

Guiding Question: How did ordinary Americans, including many teenagers, play a role in the civil rights movement of the 1950s and 1960s?

Decision Tracker

Circle one of the values below that you will prioritize as you play Part 2 of No Turning Back.

Resist Jim Crow
Avoid being treated like a second-class citizen, even if it sometimes involves risk.

Choose Your Battles
Exercise patience and composure. Seek your uncle and aunt's approval.

Support the Movement
Put your skills and knowledge to work for the NAACP and SNCC. Bring new people into the Movement.

As you make decisions as Verna in Part 2, 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 factors, if any, influenced your choice?

Time: At least 20 minutes

Instructions

Explain to students that as they play Part 2, Verna will experience many, often conflicting, demands on her decisions. They will have to make difficult choices about how to balance Verna's desire to stand up against Jim Crow, her family's well being, and her safety.

Prioritizing a Value

Give students copies of the Part 2 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 Part 2. 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* Part 2 rather than after they have completed it.

The Complexity of Decision Making

As they play the game, students will likely realize that consistently prioritizing one value in their

	<p>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>Scaffolding</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">• While preparing and serving dinner at the Chalmers's house...• When you have the opportunity to recruit for the NAACP at the roller skating rink...• Discussing the Citizens Council with Aunt Mabel or the NAACP with Uncle Curtis...
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