

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

**Decision Tracker**

What will be your priority as you play Parts 2 and 3 and make choices as Ginny and Frank? Circle one.

**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

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 Parts 2 and 3 in which that priority is a factor.

What did you do, and why?	How did your decision connect to the priority you chose?	What other factors, if any, influenced your choice?

**Time:** At least 20 minutes

**Instructions**

Explain to students that Ginny and Frank face more complicated choices as they balance their obligations to their family farm, their desire to support others in the community, and their hunger to explore life outside of Dalhart. As students guide Ginny and Frank, they will have to weigh conflicting priorities and sometimes make difficult trade offs.

**Choosing a Priority**

Give students copies of the Parts 2 and 3 Decision Tracker, and walk through the instructions with them. Instead of reflecting on priorities *after* recording their decisions on the handout (as they did previously), students will now choose a priority *before* they play Parts 2 and 3. Encourage them to try to follow that priority in the choices they make in the game.

On the handout, students will record at least two decisions they made in which their chosen priority came into play. (The graphic organizer provides space for three examples.) We recommend that students record their decisions *as they play* Parts 2 and 3 rather than after they have completed them.

**The Complexity of Decision Making**

	<p>As they play the game, students will likely realize that consistently pursuing one priority will force them to make difficult compromises, and they may even choose to abandon their chosen priority at times for this reason. The goal is not to test or evaluate students' abilities to stick with their priority - rather, it is to help them experience and reflect on the complexity of decision making.</p> <p><b>Scaffolding</b></p> <p>Unlike the Prologue-Part 1 Decision Tracker, this version is open-ended and does not suggest which situations in the game should be the focus of the actions and choices they describe. If your students need more guidance about what to record, you can provide them one or more of the following situations:</p> <ul style="list-style-type: none"><li>• Trading at Huff's store...</li><li>• While riding the rails...</li></ul>
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