

No Turning Back Curriculum Overview

	PROLOGUE & PART 1: Welcome to Greenwood		PART 2: A Little Light			PART 3: Jim Crow Must Go			EPILOGUE
PLAYING Time	45-55 minutes		30-40 minutes			40-50 minutes			
Activities Time	45 minutes		50 minutes			80 minutes			
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
<i>Planning is based on 45-minute classes. Please adjust accordingly.</i>	PLAY Prologue and Part 1 (including Exit Ticket) Complete Decision Tracker while playing.	Complete Mission Reflection Class Discussion Complete Document Analysis	PLAY Part 2 (including Exit Ticket) Complete Decision Tracker while playing.	Complete Mission Reflection Class Discussion	Complete Document Analysis Class Discussion	PLAY Part 3 and the Epilogue (Optional) Continue to use Decision Tracker while playing	Complete Decision Tracker Reflection Class Discussion	Start Document-based Writing and Discussion Activity	Complete Document-based Writing and Discussion Activity Class Discussion
Activities <i>A Teacher Guide is provided for each handout that includes tips for classroom implementation. The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i>	<u>Shopping in Greenwood</u> Mission Reflection (15 minutes): Students reflect on Verna and her experiences learning to navigate life in Greenwood. Document Analysis (30 minutes): Students analyze photographs of segregated Alabama taken in 1956 by Gordon Parks in order to deepen their understanding of the experiences of African Americans during Jim Crow.		<u>The Citizens' Council and the NAACP</u> Mission Reflection (15 minutes): Students reflect on Verna's experience balancing her desire to stand up against Jim Crow, her family's well being, and her safety. They analyze her experiences both at the Chalmers' house and her first NAACP meeting. Document Analysis (35 minutes): Students closely examine a photograph of a 1963 sit-in at a Jackson, Mississippi, lunch counter. Following a series of "close viewing" prompts, they identify details in the image that reveal a larger story.			<u>Supporting the Movement</u> Decision Tracker Reflection (20 minutes): After gameplay, students review the priorities they set and the decisions they recorded on their Decision Tracker . Then they reflect on the complexity of decision-making and the importance of historical empathy. Document-based Writing and Discussion Activity (60 minutes): Students read and analyze part of the constitution of the Student Nonviolent Coordinating Committee (SNCC). Students consider the ways in which SNCC guided and supported many young people who participated in the Civil Rights Movements. They will learn about and discuss the philosophy of nonviolence that SNCC adopted.			

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Game Decision Tracker	Students record decisions they make as Verna throughout the game, and then reflect on how those decisions relate to the following three values: Resist Jim Crow, Choose Your Battles, and Support the Movement.	Students choose a value to prioritize (Resist Jim Crow, Choose Your Battles, or Support the Movement) <i>before</i> playing. Then they record 2-3 decisions they made while playing and reflect on what made it easy or hard to put their chosen value into action.	Optionally, students repeat the same process from Part 2. Students complete the Decision Tracker Reflection.	
Guiding Question(s)	How did Jim Crow laws and customs restrict the lives of African Americans in the South? How did African Americans cope with and resist segregation in the South?	How did African Americans cope with and resist segregation in the South? How did African Americans fight for their rights in the 1950s and 1960s? How did ordinary Americans, including many teenagers, play a role in the civil rights movement of the 1950s and 1960s?	How did ordinary Americans, including many teenagers, play a role in the civil rights movement of the 1950s and 1960s?	
Story	It's 1960 in the Mississippi Delta, and 16-year old Verna Baker's grandfather has recently passed away. Verna's talks with her grandmother about her grandfather's life as well as her upcoming move to Greenwood for high school. Verna catches up with her old friend Robert, her first cousin Addie, and Addie's father Uncle Curtis at the burial and homegoing. Later that year, Verna arrives in Greenwood, and Addie takes her shopping for school. Along the way she meets members of the Black community. She also experiences segregation first hand, and must grapple with how to respond.	It's Spring 1961, and Verna receives a letter from Robert. She volunteers to help her Aunt Mabel prepare and serve dinner for the Chalmers, who are members of the white supremacist Citizens' Council, and guests. At the Chalmers' house, Verna encounters a pro-segregation campaign song and political flyers. At dinner, the guests discuss the Freedom Riders. The next day after church, Verna speaks with Miss Annetta, who invites her to an NAACP meeting. Verna speaks with Medgar Evers at the meeting and may later approach her peers about joining an NAACP youth group.	During the summer of 1962, Verna and her grandmother attend a civil rights meeting with Fannie Lou Hamer. After returning to Greenwood, Verna visits the SNCC office and volunteers to help. She must canvass people whom she knows, and persuade them to come to a SNCC citizenship class. At the citizenship class, she meets SNCC field secretary Sam Block and helps people practice for the literacy test. When the county cuts off sharecroppers' food supply, Robert arrives to help while Verna works the phone to get applicants to the courthouse. The epilogue tells how Verna remains involved in the events leading to the Civil Rights Act of 1964 and the Voting Rights of 1965. The narrative switches between Verna's specific story/perspective and national events.	

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Historical Thinking Skills	Historical empathy through understanding multiple perspectives, contextualization, historical cause and effect			