

A Reacting Game in Development

The Atlanta Sit-Ins

Instructor's Manual

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Introduction

How to teach with *Reacting to the Past*

[this is boilerplate, borrowed from Nic Proctor, Chicago 1968] *Reacting to the Past* is a series of historical role-playing games. Students are given elaborate game books which place them in moments of historical controversy and intellectual ferment. The class becomes a public body of some sort; students, in role, become particular persons from the period, often as members of a faction. Their purpose is to advance a policy agenda and achieve their victory objectives. To do so, they will undertake research and write speeches and position papers; and they will also give formal speeches, participate in informal debates and negotiations, and otherwise work to win the game. After a few preparatory lectures, the game begins and the players are in charge; the instructor serves as adviser or “gamemaster.” Outcomes sometimes differ from the actual history; a post-mortem session at the end of the game sets the record straight.

Game Set-up

Before the game begins, instructors must help students to understand the historical background. During the set-up period, students will read several different kinds of material:

- The game book, which includes historical information, rules and elements of the game, and essential documents; and
- Their roles, which describes the historical figures they will play in the game.

You may also assign primary and secondary sources outside the game book (perhaps including one or more accompanying books). Some texts are recommended in the annotated bibliography that appears in the gamebook. Others may be suggested in the schedule section of this IM. If you want players to use these readings, they need to be tied in to the functioning of the game. Figure out how they tie into the game by relating them to specific roles and particular assignments.

Characterize the set-up sessions as a brief introductory overview. Remind players that they should go back and reread these materials throughout the game. A second reading while in role will deepen their understanding. Remind players that players who have carefully read the materials and who know the rules of the game will invariably do better than those who rely on general impressions and uncertain recollections.

This IM provides prompts for leading discussions during these set-up sessions.

From Instructor to Gamemaster

Once the game begins, you become a Gamemaster (GM). During regular game sessions, this means you will often take a seat in the back of the room. While no longer in control, you may do any of the following:

- Pass notes to spur players to action;

- Announce the effects of actions taken inside the game on outside parties (e.g., neighboring countries) or the effects of outside events on game actions (e.g., a declaration of war); and
- Interrupt and redirect proceedings that have gone off track.

Much more of your work will occur outside of the classroom. Guide players by responding to their oral presentations and written work. Probably the best way you can help students is to provide nearly immediate feedback of both. Quick feedback is important because the game issues often shift rapidly.

In addition, it is quite likely that students (individually or in groups) will seek your counsel. Sometimes these consultations will involve confusion with the situation or game mechanics. Other times, they will involve students who are seeking some sort of in-game advantage. Thus, the more familiar you are with the game the better.

Student-Centered Classroom

Once the game begins, certain players preside over the class sessions. These presiding officers may be elected or appointed. The schedule section of this IM explains how this process works. Make sure that you have taken the necessary steps to select the first presiding officer before the game begins.

Presiding officers may act in a partisan fashion, speaking in support of particular interests, but they must observe basic standards of fairness. As a failsafe device, most Reacting games employ the “Podium Rule,” which allows a player who has not been recognized to approach the podium and wait for a chance to speak. Once at the podium, the player has the floor and must be heard.

Encourage students to avoid the colloquialisms and familiarities of today’s college life. Never should the presiding officer, for example, open a session with the salutation, “Hi guys.”

Role Playing

Role sheets are extremely important to players. Given their unfamiliarity with role-playing and the chaotic and unpredictable nature of many of the class sessions, they will cling to them like life preservers in a stormy sea. Encourage them to keep their role sheets close and stress their confidential nature. Role sheets contain secrets!

It is unlikely that you will be able to master the contents of all the role sheets in this game – particularly the first time you use it. Consequently, encourage students to bring their role sheets along if they want to consult with you. Similarly, if you are corresponding with a student, pull their role sheet up on a screen so that you can consult it with ease.

Roles are often clumped into factions. This gives these players allies. In many games, one faction represents utopian theorists who seek to accommodate mankind to their intellectual visions; another faction represents social “realists” who seek to adapt these ideas to fit the obdurate shapes of human nature.

Remind faction members that in order to achieve their objectives, they will need the support of other students. They will never have the strength to prevail without allies. Consequently,

collaboration and coalition-building are at the heart of every game. Along these lines, discourage them from resorting to violence in order to achieve their objectives. (Unless that is part of the learning objectives of this particular game). Remind these faction members that every game includes roles that are undecided (or “indeterminate”) about certain issues. Similarly, encourage indeterminate roles by reminding them that they are the true kingmakers. Without their support, no faction can hope to prevail.

Liminality

Most games begin with some sort of “liminal moment.” For example, Threshold of Democracy begins every session of the Athenian assembly with a pig sacrifice. These are odd rituals that are not unlike the cry of “play ball” at the beginning of a baseball game. They signal that the classroom has become a different place in which the students will be interacting in strange, unusual, and delightful ways. As the game continues, students may find that their liminality deepens.

Student discomfort

This sense of being immersed in a role may be particularly challenging to students charged with promoting worldviews that are antithetical to their own beliefs. If this causes discomfort, remind them that they are merely playing roles. Also remind them to direct their criticisms at one another’s roles rather than one another as persons. (For example, you may need to intervene if someone repeatedly says, “Sally’s argument is ridiculous.” But encourage them to say, “Governor Winthrop’s argument is ridiculous”). Similarly, remind students that it is inappropriate to trade on out-of-class relationships when asking for support within the game. (“Hey, you can’t vote against me. We’re both on the tennis team!”)

Remind students to always assume, when spoken to by a fellow player—whether in class or out of class—that that person is speaking in role. Some roles may include elements of conspiracy or deceit. Such roles will cause some students stress, so you should encourage students to talk with you if they become uncomfortable with their roles. In the vast majority of cases, you will be able to talk them through their discomfort. To encourage these students make it clear that everyone is merely playing a role.

Victory

The challenges of achieving their victory objectives highly motivate many students even if the impact on their grades is insignificant.

Assignments

In general, RTTP games require several distinct but interrelated activities:

Reading: This standard academic work is carried on more purposefully in a Reacting course, since what students read is put to immediate use.

Research and Writing: The exact writing requirements depend on you, but in most cases students will be writing to persuade others (particularly the indeterminates).

Public Speaking and Debate: Expect most of your students to deliver at least one formal speech from the podium.

Strategizing: Communication among students is a pervasive feature of Reacting games. Encourage them to continue the game outside of class. You may want to facilitate this by organizing their initial faction meetings – perhaps during a regular class meeting.

Some game-specific variations on these requirements are described in the Assignments section of the gamebook, but for the most part, the particular structure of these assignments is up to you. Tailor the game to fit your learning objectives by consulting the suggestions in the Assignments section of this IM.

If you ask players to upload their written work, please make sure that you keep it behind password protection so that other, less scrupulous players do not borrow from them in the future. Ideally, delete all electronic copies of assignments at the end of the game.

Schedule

Similarly, this IM includes a number of sample schedules. They should help you to fit the game to a variety of formats as well as learning objectives.

Ahistorical outcomes

Every game includes the potential for ahistorical outcomes. These fall within a “plausibility corridor” of possible counterfactual outcomes that have been designed by the author. If it is important for you to retain historical verisimilitude you may want to keep this corridor narrow. You can do this by nudging players to take certain actions or through deus ex machina interventions. In either case, it is usually best to do this outside of regular game sessions. Otherwise, students begin to feel as if they are your puppets.

Alternatively, if your learning objectives feature leadership, writing, and speaking you may want to release these controls. As you balance between encouraging students and staying true to the history, you may find yourself in a dilemma. For example, if a weak student who rarely speaks makes a presentation that is riddled with historical errors, should you immediately correct those errors publicly, which will ensure that the class learns the correct history, or should you wait, let the mistakes go uncorrected, and build the student’s confidence? Alternatively, what if an irrepressible student manages to cobble together an implausible coalition? Should you jump into the fray by forcefully reminding each faction of its purposes, or do you let it play out? This requires subtle judgment on complicated matters of content, student psychology, and pedagogy. That is to say, you must be a good teacher.

Debriefing

Every game ends with at least one session dedicated to debriefing. Comparing the historical record with student experiences is often an excellent pedagogical exercise, which helps students to understand historical causation and contingency. If nothing else, it provides you with an opportunity to set the record straight.

In addition, this allows students to exit the game. They put aside their game names, reveal their secrets, and disclose any skullduggery. Encourage them to tell all – it is important for them to put the conflicts between their roles behind them.

Modifications

Once you are familiar with the workings of the game, feel free to modify the game as you see fit (to go off on your own, in readings, written assignments, etc.). It's your game now.

Game Synopsis

This game is designed to show students what it takes to plan and execute plans of protest. When learning about the Sit-Ins, it is quite easy for students to fixate on the event itself. And the Sit-Ins were spectacular theater. They were heavily scripted, and repetitive. Students (and other members of the community) went to segregated businesses and sat down. When refused service, they simply stayed put. When asked to leave, they stayed put. When the police arrived, enforcing “race neutral” laws that made it criminal to refuse to leave a place of business once asked, the students went peacefully. Not all sit-ins followed this script. Some protestors went off script, or adhered to more militant scripts—demanding service, disrupting businesses’ operations, or resisting the police officers’ arrests. Counter-protestors often showed up and assaulted the students verbally and physically.

The theater of the Sit-Ins masks the difficulty protestors had in planning and mobilizing, and in dealing with deep divisions within the community. This game is designed to show students just how many different views about protest existed. **Student activists** wanted to employ direct action protest to attack Jim Crow. **Indeterminate students** also despised Jim Crow, and the thousand insults it perpetrated daily upon them, but they also had other motivations. Some of them were the first in their generation to go to college, and they did not want to risk their (and their families’) considerable investment in their financial future. Some were more conservative, and did not believe in disrupting private businesses. And others were more militant, and wanted direct action taken to another level, or directly into the Deep South outside of Atlanta. Meanwhile, **Atlanta’s civil rights leaders** had spent their lives fighting for rights. They had made substantial gains by 1960. They had won voting rights. Their voting as a block had given them political clout in the mayor’s office. They had integrated the Atlanta Police Department. They were not about to surrender these gains, nor their leadership, to upstart students.

Each of the game sessions revolves around a single public meeting. The different factions may present different plans for protest at these public meetings. The point is for the meeting to come to some sort of consensus plan. It may, or may not, happen. Student activists might get together outside of the public meetings and perform their own sit ins. When the game session ends, the GM then reports the sit-ins and their results to the class as a whole. Then, a new game session begins. Another public meeting will either produce the same plan, a new plan, or splinter the group. And so on.

Learning Objectives

By playing this game, students will

- Explore how communities organize to resist legal and extralegal violence under oppressive conditions, and identify the various historical factors that shape that resistance.
- Understand basic elements of constitutional law, including Fourteenth Amendment jurisprudence. They will see how the constitutional text can support mutually exclusive interpretations (such as “separate but equal” and “separate is inherently unequal”).
- Collaborate with their peers to create action plans and strategies.
- Build consensus for plans with people who may be directly opposed to them.

Key Concepts

Social justice is a complicated affair. Students playing the game will learn that **group solidarity**, even in communities where everyone suffers the same injustices, can be difficult to achieve. The division of the students into factions at the beginning (COAHR and SALC) mask deeper divisions among the protestors. Among both the students and the adults are **radicals**, who will be frustrated by the slow pace of the students. They may break from the group altogether and follow their own plans. The adults are largely (though not exclusively) committed to **pragmatism**, the principle that you work for the best deal you can get given your circumstances. Pragmatists look at change as incremental and gradual, and think of idealists as pie-eyed and foolish. The students are largely committed to **direct action**, putting their bodies on the line to force immediate change. Direct action can be nonviolent, but the radicals have their own ideas about nonviolence in the face of violent injustice.

The student movement also required an immense amount of organizing and work, and the students who assume leadership roles will quickly learn this. We tend to think of **leadership** in charismatic or even heroic terms, deifying people like Martin Luther King, Jr. as the “leader” of the movement. Students playing the game will discover just how much work real leadership is, and how diffused leadership is in real life. Many unheralded students organized protests, printed and distributed leaflets, arranged for lawyers and doctors to help protestors. Students in the game will gain an appreciation for the reality of **diffuse leadership**.

Finally, the game is a direct look at how **constitutional norms** are created. Contrary to the claims of some legal theorists, constitutional norms are not universal. The Supreme Court squared Jim Crow laws with the Fourteenth Amendment’s promise of equality in *Plessy v. Ferguson*. The NAACP’s **litigation strategy** accepted the doctrine of separate but equal, and in fact used that doctrine to attack the inequities of Jim Crow law. In 1960, students largely rejected the litigation strategy in favor of **direct action**. The students demanded that the constitutional value of equality applied in all circumstances, and to private businesses as well as public spaces. Ordinary protestors become constitutional claimsmakers. When Congress passed the Civil Rights Act of 1964, it enshrined the students’ vision in law.

Model Schedules

The game is divided into sessions. As GM, you should publish clear, hard deadlines for the end of a game session. Once a game session ends, the new game session begins. All player actions need to be in before the deadline. Then the GM reports the results, and a new session begins.

Each session has a public meeting. The public meeting will take place during class. It is a time for formal speech giving, and an opportunity for people who want to assume leadership roles to submit plans for general approval. Both before and after the public meeting, students may take other actions. It is the GMs responsibility to make sure that those actions are according to the rules, or to inform students when they are not. If students that should be taking action are not doing anything, the GM should prompt them.

You need to have a clear beginning to the game. Typically this would occur during a “**social**” in the setup session, where the players all introduce themselves and talk to one another. It’s an icebreaker, and gives them the chance to learn something and begin taking actions.

The standard schedule would require six sessions (roughly three weeks in a two class per week session). This can be extended as long as one wants, or collapsed to one week.

Standard Schedule

1.	Setup Session
2.	Setup Session (the social, in character)
3.	Game Session 1 (March, 1960)
4.	Game Session 2 (September, 1960)
5.	Game Session 3 (September, 1961)
6.	Debriefing

Extended Schedule

Extended game sessions can involve more setup, or simply add game sessions. When setting more game sessions, remember that the end point of the game is 1964, with passage of the Civil Rights Act.

Short Schedule

If you want to use the game in a reduced fashion, a single game session is possible.

1.	Setup Session (the social, in character)
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2.	Game Session 1 (March, 1960)
3.	Debriefing

Roles

Roles and Factions

All players should receive individual role sheets. The individual role sheets will also have a faction advisory. Keep in mind that the faction goals and individual goals may not align. Characters also may “jump ship” and join their own faction.

COAHR

These are the student activists. The following table shows the members and gives you a shorthand for their goals, victory conditions, and any special powers that they have.

SALC

These are community civil rights leaders. The following table shows the members and gives you a shorthand for their goals, victory conditions, and any special powers that they have.

Student Indeterminates

These are the students who have not yet committed to protest. The following table shows the members and gives you a shorthand for their goals, victory conditions, and any special powers that they have.

Role Allocation Table

A minimum of 14 roles is required to play. The game is designed for up to 46 players, but you can easily duplicate indeterminate roles to increase the numbers up to 100.

Game Setup

Overview

Students will need to have a good understanding of the Constitution, of Atlanta history, African-American history, and what was segregation in order to play the game properly. In addition, students may need some prompting in order to prepare for the game sessions, so be ready to

communicate with individual students, especially the initial protest leaders (Lonnie King, Herschelle Walker, Julian Bond, etc.) and the adult civil rights leaders (A. T. Walden, Benjamin Mays, etc.).

Students who want to present a protest plan should look at the guidelines in the Player's Guide and follow them. They should prepare for critiques. They need to understand that preparation is key. Encourage them to do so. They also need to know that they can act outside of the public meeting. Remind them!

Part of the point of the game is for the students to plan, and then to react when their plans don't go as anticipated. Student leaders may find their carefully prepared plan torn to shreds at the public meeting. Or a savvy chair may set rules that privilege their own plan over that of opponents. Students may need to be prompted to act outside of class.

Rules and Procedures

The Public Meeting

The gamebook has all of the rules for the public meeting. Here are some things for the GM to consider.

- Make sure the chair is prepared, especially to call for the vote at the end. Have they devised a voting system? Will they pass out ballots? Will they ask for votes viva voce? How will they record them?
 - As GM, you will need to know how each player votes, and how many students they pledge to a plan. *Tip: remind the chair that they have to have a record of the number of students pledged by each character (if they control students) or the character's names (if they are part of the SALC faction).*
 - *Ballots are helpful, but the chair should pre-print them so that all people voting indicate their character's name and how many students they are pledging (if applicable).*
 - *Some students may have voting certificates that allow them to commit more students to the cause. Make sure they turn in the certificates when using them.*
- Some people are required to give speeches in the Public Meeting. Make sure the chair knows that they must recognize speakers, and that everyone should get the chance to speak before someone speaks twice.
- If a fight breaks out about procedure, you can act as parliamentarian and resolve the dispute, so the game can continue.
- If the students become confused about what proposal they are voting for, and the chair cannot resolve the problem, then the chair has failed in their task. This is not for you to correct! Sometimes meetings are poorly run, and sometimes they end in chaos.
 - *Tip: Pick a student who is organized to have a chairing role.*
 - *Tip: An ounce of prevention is worth a pound of cure! Help your chair prepare.*
 - *Tip: If a chair bungles a meeting, prompt certain students to act outside of the public meeting.*

- If a student disrupts a meeting, and is expelled by the chair, make sure the student moves to the “outside the meeting” section. That player can no longer participate, but must be present for the rest of the class session.
 - *Tip: Disruptions, if done in character, are part of the game. Disruptions committed by disruptive students out of character are not!*

Actions outside of public meetings

Students may contact you with actions they wish to take during a game session. This is where much of the action takes place. Make sure you review the rules regarding the submission of plans outside the public meeting. Students “control” fewer students outside of public meetings than they do inside public meetings.

Special Powers

If a character exercises a special power, make note of it! (and make sure that the character can actually exercise that special power—refer to the [role chart](#) above. Then refer to the [Determining Outcomes](#) section below to determine what happens when a special power is used.

Vote Bonus Certificates

Students who engage in special activities are eligible to receive vote bonus certificates. This is a system that rewards students for completing additional activities. Refer to the Game Manual for the simple list of bonus activities and vote bonuses.

Determining Outcomes

At the end of every session, you should have the following information:

- Protest plan(s): number of students who support the plan, any prominent civil rights leaders who support the plan, details about when and where the protests will take place, what the protestors will do when confronted by private citizens and the police, and what to do if protestors are arrested and/or jailed.
- Special powers exercised by any character possessing special powers.

It is your job now to turn these into actions and results. This occurs in three steps: Determining participation; determining results of protest; determining exercise of special power.

[n.b.: the game designers are working on a historical outcomes generator that will use an algorithm to calculate these results.]

Determining Participation

Die Roll	Outcome
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1-2	25% of pledged students participate
3-4	50% of pledged students participate
5-6	75% of pledged students participate

+1 if the protest leaders have effective plans for keeping students engaged.

+1 if the protest leaders have effective plans for distributing leadership.

-1 if the protest leaders do not have effective plans for keeping students engaged.

-1 if the protest leaders have effective plans for distributing leadership.

Determining results of protest

Roll for an outcome for each individual protest plan. Then compare the number of protestors committed to each plan and determine which one will get the most press. Report all results.

Die Roll	Outcome
1	<ul style="list-style-type: none"> Counter-protestors arrived and attacked students. 75% of protestors arrested for criminal trespass. 50% of protestors severely hurt, and arrested for assault and battery. Press is unfavorable.
2	<ul style="list-style-type: none"> Counter-protestors arrived and attacked students. 75% of protestors arrested for criminal trespass. 25% of protestors severely hurt, and arrested for assault and battery. Press is unfavorable.
3	<ul style="list-style-type: none"> Police arrive to arrest students. 75% of protestors arrested for criminal trespass. 10% of protestors severely hurt. Press is neutral.
4	<ul style="list-style-type: none"> Police arrive to arrest students. 50% of protestors arrested for criminal trespass. Press is neutral.
5	<ul style="list-style-type: none"> Police arrive to arrest students. 50% of protestors arrested for criminal trespass. Press is favorable.

6	<ul style="list-style-type: none"> • Police arrive to arrest students. • 25% of protestors arrested for criminal trespass. • Press is favorable.
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+1 if protestors have a strong press or public relations campaign.

+1 if protestors have a strong training plans.

-1 if protestors have no press or public relations campaign.

-1 if protestors have no training plans.

Special Power: direct line to Martin Luther King, Jr.

Die Roll	Outcome
1-2	MLK declines to participate in the protest.
3-6	MLK agrees to participate in the protest.

+1 if after the first game session.

-2 if during the first game session.

Special Power: direct line to Mayor William Hartsfield

Die Roll	Outcome
1-2	Mayor Hartsfield refuses to get involved.
3-4	Mayor Hartsfield insists on a quid pro quo for his help (GM choice)
5-6	Mayor Hartsfield agrees to help.

-2 if protestors were violent.

-1 if protestors were undisciplined.

-1 if press is negative.

+2 if protestors were nonviolent.

+1 if protestors' public relations campaign is strong.

+1 if protestors were disciplined.

Jail and/or Hospital

If students are arrested and jailed for **criminal trespass** at the end of one game session, then they return for the next game session with cases pending (i.e., no criminal record).

If students are arrested and jailed for **assault and battery** at the end of one game session, then they return for the next game session with a conviction (i.e., they now have a criminal record).

Any jailed student may appeal for **legal help**. Certain characters have the power of extending legal help to any jailed student. (A. T. Walden and Donald Lee Hollowell). Legal help will prevent convictions in this game and move them all to “pending.” If students have legal help as part of their protest plan, then they

If a student **refuses bail**, then they are in jail for the next game session.

If a player is **hurt**, they return for the next game session. If they are hurt at the next round of protests, they have to sit out the following game session.

Assignments

Every student will have two written, formal assignments. These are essays, in character and reflective. Outside of this, the students may submit other work to you that impacts game play.

Items you will need to run the game

- A gavel, or something to begin the meeting.
- One six-sided die.

Managing the Game

Setup for the game

Students need to read the game book, their role sheets, and the core texts. There are several suggested assessments that accompany this IM, or you can devise your own to make sure students are familiar with the historical materials.

Essential Game Knowledge

Game Play is fairly simple, and game sessions repeat themselves. Expect that the first game session will be a little rough (many students have never had a formal meeting, conducted even loosely according to parliamentary procedure), but it will get easier as it goes along. Here are some tips to ensuring smooth game play.

- Check in with the chairs of each public meeting during setup. Make sure they understand the Rules and Procedures of the [Public Meeting](#).

- Check in with the COAHR and SALC leaders. Prompt them to prepare a protest plan. Get them to think through all of the elements and prepare for contingencies. Remind them that they must persuade the people in the room to participate, and they have to consider the public outside the room as well.

The “Social”

It is a good idea to have a “social” as the last part of setup. In the social, students can wear name tags and meet each other. This gives faction members a chance to huddle, but also for them to meet the other players in an unpressured environment. It is helpful here to have an icebreaker planned out. For instance, you could require the characters to go and introduce themselves and learn one fact about everybody else.

The First Game Session

Turn the public meeting over to the chair.

It is important during the first public meeting that the chair take over the class. Once the chair bangs the gavel, then the class belongs to the students. The GM should only intervene if students are being disruptive by acting out of character.

The one exception to this is if there is a question about procedure, and you are asked to intervene as the **parliamentarian**. For instance: a student has asked to be recognized to speak, but the chair refuses to acknowledge the student. If the student protests, you may intervene as the parliamentarian and make a ruling (“The student must be allowed to speak.”)

Protest Plans at the Public Meeting

The point of the Public Meeting is to gather enthusiasm for a protest plan. The first public meeting should feature a plan put forward by SALC, or by COAHR. You may want to prompt the leaders of these factions to bring a plan for presentation.

What to do if...

No player brings a plan to the first public meeting and no plan is adopted.	When the public meeting ends, inform the class that no plan was adopted. Prompt indeterminate radicals individually to arrange wildcat sit ins. It only takes a handful of students to make this work!
The chair bungles the vote, and no vote is taken.	When the public meeting ends, inform the class that no plan was adopted. Prompt the student leaders individually to have them arrange a protest outside the public meeting!
The chair votes only on the first proposal before the body	When the public meeting ends, inform the class that the chair’s actions were within the rules, and legal. Prompt

and refuses to hold votes on alternate proposals.	student leaders to consider their options for organizing outside of the public meeting!
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Announcing the Results of Game Session 1

It is very important that the players all receive new information at the conclusion of a game session. Follow these simple steps.

1. Roll a die for [specific outcomes](#) for each sit in, and each special power exercised.
2. Prepare a press release that reports these outcomes. The press release should be factual and simple, and should also have details that pitch the sit ins as a positive or negative result.
 - a. E.g.: “On March 15 in Atlanta, 400 students participated in sit ins at 10 lunch counters across Atlanta. The police were called, and just over 300 students were arrested for criminal trespass. The protesters were peaceful, and went quietly with the police when arrested. The police booked the protestors, who were then immediately released on bail pending a case.
 - b. You can also include in the piece any press release issued by the students. This allows the students to control the narrative. It is the GMs choice as to whether the press would take these press releases seriously.
3. Release appropriate news articles from the historical archive (Appendix X in this IM) that will give students an idea of what is happening in other cities and in other sit ins.
4. Prompt individual students with specific results for their character as needed.

Subsequent Game Sessions

Once you announce the results of the first game session, there are a few things that you may want to consider.

[Keep track of who is in jail, or hurt.](#)

At the end of Game Session 1, the most likely outcome is that a number of students have been arrested and then released. But keep track of any students who remain in jail, or who were hurt. It is important to keep players in the game (the rules are designed to do this), but it is also important to keep track of who is where.

[Prompt players who have special powers.](#)

Willie Paul Berrien, Jr. is specifically instructed to challenge the protest leaders if progress isn’t being made fast enough. Prompt him to do so, either in the public meeting or outside of the meeting, or elsewhere.

Ella Baker may want to “jump ship.” Query her.

If any indeterminate student is showing leadership skills, you might want to prompt them to act. Why are they waiting for others to lead them? Why shouldn’t they be leaders?

Even if the students acted without legal help and are in jail, you might prompt **Donald Lee Hollowell** or **A. T. Walden** to offer help to the specific students who are in jail. They might demand a quid pro quo (accepting adult leadership, e.g.) or they might do it to build goodwill (soft power, so to speak).

Debriefing

The debriefing section should begin with the news that the Civil Rights Act of 1964 has passed Congress and has been signed into law by President Johnson. Title II prevents discrimination in places of public accommodation (restaurants, hotels, inns, etc.) on the basis of race, color, religion, or national origin. This was a major civil rights victory. Importantly, it will happen regardless of what the students did in the game. The students can affect many things in this game, but they cannot prevent the Civil Rights Act from becoming law.

What Really Happened

The Atlanta Sit Ins begins in March 1960, at a public meeting held jointly by students of the Atlanta University Center, some faculty and administration, and community civil rights leaders. While the public meeting does not replicate single historical meeting, there were many such meetings throughout the period. These meetings were often working sessions, to determine the tactics to carry out a larger strategy, or to decide on strategy. They might also be contentious meetings to argue about differences in philosophy.

Atlanta's sit ins protest began conservatively, especially compared to the protests launched in Greensboro, Memphis, and other cities. Students fanned out across the city on March 15, 1960, but targeted only publicly owned properties—the municipal theater and the lunch counter in the downtown court building. Students were arrested, but were quickly bailed out as civil rights attorneys filed lawsuits aimed at challenging segregation laws in court. The movement then idled during the summer of 1960, while mass sit ins in other southern cities forced civic leaders to the table and produced immediate, headline grabbing results. Atlanta, which had been the hub of black intellectual and spiritual life for much of the twentieth century, had surrendered its leadership of the movement. When the Sit Ins resumed in October of 1960, the students had organized a grand protest that included 2000 people and the young star of the Montgomery Bus Boycott, Martin Luther King, Jr.

The October sit-ins resulted in hundreds of arrests. Martin Luther King, Jr. was not only arrested, but transported in the dead of night to a state prison on a trumped-up charge. Mayor William Hartsfield used the clout of the mayor's office to intercede. Hartsfield then declared something of a truce, asking both sides to cool down for thirty days while leaders negotiated. He turned to the elder statesmen of the civil rights community, Daddy King and A. T. Walden, who agreed to cease all protests in exchange for a partial desegregation of key businesses, to coincide with the planned desegregation of Atlanta's schools in September, 1961.

This plan was announced to the students at a meeting at Warren Memorial Methodist Church on March 10, 1961. The students were furious. They jeered elder leaders, calling A. T. Walden

an Uncle Tom and booing Daddy King off the stage. Martin Luther King, who had arrived late to the meeting, then ascended the podium. With tears in his eyes, he chastised the youths for their behavior and pleaded with them to take the deal. "If anyone is to break this deal," he said, "let it be the white man."

Most narratives of the Atlanta Sit Ins end with this seminal moment, but it is important to note that the sit ins continued. Small groups of students continued to stage sit ins. Meanwhile, more radical students prepared to take the fight to the heart of the rural Deep South. The Civil Rights Movement would encounter more and more violence in the years to come.