

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		
PLAYING Time	30–45 minutes		30–45 minutes			30–45 minutes							
Activities Time	30 minutes		50 minutes			90 minutes							
Schedule	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9				
<i>Planning based on 45-minute classes. Please adjust accordingly.</i>	PLAY Prologue and Part 1 (including Exit Ticket) Log one decision on Decision Tracker	Complete Mission Reflection Class Discussion	PLAY Part 2 and Part 3 (including Exit Ticket) Log one or two decisions on Decision Tracker	Complete Mission Reflection Class Discussion	Complete Document Analysis Class Discussion	PLAY Part 4 and Part 5 Log one or two decisions on Decision Tracker	PLAY Epilogue (including Exit Ticket) Complete Decision Tracker Reflection Class Discussion	Start Document-based Writing Activity	Complete Document-based Writing Activity				
Activities <i>(A Teacher Guide is provided for each handout that includes tips for classroom implementation) The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i>	<u>Life on the Farm</u> Mission Reflection (10–15 minutes): Students identify the chores and challenges faced by Frank and Ginny in helping to run the family farm 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.		<u>The Great Depression</u> Mission Reflection (10–15 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). Document Analysis (at least 20 minutes): Students analyze a memoir about the Bonus Army and photographs of Hoovervilles to better understand how ordinary Americans responded to the Great Depression.			<u>Different Perspectives on the New Deal</u> Decision Tracker Reflection (10–15 minutes): After game play, students are asked to review and analyze the notes they collected on their Decision Tracker to better understand the reasons underling their choices for Frank and Ginny. 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 not helped wanted the New Deal to do.							
Game Decision Tracker (to be completed independently as students play the game)	Students determine how their decisions for Frank and Ginny in each part align with the following reasons: <ul style="list-style-type: none"> • 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 new government policies) 												

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Essential Question(s)	What are some of the benefits of family farms? What are some of the economic and natural forces that make farming difficult?	What conditions did ordinary Americans face during the early years of the Great Depression, and how did they respond?		How did President Roosevelt and his New Deal programs try to ease the economic hardships of the Depression for many, but not all, Americans?		
Story	Prologue introduces the Dunn family's history and that of the Southern Plains. Player explores the Dunn farmstead. Ginny and Frank describe life on the farm, including their chores. Prologue ends with a wheat farming "mini-game" (or simulation) divided into three phases: planning, growing, and harvesting. Frank experiences the ups and downs of farming and the impact of the 1929 stock market crash. Despite record rainfall and a bumper crop during the growing season, low prices for the wheat harvest in 1931 reduce the family's savings and force them to cancel a planned vacation, disappointing Ginny and Frank. The following 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.	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 economize or buy 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.	As the drought grows worse, the Dunn family needs to kill their starving cows. Frank is very upset and decides to follow the drifter's suggestion to "ride the rails" in search of work and adventure. Frank meets people who have lost their jobs and homes, witnesses hunger marches and protests, and experiences life in a Hooverville. He struggles daily to find food, shelter, and work and finally grasps the magnitude of the economic crisis.	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.	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.	
Historical-Thinking Skills	Historical empathy through understanding multiple perspectives, contextualization, and historical cause and effect					