

# Up From the Dust Decision Tracker **Teacher Guide**

Print the student version of the **Decision Tracker** and distribute to students so they can use it every time they play the game. The tracker will be used for a culminating activity.

**Up from the Dust** Decision Tracker

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**What was important to you as you made decisions in each part of the game?**  
Take notes for at least one choice you make in each part of the game under the reason that most closely aligns with your choice:

The form features a central compass rose with a white center and black points. Four lines extend from the center to the corners, dividing the page into four quadrants. Each quadrant contains a heading and a sub-heading:

- Top-Left (Orange):** Maintain the Family Farm  
Help my family and keep the farm viable
- Top-Right (Green):** Explore America  
Learn more about the world and what's happening
- Bottom-Left (Blue):** Help Others  
Do whatever I can to help those less fortunate
- Bottom-Right (Blue):** Support the New Deal  
Understand and promote new government policies

MISSION **US**

**Time:** At least 20 minutes

## Instructions

Explain to students that as they play *Up from the Dust* they will be asked to make many choices that will determine the outcome for the characters they are playing—Frank and Ginny. They can choose what type of people they want their characters 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 the students to consider how Frank and Ginny as young people in Depression-era Texas may make different decisions than young people today.

Ask students to record their progress as they play the game on the **Decision Tracker**. They should make a short note whenever they make a key decision, pausing to think about the following:

- Why are they making that choice?
- Is this the choice they themselves would make, or that they think a young person in the 1930s would make?
- How might Frank's and Ginny's life experiences growing up on a wheat farm in Texas shape the choices they make for the twins?
- Which of the reasons on the chart does the choice represent?