**Essential Question:** What are some of the benefits of family farms? What are some of the economic and natural forces that make farming difficult?

# Mission Reflection

After completing the Prologue, “The Great Plow-Up,” & Part 1, “Boom to Bust,” review decisions from the **Decision Tracker** and discuss the questions below.

**The Family Farm**

1. During the farm tour, Frank mentioned the chores that he and Ginny had to complete to help their parents keep the farm running. What were some of the chores Frank and Ginny were expected to complete each day?
2. What factors determined how successful Frank was in running the farm?
3. When Ginny visited Dalhart, TX, she learned how various people in town were experiencing and thinking about the Great Depression. What experiences of hardship did you encounter as Ginny, and what opinions did you hear about the role government played in the crisis?
4. What responsibilities do teenagers have today in helping their families? How is it similar and/or different to Frank and Ginny in the 1930s?

**Time:** 15 minutes

**Instructions**

Take 5 minutes to have students use these questions to reflect on their game play, individually or in small groups. They may want to reference their **Decision Tracker** as they do this.

The Prologue & Part 1 explore what life is like on a family farm in the Texas panhandle and the importance of the labor that children contributed to farm life. The discussion questions should draw out a sense of the responsibilities that young people had as well as their value to family farms

In a 10-minute discussion, ask students to reflect on their experiences. If needed, use follow-up questions such as:

* How many people do you think it takes to run a farm?
* If children don’t help out, how might all the work be done?
* What are some chores that you have to do on a daily basis, and how do they contribute to the well-being of your family?

In the discussion about chores today, the economic and social value of young people’s assistance to family life can be compared with farm life. For instance, if young people take on cleaning or shopping chores, it may allow parents more time to work for wages.

While students make decisions for Frank in the farm game, ultimately it is factors beyond any individual’s control that often determine success in the game. The discussion is meant to draw out students’ ideas about how much the weather and market prices determine if a family farm can survive. If it does not, here are some possible questions:

(continued on next page)

* How is a farmer’s success impacted by the economy? How does the environment impact a farmer’s success?
* Pa told Frank, “Farming is always a gamble.” What did he mean by this?
* What are some factors that affect the price of wheat? What factors affect the quality of the harvest?

In Part 1, students also explored the town of Dalhart, TX, and learned about how others experienced and thought about the Great Depression. You can extend the discussion from a list of things that Ginny saw and heard by asking the following questions:

* What are some ways in which the life of the town was affected by farming and the weather? How might the life of farmers have been affected by the Depression differently than urban workers?
* Why do you think there were differing opinions on government aid among the people of Dalhart?