

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

## Decision Tracker Reflection

*After completing all parts of the mission, reflect on your journey in the game by answering the following questions.*

**1. Reflection: What priorities most guided your decisions?**

- Which of the three values—*Resist Jim Crow*, *Choose Your Battles*, or *Support the Movement*—did you choose to prioritize? Explain why you chose them.
- What other factors guided your decisions in the game?
- Did you notice that your priorities shifted in different situations? If so, when and why?

**2. Reflection: What factors influence your choices in your life today?**

Given the time and place that Verna lived, the choices she faced in her life are different in many ways than the choices we face in our lives today. Yet, in other ways, the influences and pressures she experienced may also be very similar to our experiences.

- What feels most similar between the choices Verna faced and the choices you face in your life?
- What feels most different?

**3. Discussion: How well can we understand Verna?**

Verna was a Black teenager living in Mississippi in the 1960s, as the Civil Rights Movement to end Jim Crow segregation was growing in the southern United States.

- What makes it **hard** to understand Verna's experiences—how she thought and felt, and why she made the decisions she did?
- What makes it **possible** for you to understand some aspects of Verna's experiences, despite all the differences?

**Time:** At least 20 minutes

### Instructions

In this activity, students reflect on their decisions as Verna throughout the game, reflect on the complexity of decision-making, and practice historical empathy.

The Decision Tracker Reflection provides a series of questions for students to respond to after completing the Decision Tracker documents from the Prologue, Part 1, and Part 2 of the game.

Consider giving students time for independent reflection and/or partner discussions in response to Questions 1 and 2. Question 3 is designed for a whole class discussion.

Notes:

- This Decision Tracker Reflection takes the place of the Decision Tracker handout that appears in previous sections of this Teacher Guide. Since Verna continues to experience tension between the three values students choose from on the Part 2 Decision Tracker, you might choose to have students continue recording and analyzing specific decisions while they play Part 3. If so, simply provide them another blank copy of the Part 2 handout. You could give students the

option to choose a new priority for their decision making in Part 3.

- Keep in mind that many students may have played with other motives in mind (e.g., trying the most extreme choices, trying to make other characters angry, trying to “break” the game, or just choosing randomly). Therefore, Question #1 asks students what other factors guided their choices. It’s good to acknowledge that games allow players freedom in how much they identify with characters.
- Question #3 asks students to consider both the importance and the limits of historical empathy. We hope that students will emerge with the conclusion that it is hard but still worthwhile to try to understand the experiences of Civil Rights Movement-era teenagers (and others from the past). Here are some reasons students may give:
  - Verna had to grow up much faster than most American kids today; it’s hard to know what it was like to be in such a different world.
  - She was still a young person who wanted what most teens want—acceptance, connection to family, growing independence, fun.