

Guiding Question: How did African Americans cope with and resist segregation in the South?

Decision Tracker

As you play the Prologue and Part 1 as Verna, think about the many decisions you make and what might happen as a result. Record at least one decision you made in each of the following situations in the Prologue and Part 1.

What did you do, and why?	What happened, or might happen, as a result of your choices?
...When Grandma offered Verna one of Granddaddy's mementos	
...When Verna was shopping for shoes and dress materials	
...When Verna met Mrs. Chalmers on the street	
Add your own:	

Which of the following values connect most strongly with one or more of the decisions you recorded above?

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.

Circle a value and then explain how it connects to a decision you recorded above.

Time: At least 20 minutes

Instructions

Making Decisions as Verna

Explain to students that in *No Turning Back* they will be asked to make many choices that will determine the outcomes for Verna, the character they are playing. They can choose what type of person they want *their* Verna to be through the choices they make. Part of the fun and 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 Verna, a Black teenager in 1960s Mississippi, may make different decisions than young people today.

Introduce the Decision Tracker

Ask students to record their progress as they play the Prologue and Part 1 on this **Decision Tracker** (later sections of the game have different Decision Tracker handouts). They should identify at least one decision they make in each of the situations listed on the handout.

	They should make a short note whenever they make a key decision, pausing to think about the following: • Why are they making that choice? • Is this the choice they themselves would make or that they think a Black teenager in 1960s Mississippi would make? • How might Verna's gender, race, culture, age, and other aspects of her identity shape the choices students make for her? • What happened as a result of the decision?
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