

TEACHER'S GUIDE

Pre-Game Activity

Rising Waters in Cloverdale

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The following role-play is designed as an introductory activity, and should be completed before your students begin playing Mission 5: "Up from the Dust." Its purpose is to get your students thinking about how individuals, groups, and communities react when faced with unexpected, large-scale crises impacting their lives and livelihoods. Specifically, students often have a hard time understanding why private charity isn't always enough to get communities through an economic crisis. This simulation allows them to see how charity and private wealth can dry up over time, making government assistance necessary. The activity will also get students thinking about the limitations of both charity and government aid.

By completing the activity, students will begin grappling with the issues and challenges faced by the United States during the Great Depression. The activity presents a much-simplified and grade-level appropriate simulation for students. Feel free to adapt or amend the activity to best meet your curricular goals and the needs of your students.

Steps to Complete:

- 1) Read through the entire activity to see if you want to make any changes/adaptations before using it with your students.
- 2) Cut the "Citizens of Cloverdale" organizer into sections, so that each section contains information about one group. Divide your students into four groups. Give each group one section from the "Citizens of Cloverdale" organizer. Explain that groups will be making decisions and contributing to discussions based on the perspective or viewpoint of their assigned group or characters. Note: students are not necessarily "acting out" the roles of their assigned group; they are merely representing a perspective. Give students 3-5 minutes to familiarize themselves with their assigned groups.
- 3) Read the Introduction from the "Rising Waters in Cloverdale" organizer to your students. This scenario describes the town in which all groups live.
- 4) Ask each group to introduce themselves to the class and explain their role in the Cloverdale community.
- 5) Read Scenario #1 from the "Rising Waters in Cloverdale" organizer to your students. Then, ask all groups the following questions (you may also wish to write them on the board, since they are referred to repeatedly throughout the rest of the activity):
 - a. What is your group's current mindset or outlook?
 - b. Will you help others? Who and how?
 - c. Will you ask for help from others? Who?

Ask each group to discuss their answers. Groups may also discuss the questions with each other. Then, have each group share their responses with the class.



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- 6) Read Scenario #2 to your students. Ask all groups the same three questions from Step 5 above. Ask students to discuss their answers. Then, have each group share their responses with the class.
- 7) Read Scenario #3 to your students. Ask all groups the same three questions from Step 5 above. Ask students to briefly discuss their answers. Then, have each group share their responses with the class.
- 8) Conclude the activity with a class discussion. You may choose to discuss some or all of the questions below, or assign selected questions as take-home writing assignments:
 - Reflect on the decisions your group made. Do you think your group acted in the community's best interest? In the group's best interest? How might your group have done things differently?
 - How did your group come to its decisions as far as how to react to each new set of circumstances in Cloverdale?
 - In the different scenarios, citizens of Cloverdale benefited economically from charity, government assistance, and work/employment. What are the differences and similarities between those terms? Cite examples of charity, government assistance, and work/employment in the different scenarios in Cloverdale, as well as from real life.
 - What are the differences between "surviving" problems and "solving" problems? Which did the citizens of Cloverdale do, based on the decisions made by your class?
 - What are some of the limits on what individuals, families, and the community can do in the face of a crisis?
 - How do communities respond when faced with disasters in real life? What groups and organizations typically help out?
- 9) Explain to your students that they will now be playing MISSION US: "Up from the Dust," which examines how the United States grappled with the Great Depression and Dust Bowl, real (and far more widespread) crises than the rising waters in Cloverdale.



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Citizens of Cloverdale

Cut this organizer into sections, so that each section contains information about one group. Divide your students into seven groups. Give each group one section. Explain that groups will be making decisions and contributing to discussions based on the perspective or viewpoint of their assigned group or characters.

Group 1: The Mayor and Town Council of Cloverdale

The Mayor and the Town Council of Cloverdale are very popular elected officials. They have made many improvements to the town in recent years. Cloverdale is a prosperous town, mostly as a result of Clover's World of Fun, a very popular amusement park. The town's budgets are constantly balanced, and the Town Council has managed to save close to a half a million dollars in an emergency fund. The Mayor and the Town Council members are confident they will be reelected when their terms are over in two years.

Group 2: The Staff and Volunteers of the Cloverdale Food Pantry

The Cloverdale Food Pantry was founded about ten years ago. The Food Pantry gives groceries and other household items to needy families in Cloverdale. The Food Pantry relies heavily on donations from families and businesses. The Food Pantry has two large food drives each year, one around Thanksgiving and another in the late winter. Several of the more disadvantaged families in Cloverdale rely on the Food Pantry, especially since many are workers at Clover's World of Fun, the popular local amusement park. The Park is only open from May until early September, so winters can be particularly difficult. There are only three staff members who get paid at the Food Pantry, the rest of the workers are volunteers.

Group 3: The Clover Family

The Clover family is the wealthiest in the town of Cloverdale. They are the owners of Clover's World of Fun, a very popular and successful amusement park. The park has been in the family for close to 100 years. People come from across the state, the country, and the world to go to Clover's World of Fun. The Clover family lives in a fabulous mansion on the outskirts of town. They are very generous, and regularly donate large sums of money to the local charities such as the Cloverdale Food Pantry. They also support community improvement projects, like the construction of a public swimming pool and local hiking trails. The Clover Family has homes all around the world, but they spend most of their time in Cloverdale.

Group 4: The Diaz Family

The Diaz family is comprised of a mother, father, and their two middle school-aged kids. Ms. Diaz is an operating manager at Clover's World of Fun, a very successful local amusement park. Mr. Diaz is the head of the public library. The Diaz family lives in a comfortable neighborhood of Cloverdale, in a nice house with a big backyard. The Diaz children attend Cloverdale Middle School. Mr. and Mrs. Diaz volunteer at the Cloverdale Food Pantry, and are active citizens in the community.



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Rising Waters in Cloverdale

After dividing your class into four groups and distributing the "Citizens of Cloverdale" information, read the "Introduction" below to your students. Next, ask each group to introduce themselves to the class and explain their role in the Cloverdale community.

Then, read the different scenarios below to your students. After each scenario, ask all groups the following questions (you may also wish to write them on the board):

- a. What is your group's current mindset or outlook?
- b. Will you help others? Who?
- c. Will you ask for help from others? Who?

After asking the questions, have student briefly discuss their answers. Then, have each group share their responses with the class.

Introduction: May in Cloverdale

Cloverdale is a very prosperous town located in the United States. Cloverdale has a population of 40,000. The largest industry in Cloverdale is Clover's World of Fun, a very successful local amusement park. The park draws visitors from across the state, the city, and the world. Cloverdale is situated in a beautiful valley between mountains. The success of the theme park has provided many jobs for residents and tax revenue for the local government. Right now, it is May, and everyone in the town is excited because there are three new, state-of-the-art roller coasters opening at the park. The new coasters are sure to draw many visitors to the park (and the town) in the coming months. Clover's World of Fun is open each year from May until early September. Everyone is looking forward to a prosperous summer. Cloverdale was voted one of the "best places to live" in the United States in a recent poll. The town's citizens are proud to call Cloverdale home. Crime is low, schools are good, there are jobs available, and people look out for each other. Life is good in Cloverdale. Let's hear about some residents of the town.

Scenario 1: October in Cloverdale

Clover's World of Fun had a record-breaking summer. The three new roller coasters drew record-breaking crowds to Cloverdale. However, despite the wonderful summer, disaster has struck Cloverdale!

During the last week in September, a catastrophic flood hit the town. It rained heavily for several days, and the runoff from the mountains filled the valley, like water filling a bowl. The rains were accompanied by high winds and at least one tornado. Clover's World of Fun has been severely damaged. It will not be re-opening for a while. It will take between twenty and thirty million dollars to reopen the park. Everyone who worked at the park is currently unemployed. The three new roller coasters are completely wrecked. Nearly every family and business in town has sustained some damage.



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The Diaz family's house is damaged. The staff of the Food Pantry is working overtime trying to meet the demands of all the families that need help. The Mayor and Town Council are doing the best they can. They can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to repair a private citizen's home, and can choose to use the emergency fund only once. Leaving Cloverdale is not an option for any group.

Scenario 2: April in Cloverdale

Now we will move forward to April, the springtime after the flood. The long winter was very, very difficult in Cloverdale. Schools are still not opened. Clover's World of Fun has been condemned and will not reopen. The Clover family is in the midst of settling insurance claims and other legal matters, and they have no money to give. The Cloverdale Food Pantry is still open, but will run out of food within the month. The library and all non-essential services have closed. The Diaz family is quickly using its limited savings. The Mayor and Town Council are doing the best they can. If they have not already done so, they can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to repair a private citizen's home, and can choose to use the emergency fund only once. The Town Council can choose to seek assistance from the state and federal government at this time. The state or federal government can provide some basic assistance to Cloverdale, including temporary housing and food. Leaving Cloverdale is not an option for any group.

Scenario 3: August in Cloverdale

Cloverdale is deep in crisis. The Food Pantry is closed. With the exception of the town government, the majority of the town is unemployed. The Clover family's fortune has been greatly reduced, and is now mostly tied up in the stock market and real estate overseas. The Mayor and Town Council are doing the best they can. If they have not already done so, they can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to repair a private citizen's home, and can choose to use the emergency fund only once. The Town Council can choose to seek assistance from the state and federal government at this time. The state or federal government can provide some basic assistance to Cloverdale, including temporary housing and food. Leaving Cloverdale is not an option for any group.

