

# TEACHER'S GUIDE

## Learning Goals

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

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*MISSION 5: "Up from the Dust" provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals:*

#### **MISSION US OVERALL LEARNING GOALS**

*Students will:*

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

#### **MISSION 5: "UP FROM THE DUST" LEARNING GOALS**

The economic and environmental disasters of the Great Depression and Dust Bowl caused widespread hardship in the United States. Mass unemployment and the loss of household income led to hunger, poverty, and homelessness. In farming regions, severe drought led to successive crop failures that exacerbated economic hardships.

Ordinary families sought to survive the Great Depression by reducing their living expenses and finding new ways to supplement income. In some cases, family members or entire families left home in search of employment elsewhere. Communities responded by helping those in need and undertaking collective protests and other organized actions to demand action by the federal government.

With the election of President Franklin Delano Roosevelt in 1932, the federal government initiated a wide-ranging series of relief programs known as the New Deal. New Deal programs provided opportunities for Americans to get financial relief in exchange for work and supported farmers by providing a guaranteed price for crops, but not all Americans benefitted equally from the New Deal.

#### **Historical Thinking: Cause and Effect, Multiple Perspectives**

Historical thinking involves the ability to understand how past events have multiple causes and effects and explain the relationships among historical events. Historical thinking also requires the capacity to recognize how people in the past viewed their world and how those worldviews influenced their choices. In MISSION 5, students in the roles of Ginny and Frank will experience the impact of the Depression and New Deal on Americans from all walks of life and the range



**TEACHER'S GUIDE**  
**Learning Goals**  
**MISSION 5: "Up from the Dust"**

of responses from individuals, communities, and the federal government to the environmental and economic crises facing the nation during the 1930s.

By playing the game and completing the accompanying lessons, students will develop skills in analyzing cause and effect and multiple perspectives in history. Specifically, students should be able to:

- Understand how the lives of ordinary people were altered in different ways by the economic and environmental hardships of the 1930s
- Describe how people took individual and collective action to survive the Great Depression and demand government assistance
- Identify why federal government intervention was necessary and describe the successes and limitations of New Deal programs

| <b>Historical Understandings</b>  | <b>Key Related Vocabulary and Events</b>   |
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| In the Great Plains region during the 1920s high crop prices encouraged farmers to plant more and more acres of wheat and other crops. When prices dropped and climate problems, combined with unsustainable farming practices, caused crop failures, farmers faced an economic crisis. | Prologue<br>Wheat farming mini-game<br>drought<br>boom<br>bust<br>mortgage   |
| The Stock Market Crash of 1929 caused widespread unemployment in the U.S. With little or no income, many Americans became hungry, desperate, and even homeless.   | Part 3, Riding the Rails<br>Hooverville<br>foreclosure<br>destitute (Part 4)   |
| Racial discrimination created even greater hardships for African Americans and Mexican Americans during the Great Depression and New Deal programs did not always help them equally.  | Ned Shaw and his family (Part 3)<br>Roberto and his family (Parts 3 and 4)<br>tenant farmer<br>deportation   |
| In response to the economic crisis of the Great Depression, families reduced living expenses and sought new ways to supplement income.  | Dunn family decisions about borrowing money, cancelling trip to California, hiring out Bill Dunn<br>Mrs. Huff's store (credit, putting items back)<br>Thelma's dress for the dance<br>Decision to kill cows<br>economize |



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| In some cases, individuals and families reacted to the crisis by migrating (leaving home) in search of jobs and better economic opportunities.   | Frank's decision to ride the rails<br>Mitchell family's migration<br>Ned Shaw's migration<br><br>riding the rails<br>hobo   |
| Many Americans depended on private charities and public relief for food, shelter, and clothing to get by, and neighbors did what they could to help those in need. But these sources of assistance were not enough to meet the needs of so many hungry and homeless people.    | Red Cross clothing drive<br>Soup kitchens, breadlines, and shelters experienced while riding the rails  |
| As the economic crisis of the Great Depression worsened, the administration of President Herbert Hoover insisted that relief should only come from local sources. Many Americans gathered together to take part in collective actions demanding a federal government response. | hunger marches and other protests<br><br>Bonus Army<br>on the dole<br>relief  |
| The election of Franklin Delano Roosevelt in 1932 gave new hope to Americans. In the first 100 days of his presidential administration, Roosevelt and Congress launched many new programs to help alleviate suffering and put people back to work.                             | Researching New Deal programs for different residents of Dalhart<br>relief<br>work relief<br>Agricultural Adjustment Act (AAA)<br>Civilian Conservation Corps (CCC)<br>Federal Emergency Relief Administration (FERA) |
| Many residents of the hard hit "Dust Bowl" region of the southern Great Plains migrated in search of work to California, where farming had not been devastated by the drought.   | Mitchell family's migration<br>Ned Shaw's migration<br>Resettlement Administration<br>Okies   |
| As migrants streamed into California seeking work, there were more people seeking work than there were jobs harvesting the state's crops. Migrant farm workers were paid extremely low wages and lived in terrible conditions, many in camps set up by growers.                | Selecting captions for Dorothea Lange's photographs<br>migrant workers  |

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**Learning Goals**  
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| <p>The Farm Security Administration, a New Deal agency, hired photographers to travel around the country documenting social and economic conditions and the impact of New Deal programs.</p>   | <p>Dorothea Lange</p>  |
| <p>The Civilian Conservation Corps (CCC) was a New Deal work relief program that put young men (aged 18-23) to work planting trees, building parks, and teaching soil conservation techniques to farmers. The CCC brought together young men from different regions and backgrounds and provided classes in addition to the chance to work and earn money.</p> | <p>Building a cabin with other CCCers<br/>Anthony and Frank's friendship</p> |