciding how to spend her free time...</li></ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------