

PROLOGUE & PART 1: Boom to Bust 1880s–1920s The Great Plow-Up 1930-32		PART 2: Neighbors in Need Summer/Fall 1932		PART 3: Riding the Rails Fall 1932/Spring 1933		PART 4: A New Deal for Some 1933–1935		PART 5: California or Dust 1935		EPILOGUE 1946
PLAYING Time	40–50 minutes	45–55 minutes		50–60 minutes		50–60 minutes				
Activities Time	40 minutes	55 minutes		80 minutes		80 minutes				
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	
<p><i>Planning based on 45-minute classes.</i></p> <p><i>Please adjust accordingly.</i></p>	<p>PLAY Prologue and Part 1 (including Exit Ticket)</p> <p>Complete Decision Tracker while playing.</p>	<p>Complete Mission Reflection</p> <p>Class Discussion</p> <p>Complete Document Analysis</p>	<p>PLAY Part 2 and Part 3 (including Exit Ticket)</p> <p>Complete Decision Tracker while playing.</p>	<p>Complete Mission Reflection</p> <p>Class Discussion</p>	<p>Complete Document Analysis</p> <p>Class Discussion</p>	<p>PLAY Part 4 and Part 5 (Optional)</p> <p>Continue to use Decision Tracker while playing</p>	<p>PLAY Epilogue (including Exit Ticket)</p> <p>Complete Decision Tracker Reflection</p> <p>Class Discussion</p>	<p>Start Document-based Writing Activity</p>	<p>Complete Document-based Writing Activity</p>	
<p>Activities</p> <p><i>(A Teacher Version is provided for each handout that includes tips for classroom implementation)</i></p> <p><i>The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i></p>	<p><u>Life on the Farm</u></p> <p>Mission Reflection (15 minutes): Students identify the chores and challenges faced by Frank and Ginny in helping to run the family farm.</p> <p>Document Analysis (at least 25 minutes): Students analyze the price of wheat and average rainfall from 1909–1940 to discuss the economic and natural forces that impacted farming at the time and how they compare to challenges faced by farmers today.</p>	<p><u>The Great Depression</u></p> <p>Mission Reflection (15 minutes): Students identify some of the ways that Frank and Ginny observed Americans responding to hardships in the 1930s (neighbors helping neighbors, demanding governmental assistance, hitting the road, and organized charities).</p> <p>Document Analysis (40 minutes): Students analyze a memoir about the Bonus Army and photographs of Hoovervilles to better understand how ordinary Americans responded to the Great Depression.</p>		<p><u>Different Perspectives on the New Deal</u></p> <p>Decision Tracker Reflection (20 minutes): After game play, students review the priorities they set and the decisions they recorded on their Decision Tracker. Then they reflect on the complexity of decision-making and the importance of historical empathy.</p> <p>Document-Based Writing Activity (60 minutes): New Deal programs represented a huge increase in the role of the national government in Americans’ lives. For the first time, the government provided direct aid to the hungry, employed unemployed men on public works projects, and paid young men to build forest trails in Civilian Conservation Corp camps. This document-based writing activity asks students to compare and contrast different perspectives on the New Deal. Students select four documents and then explain in two paragraphs how the New Deal helped some people and not others, and what those who were not helped wanted from the New Deal.</p>						
<p>Game Decision Tracker (to be completed independently as students play the game)</p>	<p>Students record decisions they make as Ginny and Frank throughout the game, and then reflect on how those decisions relate to the following four values: Maintain the Family Farm, Explore America, Help</p>	<p>Students choose a priority (Maintain the Family Farm, Explore America, Help Others, or Support the New Deal) <i>before</i> playing. Then they record 2-3 decisions they made while playing and reflect on what made it easy or hard to put their chosen value into action.</p>		<p>Optionally, students repeat the same process from Parts 2 & 3.</p> <p>Students complete the Decision Tracker Reflection.</p>						

Up from the Dust Curriculum Overview

	PROLOGUE & PART 1: Boom to Bust 1880s–1920s The Great Plow-Up 1930-32	PART 2: Neighbors in Need Summer/Fall 1932	PART 3: Riding the Rails Fall 1932/Spring 1933	PART 4: A New Deal for Some 1933–1935	PART 5: California or Dust 1935	EPILOGUE 1946
	Others, and Support the New Deal					
Guiding Question(s)	<p>What are some economic and natural forces that make farming difficult, and how did families in the 1920s cope with these challenges?</p> <p>What actions did people take to cope with the economic hardship of the Great Depression?</p>	<p>What actions did people take to cope with the economic hardship of the Great Depression?</p>		<p>How did President Roosevelt and his New Deal programs try to ease the economic hardships of the Depression for many, but not all, Americans?</p> <p>What actions did people take to cope with the economic hardship of the Great Depression?</p>		
Story	<p>Prologue: Players explore the Dunn farmstead, and the chores Ginny and Frank do. In a “mini-game,” the player experiences the ups and downs of wheat farming and the impact of the 1929 stock market crash.</p> <p>Part 1: Low prices for the wheat harvest in 1931 reduce the family’s savings and force them to cancel a planned vacation. The next year, Frank must choose whether to plant on fallow land in the hopes of eking out a profit. Ginny explores town and hears opinions about what should be done about the Depression.</p>	<p>Ma and Pa go to the bank in town and leave Ginny and Frank to do chores. Ginny goes with her friend Thelma to barter goods at the local store. Hard times are reducing what they receive for their eggs and butter, so Ginny has to either take home fewer goods or buy them on credit. She also donates clothes to the Red Cross. Thelma, whose family is in need, is uncomfortable. Meanwhile Frank meets a drifter looking for work and learns he is a World War I veteran planning to join the Bonus March.</p>	<p>As the drought worsens, the Dunn family needs to kill their starving cows. Frank is upset and decides to “ride the rails” in search of work and adventure. He meets people who have lost their jobs and homes, witnesses hunger marches and protests, and experiences life in a Hooverville. He struggles to find food, shelter, and work, and he finally grasps the magnitude of the economic crisis.</p>	<p>With the election of President Franklin D. Roosevelt, several new government programs are put in place to aid suffering Americans. The drought worsens, and the Dunns enroll in the AAA program. Ginny goes to the relief office to learn about New Deal programs including FERA, the CCC, and the AAA. Frank enrolls in the CCC. Dust storms begin to occur more frequently, and “Black Sunday,” the worst dust storm of all, strikes Dalhart.</p>	<p>Frank writes to Ginny describing his experiences in the CCC, which include building a cabin and attending a dance in town. He and his friend Tony will soon be sent to a new CCC camp. After Black Sunday, the Dunns decide Ginny should move to California to live with Aunt Ruth. She will travel west with the Mitchells. Their truck breaks down in Arizona, and Ginny travels on to California with the documentary photographer Dorothea Lange. Ginny helps photograph migrant farm workers in the Imperial Valley.</p>	<p>The Dunn family assembles a scrapbook and Ginny reflects on what happened to her and Frank during the rest of the Depression and World War II.</p>
Historical-Thinking Skills	Historical empathy through understanding multiple perspectives, contextualization, and historical cause and effect					