

# Mission US Implementation Guide

## Getting Started

### Create an Account and a Class

To use Mission US with your students, begin with the following steps:

1. Create your teacher account: Click “Create Account” on the upper right of the Mission US website.
2. Set up a class: Click “Dashboard” then “+New Class” to add a class and create a class password.
3. Assign a username from your class roster to each of your students.
4. Share the class password with the students so that they can register by logging into the Mission US website with their assigned username and the class password.

### Get to Know the Teacher Dashboard

To familiarize yourself with the teacher dashboard, log into the Mission US website and click *Dashboard*. Then explore the following features:

- *Currently Viewing*: Click the dropdown menu at the top of the screen to switch between classes.
- *Game Icons*: Click the circle icons on the left side of the screen to switch between Mission US games.
- *Class Overview*: Click here to monitor student progress and **Exit Ticket** performance. (Clicking on the sections of the game allows you to see the progress of individual students.)
- *Exit Ticket Assessments*: Click here to see student performance on individual questions. You can also click on the question numbers to see answer explanations that are helpful teaching supports.
- *Manage Classes*: Click here (top right of the screen) to add/delete classes, add/delete students in an existing class, or to reset class passwords.

### Prepare Yourself

Before introducing the game to your students, consider the following suggestions to help you prepare yourself to teach with Mission US:

1. Set specific goals for using Mission US.
2. Consider where and when your students will be able to play the game.
3. Play the game and reflect on the experience before sharing it with your students.
4. Consider the political climate of your school and the community it serves.
5. Cultivate a supportive classroom environment for class discussion.
6. Seek opportunities to support and extend students’ learning.

To learn more about these suggestions, we recommend that you complete the Mission US [self-paced professional development module on PBS Learning Media](#).

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We also recommend sending a letter home to families introducing Mission US and explaining the rationale behind the games. You can use or adapt [the model letter](#) we have created.

## Prepare Your Students

Before assigning the game, take the following steps to prepare your students:

- Preview the content of the game with your students. Review the resources on the “Teach this Mission” menu, especially the “Content Advisory” and “History to Know Before You Play” for guidance on what you may need to discuss with your students to ensure they are emotionally prepared and have the contextual information they need to play.
- Help your students log into the game. They will need access to the Mission US website, the username you have assigned them, and the class password. When they login the first time, the site will ask them to provide their first name and last initial.
- **Decision Tracker:** Distribute a **Decision Tracker** handout before the class begins each section of the curriculum. The instructions change on the handout for each section of the game.
- **Exit Tickets:** Let students know that during the first time they play through the game, they will encounter **Exit Ticket** questions to assess their knowledge after Parts 1 and 3 and again at the end of the mission. During game play, **Exit Ticket** questions must be completed before moving on to the next part. Also explain to students that you will review their performance on **Exit Tickets** on your teacher dashboard as a way to track their progress and understanding of key historical concepts in the game.

Note: Exit Tickets were designed as a check for understanding and a way for teachers not only to track students' progress, but also to identify content points they may want to follow up on and discuss further in class. They were not designed for grading purposes, but if you choose to use them that way, inform students before they play the game.

## Introduce the Game

- We recommend introducing students to the game by playing through the Prologue, and possibly Part 1, as a class. You can then demonstrate how students will need to make decisions for their character and should read through all choices carefully before selecting. You can also point out how they can click on highlighted words to see definitions and can collect “smart words” — useful vocabulary — along the way.
- Model using the **Decision Tracker**: Show students how to use the **Decision Tracker** throughout the game to better understand the factors driving the choices they make for their character.