

**Guiding Question:** What actions did people take to cope with the economic hardship of the Great Depression?

**Decision Tracker**

*As you make decisions as Ginny and Frank, do your best to follow the priority you chose. Record and describe at least two decisions you make in the game in which that priority is a factor.*

	What did you do, and why?	What happened, or might happen, as a result of your choices?
...As you ran the farm		
...As you explored Dalhart		
<i>Add your own:</i>		

Which of the following priorities connects most strongly with one or more of the decisions you recorded above?

**Maintain the Family Farm**  
Help my family and keep the farm viable

**Explore America**  
Learn more about the world and what's happening

**Help Others**  
Do whatever I can to help those less fortunate

**Support the New Deal**  
Understand and promote government policies to help many, but not all, Americans get by during the Great Depression

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

**Time:** At least 20 minutes

**Instructions**

**Making Decisions as Ginny and Frank Dunn**

Explain to students that as they play *Up From the Dust*, they will be asked to make many choices that will determine the outcomes for Ginny and Frank, the characters they are playing. They can choose what type of people they want their Ginny and Frank 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 Ginny and Frank, as Dust Bowl-era American teenagers, 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

## Up From the Dust Prologue & Part 1 Teacher Guide

	<p>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:</p> <ul style="list-style-type: none"><li>• Why are they making that choice?</li><li>• Is this the choice they themselves would make or one that they think Dust Bowl-era teenagers would make?</li><li>• How might Ginny's and Frank's genders, race, class, or age shape the choices students make for them?</li><li>• What happened as a result of the decision?</li></ul>
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