

Guiding Question: What was life like for Apalachees and other Indigenous groups in the region before the arrival of the Spanish?

Decision Tracker

As you play Part 1 as Oclati, think about the many decisions you make and which ones feel most consequential. Record at least one decision you made in each of the following situations.

As Oclati, what did you do, and why?	What was your goal? (circle all that apply)	What might this tell Nicki about Apalachee culture?
When you hunted for turkeys	Enhancing my status	
	Improving my skills	
	Strengthening the community	
	Something else	
When you tried to convince Cuy to let you be a part of the goal post raising	Enhancing my status	
	Improving my skills	
	Strengthening the community	
	Something else	
When you played chunky	Enhancing my status	
	Improving my skills	
	Strengthening the community	
	Something else	

Time: At least 15 minutes

Instructions

You Are, and You Aren't Oclati

Explain to students that as they play Part 1 of *Spirit of a Nation*, they will be asked to make many choices that will determine the outcome for Oclati, the character they are playing as part of Nicki's historical imagining. They can choose what type of person they want their Oclati to be through the choices they make. Part of the value of role-playing games is the ability to take on different personalities and explore different options.

Assure students that there are no right or wrong answers and that it is fine to make choices that may be considered risky or bold. Explain that the process of thinking about different choices and their possible outcomes can help them to gain empathy—an understanding of the feelings of others—especially for historical characters. Ask students to consider how Oclati as an Apalachee boy in the 16th century may make different decisions than young people today.

Introduce the Decision Tracker

Ask students to record their progress as they play the Part 1 on this **Decision Tracker** (later sections of the game have different Decision

	<p>Tracker handouts). They should identify at least one decision they make in each of the situations listed on the handout and respond to the questions about that decision posed on the handout. If students circle <i>something else</i> as a goal for any of their decisions, prompt them to identify that goal in their responses to the other questions.</p> <p>As students record and explain their decisions, invite them to pause and think about the following:</p> <ul style="list-style-type: none">• Why are they making that choice?• Is this the choice they themselves would make or that they think an Apalachee boy in the 1500s would make?• How might Oclati's gender, culture, age, and other aspects of his identity shape the choices students make for him?• What happened as a result of the decision?• What might Nicki wonder, in the present day, about Apalachee culture and values as she imagines Oclati making that decision?
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