

# TEACHER'S GUIDE

## Review Questions

### Part 3: Riding the Rails

#### MISSION 5: "Up from the Dust"

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#### A NOTE TO THE EDUCATOR:

*The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.*

*Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all of your students.*

*There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 3.*

*Feel free to copy the following pages of this activity for your students.*

*If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.*

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: After you play Part 3, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Why are cattle starving on the Dunn farm?

*A major drought and overgrazing killed off most of the grass for the cows to eat.*

2) What happened to Frank's prize cow?

*The family could not feed it anymore, so the cow needed to be put out of its misery and shot.*

3) Frank decided to leave the farm and head on an adventure across the country. Why did he want to leave? How did he plan to travel?

*Frank was upset the family had to kill their cows and that the wheat crop was failing. He wanted to escape farm life and see highlights of the country, like Pike's Peak, a Hooverville, and the Grand Ole Opry. He planned to ride freight trains for free.*

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4) Why are sheriffs going after "hombres" in Dalhart, according to the Mexican-American rail worker who wakes you at the train station?

*Many of the white residents feel like the Latinos are taking up all of the government relief. The sheriffs are arresting Latinos for lingering in the town, and threatening to deport people to Mexico.*

5) While riding the rails, you may have seen people waiting in lines several times. What were these people lining up for? Did you ever join? Why or why not?

*Reasons for lines include: government relief, breadlines, and rumors of work.*

6) Who are the "bulls?" What is their job on the railroad?

*"Bulls" are rail yard detectives who catch hobos and anyone trying to ride the rails for free.*

7) During your travels, you may have visited a large Hooverville. Which city was it in? Describe what you saw there—i.e. the people, living conditions, food, etc.

*The Hooverville is in St. Louis.*

*\*\*\*NOTE: Descriptions of what they see will vary depending on what choices were made. Stories include: Seeing shanties, people prepping meals and lining up for meals, people raising their own animals, families, etc.*

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8) When you visited towns, what did you buy? Did you ever try to steal anything? Why or why not?

*\*\*\*NOTE: Answers can include: meals, snacks and groceries, postcards to send home*

9) Compare the small towns with the big cities. What were the similarities and differences between them?

*Rail yards in small towns often had fewer trains and they arrive very infrequently. Rail yards in cities had many more trains that went all over the country. Cities usually had more breadlines and people active in protests. People in smaller towns seemed to be more hostile towards hobos and minorities.*

10) In this part you may have met a number of new people. In the space below, make some notes about each person you encountered. For these answers, your notes do not need to be complete sentences.

Shopkeepers and business owners:

Rail yard detectives:

Hobos (in camps and on trains):

Townsfolk:

Protestors: