Guiding Question: How did Japanese Americans cope with and resist their imprisonment during World War II?

Decision Tracker

Circle one of the values below that you will prioritize as you play Part 2 of Prisoner in My Homeland.

Family Matters	Seek Independence	Build Community	Support the Government	Question Authority
Put the family first and follow your parents' guidance	*Be your own person and pursue your own priorities*	*Cope with your imprisonment by trying to improve living conditions at Manzanar*	*Support the war effort and prove your loyalty*	*Question the government's intentions and resist its unjustified programs*

As you make decisions as Henry 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 values, if any, influenced your choice?

Time: At least 20 minutes

Instructions

Explain to students that as Henry attends school, reunites with his father, gets to know Meiko, and learns about different attitudes towards cooperation and resistance, the decisions he must make will become more complicated. As students guide Henry, they will have to weigh conflicting priorities and sometimes make difficult trade offs.

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 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. **Scaffolding** 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: ● When choosing between studying and helping Miss Nelson open boxes after arriving early to class ● When choosing between doing extra credit work with Meiko and helping Mr. Ueno investigate the missing sugar ratios.