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| --- | --- | --- | --- | --- |
| Title of Unit | Colorado Population Growth After 1900 | | Grade Level | Upper Elementary and Middle School (4th-8th) |
| Curriculum Area | technology, geography, history, economics, population | | Time Frame | 3 days |
| Developed By | Melody Parker for the University of Northern Colorado | |  | |
| Identify Desired Results (Stage 1) | | | | |
| Content Standards | | | | |
| **Social Studies Academic Standards**  Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.  Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.  Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.  **4th grade Social Studies Standard 1: History**  Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)  Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)  **4th grade Social Studies Standard 2: Geography**  Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2)  Use geographic grids to locate places on maps and images to answer questions (DOK 1-2)  Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-4)  Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2) | | | | |
| Understandings | | | Essential Questions | |
| * Choropleth maps can be used to identify population growth and decline. These maps use different shades of similar colors to show variations in amounts (more/less) * From 1900 to 1930, some parts of Colorado gained population, while others lost population * Colorado’s population has grown and decreased rapidly because of its traditionally boom-bust economy * Places that have economies based on the primary sector have much of their population engaged in resource-extraction activities (mining, farming, and forestry, for example). Economies focused on these activities are frequently subject to alternating periods of growth (boom) and decline (bust) * There was rapid population growth in the Easter Plains from 1900 to 1920 because of the Homestead Act and the opening of additional lands by railroad companies. Settlers established farms along the South Platte and Arkansas River valleys across the Eastern Plain * There was a decline in population in many mountain counties from 1900 to 1930 * Rapid population growth occurred in the metro area counties (Denver and surrounding counties) | | | * In what ways does geography influence the development of Colorado? * How does the physical environment affect human activity? * How does Colorado’s boom-bust economy affect its population? * In what ways have economic changes influenced Colorado’s population growth? * Which geographic tools are best to locate information about a place? * Why is it important to know the sequence of events in Colorado history? | |
| Knowledge  Students will know…… | | | Skills  Students will be able to…… | |
| * Purpose of a choropleth map * Percent change in Colorado county populations from 1900 to 1910 * Population change in Colorado regions from 1900 to 1930 * Jobs of Coloradans in Plains region 1900 to 1930: Farming and agriculture * Impact of Dust Bowl and the Depression on the population of the Eastern Plains during the 1930s | | | * Identify population growth and decline by interpreting a choropleth map * Locate and identify regions on a map of Colorado * Locate and identify counties on a map of Colorado * Describe population change in terms of percentage * Describe changes in population between 1900 and 1910, 1910 and 1920, and 1920 and 1930 * Add layers to GIS maps * Analyze GIS map symbols * Write sentences to describe changes in population growth observed on GIS maps * Analyze patterns and themes across time periods | |
| Assessment Evidence (Stage 2) | | | | |
| Performance Tasks: T | | | Other Evidence: OE | |
| Lesson 1: MapCO Growth After 1900 activity 1900-1930  Lesson 2: MapCO The 1930s Depression and the Dust Bowl activity  Lesson 3: MapCO Post-1940 Urbanization and Recreation activity | | |  | |
| Activities | | | | |
| Before teaching | | * It may be helpful for students to have prior experience with choropleth maps. Atlases frequently use choropleth maps to show variations in life expectancy rates, literacy rates, or per capita income among countries. Newspaper often use choropleth maps to show patterns within the U.S. or within states * Students will need some understanding of negative and positive numbers and a general understanding of percentage to be successful with these activities | | |
| Lesson 1: MapCO Growth After 1900 activity 1900-1930 | | Students will examine Colorado’s population changes from 1900 to 1930. Students are asked to discern differences in growth and decline during the decades 1900-1910, 1910-1920, and 1920-1930 using choropleth maps. ~30 minutes  Materials:   * One computer for each student * One *Colorado’s Growing Population Activity: 1900-1930* packet printed per student * Answer key for *Colorado’s Growing Population Activity: 1900-1930* printed for teacher referral | | |
| Lesson 2: MapCO The 1930s Depression and the Dust Bowl activity | |  | | |
| Lesson 3: MapCO Post-1940 Urbanization and Recreation activity | |  | | |
| Possible Extensions | | * Writing: Write a story about a person moving to the Plains region between 1900-1930. Describe how the Homestead Act impacted this person/their family, and what they did for work * Math: | | |
| Possible Accommodations | | * Students work with a partner or one-on-one with a teacher to follow directions during the lesson | | |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design,* Association for Supervision and Curriculum Development

Understanding by Design Unit Template Guide

1930s COLORADO: GREAT DEPRESSION AND THE DUST BOWL

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| --- | --- | --- | --- | --- |
| Title of Unit | Great Depression and Dust Bowl (Map PL2) | | Grade Level | 4 - 6 |
| Curriculum Area | Social Studies: history, geography, and economics | | Time Frame | One - Two 45 minute class.  Two - Three 45 minute classes with extension activity. |
| Developed By | Linda Davies | |  | |
| Identify Desired Results (Stage 1) | | | | |
| Content Standards | | | | |
| Colorado Geography Standards 1 and 2  Colorado History Standards 1 and 2  Colorado Economics Standard 1c | | | | |
| Understandings | | | Essential Questions | |
| Students will understand the impact of the Great Depression and Dust Bowl on Colorado during the 1930’s. | | | How did the Great Depression and Dust Bowl impact Colorado’s population during the 1930’s? | |
| Knowledge  Students will know…… | | | Skills  Students will be able to…… | |
| …which counties in Colorado grew during the Depression and Dust Bowl as well as why they grew. Conversely, students will evaluate which counties lost population. They will also gain several key vocabulary terms and analyze factors that impact population shifts. | | | 1. Define: Dust Bowl, Great Depression 2. Analyze a series of on-line maps (PL2). 3. Describe how economics, drought, and erosion can impact population. 4. Formulate and discuss hypotheses with class mates. 5. Self-evaluate their grasp of the material using a scale. 6. Write a paragraph (extension activity.) | |
| Assessment Evidence (Stage 2) | | | | |
| Performance Tasks: | | | Other Evidence: OE | |
| 1. Students will define relevant terms including Great Depression and Dust Bowl.   2. Students will also analyze a series of maps (PL2) to discover urbanization patterns in Colorado after WWII and will name the three cities that grew the most during this time period and why these three grew the most.  3.Students will explain the impact Denver had on urbanization in Colorado.  4.Students will write an essay on a provided prompt. | | | 1. Students will discuss vocabulary terms and ideas with their classmates. 2. Students will view a video on the Great Depression and the Dust Bowl. 3. Students will read a background essay. 4. Students will use a glossary to help them read and understand the background essay. | |
| Activities | | | | |
| Lesson 1: Let’s Get Started! | | Identify counties that grew by more than 50%, those that saw decreased population growth of at least 50%, and those that saw any population loss. Then students will identify the four counties that experienced the most growth. | | |
| Lesson 2: Let’s Explore | | Students will discuss ideas concerning why people move, including their own experiences with this process. They will then apply this background knowledge to population movement in Colorado during the 1930’s. Additionally, students will explore the various map layers and analyze which of these will help answer the questions. | | |
| Lesson 3: Predictions! Hypotheses! Discussions! | | Speculate why many people moved during the 1930’s. Then, formulate several hypotheses for these populations shifts. Discuss your ideas with your neighbors and find points of agreement and disagreement. | | |
| Lesson 4: And the Answer is… | | Students will read the background essay, using the glossary to help with comprehension. They will then view the video and assess how accurate their hypotheses proved to be. | | |
| Lesson 5: Colorado v. Dirt –or- The Dust Bowl | | Students will compile an outline or set of notes based on what they learned about Colorado and population changes during the 1930’s. They will discuss these findings with at least two other students and make additions or deletions to their own notes as needed. | | |
| Lesson 6: Extension Activity | | Students will view a video and will write a “diary entry” as if they lived in Colorado during the Dust Bowl and had to make decisions on how to survive this crises. | | |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design,* Association for Supervision and Curriculum Development

BACKGROUND ESSAY – COLORADO’S POPULATION DURING THE GREAT DEPRESSION

The Great Depression is defined as the time period lasting from 1929 – 1939. It began with a huge stock market crash in which many found themselves completely penniless and with little or no hope of regaining their wealth. That, in turn, was followed by extremely high unemployment and huge disruptions in migrant and settlement patterns. In Colorado, this time period was characterized by a movement of people from rural farming areas, especially on the eastern plains, to urban areas such as Denver and Colorado Springs, or even out of state.

In addition to the financial crises, Colorado was also hard hit with a series of farming disasters. Farming was one of the top two industries in Colorado (mining was the other one) during the 1930’s and it was devastated by a huge drop in the price of food as those in other industries found themselves unemployed and unable to pay for food. Additionally, a period with scarce precipitation caused a severe drought which was made worse by wind storms that would carry away the top soil in storms so severe that it was labeled the “Dust Bowl.” Farm income for the state fell from $213 million in 1929 to less than $82 million in 1932. Coupled with the fact that farmers had little to no savings due to a decrease in food demand starting after WWI, the agriculture sector became embroiled in a worsening crisis.

As food prices continued to plunge and the drought raged on, many farmers lost their farms to bank foreclosure. In some counties, up to 40% of farms were taken from their original owners. Kit Carson County lost nearly one-quarter of its population and Baca County lost more than 40% of its people. The suddenly homeless had little choice but to move. Some 27,000 Coloradoans moved to California looking for work while others flocked to cities like Denver and Colorado Springs where they were forced to subsist on bread and soup provided by local charities and the federal government. With the Eastern Plains most dramatically impacted by the drought, several resettlement communities were established for the dispossessed; these were located near Grand Junction, Delta, and Alamosa. In these newly established communities, farmers were encouraged to grow potatoes, rather than the traditional wheat crops of the plains, because growing tubers involves less disruption of the topsoil than wheat cultivation and is therefore less susceptible to drought.

Empty farms and ghost towns dotted the eastern plains. These were bought up by federal agents who were increasingly aware that much of the land there should never have been touched by a plow as this disruption of top soil was a major contributor to the Dust Bowl. These federal lands became the nucleus of the Shawnee and Pawnee Grasslands. Today these areas provide a variety of recreational activities as well as serve as a refuge for a number of different animal species ranging from pronghorns to sage grouse.

Once resettled in cities, many former farmers began to forge new lives around the urban environment. Movie theatres, close neighbors who were available for Monopoly parties, and government-sponsored plays and parks provided opportunities that were new to this sector of the population. So, although the Great Depression was largely ended by 1939, many who had previously lived on the eastern plains or other rural areas elected to remain in the cities, establishing a pattern of urbanization that has continued globally even today.

SOURCES: Abbot, Leonard, Noel, Colorado: A History of the Centennial State, *University Press of Colorado, 2005, Boulder*

*Ubbelohde, Benson, Smith,* A Colorado History, Pruett Publishing Company, 2006, Boulder

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Understanding by Design Unit Template Guide

URBANIZATION AND RECREATION IN POST-WWII COLORADO

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| --- | --- | --- | --- | --- |
| Title of Unit | Urbanization and Recreation in Post-WWII Colorado (Map PL3) | | Grade Level | 4 - 6 |
| Curriculum Area | Social Studies: history, geography, and economics | | Time Frame | One 45 minute class.  Two 45 minute classes with extension activity. |
| Developed By | Linda Davies | |  | |
| Identify Desired Results (Stage 1) | | | | |
| Content Standards | | | | |
| Colorado Geography Standards 1 and 2  Colorado History Standards 1 and 2  Colorado Economics Standard 1c | | | | |
| Understandings | | | Essential Questions | |
| Students will understand the process of urbanization and the push/pull factors that drive it. | | | What caused the urban counties of Colorado to grow after WWII? | |
| Knowledge  Students will know…… | | | Skills  Students will be able to…… | |
| …which counties in Colorado grew post-WWII as well as why they grew. Conversely, students will evaluate which counties lost population. They will also gain several key vocabulary terms and analyze factors that impact urbanization. Students will additionally evaluate their preferences for rural or urban life and will construct an essay. | | | 1. Define: rural, urban, push and pull factors 2. Analyze a series of on-line maps (PL3). 3. Describe how push/pull factors influence urbanization. 4. Analyze their preference for urban or rural life. 5. Write a paragraph. | |
| Assessment Evidence (Stage 2) | | | | |
| Performance Tasks: | | | Other Evidence: OE | |
| 1. Students will define the terms rural, urban, urbanization and push/pull factors. 2. Students will write 3 advantages and three disadvantages to living in an urban or rural area. 3. Students will also analyze a series of maps (PL3) to discover urbanization patterns in Colorado after WWII and will name the three cities that grew the most during this time period and why these three grew the most. 4. Students will explain the impact Denver had on urbanization in Colorado. 5. Students will write an essay on one of two provided prompts. | | | 1. Students will discuss vocabulary terms and ideas with their classmates. 2. Students will view a video on push/pull factors and their impact on urbanization. 3. Students will use the on-line ruler to determine distances between Denver and other cities. 4. Students will read a background essay. 5. Students will use a glossary to help them read and understand the background essay. | |
| Activities | | | | |
| Lesson 1: Define Your Terms! | | Discuss the terms, “urban” and “rural” with classmates. Read the background essay. | | |
| Lesson 2: Why Urbanization? | | Continue to discuss “urban” and “rural.” Write down 3 pros and 3 cons to living in the city; do the same for a rural area. View a video on push/pull factors and analyze their impact on post-WWII urbanization in Colorado. | | |
| Lesson 3: On Your Own! | | Evaluate if rural or urban life is more appealing to you. Speculate why many people moved to urban areas after WWII. Write down the names of 3 cities that grew the most during this time period. Explain why you think these areas saw the most growth. | | |
| Lesson 4: It’s All in the Numbers! | | Use the measuring tool to determine the distance from Denver to the next largest cities. Analyze the impact of Denver, as the capital of Colorado, had on surrounding cities. | | |
| Lesson 5: Into the Future! | | Using the MAPCO maps as evidence, predict which three cities will see the most growth in Colorado’s future. | | |
| Lesson 6: Extension Activity | | Write a 5-7 sentence paragraph on either your preference for urban or rural living supported by evidence from the maps, the background essay and the video OR write a paragraph on what future Colorado cities will be like – don’t forget to support your ideas with facts! If art is your thing, you can illustrate your paragraph. | | |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design,* Association for Supervision and Curriculum Development

BACKGROUND ESSAY – POST 1940 URBANIZATION AND RECREATION

If the period between 1919 and 1939 saw slow or declining growth in Colorado, the period after WWII saw just the opposite. In many ways WWII was the defining event for the state – the thing that transformed Colorado more than any other. Prior to WWII, Colorado’s economy was defined by rural activities such as mining and farming. After the war, however, growth areas were concentrated around urban centers and the attractions and opportunities they had to offer.

WWII itself had a tremendous impact on Coloradoans. One-eighth of Colorado’s population was drafted or enlisted in the armed services during this time. 2700 of those lost their lives in that brutal conflict. This is also when a number of military installations we established. Located far from both coasts, Colorado was an ideal setting for Peterson Air Force Base and Camp Carson (later Fort Carson) in Colorado Springs, Lowry Air Force Base and Buckley Field near Aurora and Camp Hale near Leadville. The Cold War with the Soviet Union insured that the military increased its presence in the state, giving rise to more jobs and opportunities than ever before.

Another spin off of the Cold War was a new boom in mining – not the gold or silver of an earlier age, but uranium needed to fuel the new nuclear age. The Atomic Energy Commission helped facilitate this new industry by building roads, paying bonuses for increased production and, of course, supplying a ready market for the product. Additionally, molybdenum became the most valuable mineral in the state and drew miners, their families and supporting towns to previously underpopulated mountain areas. Oil, always a factor in the boom-and-bust economic cycle of Colorado boomed again and production jumped from 1.7 million barrels of production in 1940 to 58.5 million barrels in 1966. All of this increased resource exploitation saw not only an increase in population, but also an increase in wages.

Farmers, meanwhile, also experienced a period of prosperity post-WWII. Land values shot up as food demand increased and the price of wheat, beef, sugar, and corn soared. The Marshall Plan, developed to prevent the growth of Communism in Europe by stabilizing the countries that had been devastate by WWII, guaranteed that the government would purchase large amounts of food to feed those Europeans countries that were at-risk.

Most of the post-war population growth, however, occurred in urban areas. 200,000 more people came to call Colorado home after the 1940’s with Adams, Arapahoe, and Jefferson counties accounting for 78% of the increase. Manufacturing became much more diversified than it had previously been and it brought in more workers and higher wages. Much of the urban appeal, however, had to do with the recreational opportunities that were available to city-dwellers. Although there were no major-league sports teams in the state, Denver University and Colorado College mounted popular hockey teams, the Denver Bears baseball team became the farm team for the New York Yankees, and the University of Colorado at Boulder had a competitive football team.

For those seeking outdoor adventures, Colorado was a veritable playground with mountains within easy driving distance from most of the major cities. Skiing, which had started as a small, local sport grew into a national pastime dominated by huge corporations. Winter saw the population of towns such as Aspen, Vail, and Steamboat Springs swell. Hiking, backpacking, rock climbing, and bicycling were also available to outdoor enthusiasts. National Parks and Monuments such as Rocky Mountain National Park, the Great Sand Dunes and Mesa Verde drew families who were able to take advantage of the freedom made available by affordable cars, easily –available gasoline, and well-maintained roads.

In short, post-WWII Colorado was a far different place than it had been during the Great Depression. New jobs, industries, and recreational activities abounded. Far from the dark days of the Dust Bowl, Colorado offered a unique lifestyle that drew people here from all over as well as secured a new-found confidence for those who were already here.

SOURCES

Abbott, Leonard, and Noel, Colorado: a History of the Centennial State, University Press of Colorado, 2005, Boulder

Ubbelohde, Benson, and Smith, A Colorado History, Pruett Publishing Company, 2006, Boulder

**Colorado’s Growing Population Activity:**

**1900 -1930 (PL-1)**

Open [***Colorado’s Growing Population: 1900-1930***](http://unco.maps.arcgis.com/apps/webappviewer/index.html?id=7fb473f48b0b434da8d63e56797c75dd)*,* Activity PL-1. The 1900-1910 Pop. Change and Major Mountain Ranges layers are visible.

Look at the map. This type of map is called a **choropleth map.** Choropleth maps use different colors to show amounts of something.

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| **Step 1** | **Your Task** |
| Click the *Legend* button to see the legend for the **1900-1910 Pop. Change** layer.  (You can also see the legends/symbols for individual layers by using the *Layer List* button and then clicking the side arrow next to a layer’s name).  Move the *Legend* or *Layer List* box(es) to the side so you can see both the legend and most of the map. | This map shows how each county’s population changed from 1900 to 1910. The counties shaded **gray** lost population (people moved somewhere else). All the **green** shaded counties gained population.  Look at the legend for the **1900-1910 Pop. Change** layer. Draw lines to connect the color with the description for that color (one is already done for you):  Help students understand the idea that in choropleth maps (maps shaded by political unit), we usually try to go from a light color to a dark color to show low to high.  Medium Green Large Population Gain  Dark Green Population Loss  Light Green Medium Pop. Gain  Gray Small Population Gain |
| **Step 2** | **Your Task** |
| Each time you click on a county, a pop-up table will come up.  (Make sure that ONLY the **1900-1910 Pop. Change**, **Major Mountain Ranges**, and **Denver** layers are Checked ON) | As you click on counties, note the **name** of the county and the **1900 to 1910 % Change** fields. Fill out the table for the following counties: Support students to make general statements from specific percentages (i.e. the understanding that 677.3% is about a 6 to 7 times increase).   |  |  |  | | --- | --- | --- | | **County** | **1900 to 1910 % Change** | **About How Many Times Increased/Decreased** | | Denver | 318.4% | 3x increase | | Phillips | 100.8% | 2x increase | | Cheyenne | 677.3% | 6x increase | | Teller | -50.5% | decreased by about 1/2 | | Pitkin | -35% | Decreased by about 1/3 | | Summit | -27% | Decreased by about ¼ | |
| **Step 3** | **Your Task** |
| Check ON the **Regions** layer. | Choropleth maps help us to make general or overall statements about places and regions. Which **TWO** regions seem to be growing the fastest?  Eastern Plains and Western Valleys and Plateaus  Guide students to generalize from the choropleth map; there is room for discussion. For example, one could argue that the Front Range was the fastest growing region, but it is probably not the best answer.  If you had to pick **ONE** region, which one would you say seems to be the fastest growing overall, and why?  Eastern Plains (or possibly Western Plateaus and Valleys)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ region, because  Either of the above answers is acceptable. Have students notice that the Eastern Plains have 2 counties (partly in the region) that were declining, while the Western Plateaus and Valleys had 3 counties (partly in the region) in decline.  Which region appears to have **lost** the greatest percentage of population from 1900 to 1910?  Mountain  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ region  How many counties were losing population that were entirely or partially within that region? (Count the counties)  13  \_\_\_\_\_\_\_\_\_\_\_\_ counties in population decline |
| **Step 4** | **Your Task** |
| Check ON the **1910-1920 Pop. Change** layer | Is the **Eastern Plains** region still gaining population?  Circle: yes no  Is the **Mountain Region**, overall, still losing population?  Circle: yes no  Why might people have left many areas in the Mountains from 1900 to 1920? *(hint: Check ON the Mineral Belt layer)*  *Have students look at the Mineral Belt layer, and ask them what they think many people did for a living. Remind them that this was before skiing! Students may recall that mining was a key economic activity. Guide the understanding that the mining industry came upon hard times.* |
| **Step 5** | **Your Task** |
| Check ON the **1900 # of Farms** layer.  Now, Check ON the **1920 # of Farms** layer. | Look at this layer.  Turning the layers on and off a few times may be helpful. Students should discover that there was a large increase in the number of farms (almost everywhere)  What types of jobs might many of the newcomers be doing in the Plains?  Farming/Agriculture |
| **Step 6** | **Your Task** |
| Check OFF all layers except Post 1900 Population 1, then Check ON **1920-1930 Pop. change** and **Denver** layers. | Look at the map’s legend. (Gray shows population decline. Light to dark orange represent increasing population growth). This map shows a mix: some areas are gaining population, and some are losing population.  By clicking on counties, identify the two most rapidly growing counties that surrounded Denver:  Jefferson and Arapahoe  *Many of the towns in these two counties eventually became connected to Denver!* |

**Activity PL-2: 1930’s DEPRESSION AND DUST BOWL**

**\*Teacher page with answers**

Open [***The 1930s: Depression and Dustbowl***](http://unco.maps.arcgis.com/apps/webappviewer/index.html?id=6e54683f75574eb480dce276742ad4fb)*,* Activity PL-2. The 1930s: Depression and Dustbowl opens showing population change from 1930 to 1940. Gray is a decrease—blues show increases in population.

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| **Step 1** | **Your Task** |
| Let’s Get Started! | Double click on the map. Deploy the Post-1900 Population 2 layer. Then, using the shape key, put a large dot in all counties that increased by more than 50%. Put a square any areas that increased in population less than 50% (1/2). Put a dash (-) in all counties that lost population. Draw a star in the four counties that experienced the most growth. |
| **Step 2** | **Your Task** |
| Let’s Explore! | 1.Become familiar with all aspects of the PL2 map and its layers and tools by clicking on each. For each of the following tasks, you will need to decide which layers and tools you need to use to answer the questions. If you are unsure or get stuck, ask your teacher for help.  2. Think about every time you and/or your family has moved? Why did you move? Discuss your motivations for moving with others in the class. Are any of these related to some of the reasons people may have moved around, and out of, Colorado during the 1930’s? |
| **Step 3** | **Your Task** |
| Predictions! Hypotheses! Discussions! | 1.Locate the “gray” counties – those which experienced the most population decrease. Why do you think that might have happened? Come up with at least two ideas that could explain this population shift.  2. Now locate the counties that experienced the least population decrease and again form at least two ideas why this might have happened. (Hint: Don’t forget to look at the two farming layers and the mineral belt layer.)  3. Next, find the counties with populations that were stable and repeat the process.  4. Discuss your ideas with at least two of your neighbors. Do your ideas agree or disagree with each other? |
| **Step 4** | **Your Task** |
| And the answer is… | 1.Peruse the glossary that accompanies the background essay on the Great Depression and Dust Bowl. If there are any terms you do not understand, ask a classmate or your teacher for help. Then, read the background essay and watch the below video to determine which of your hypotheses were correct.  Video: <https://www.youtube.com/watch?v=IWrX6kC9Nhs>  Last, self-assess using this scale:  5-6 correct ideas = you are a geographic genius!  3-4 correct ideas = you are a geographic explorer extraordinaire  1-2 correct ideas = you are set to learn a lot! |
| **Step 5** | **Your Task** |
| Colorado v. Dirt  -or-  The Dust Bowl | Think about everything you know about the Dust Bowl. Jot down your ideas and then discuss them with at least two neighbors. Write down anything you have learned in the discussions that have added to your understanding of this event. |
| **Step 6** | **Your Task** |
| Extension Activity | <https://www.youtube.com/watch?v=x2CiDaUYr90>  After you have watched the above video, Imagine the following:  You are a farmer whose farm has been destroyed by drought and wind. You need to decide what to do with your family. Should you try to stay where you are? Or should you take your family to Denver – the closest big city? Or should you head to California? Decide what you should do and explain your decision in a “diary” entry. |

**Activity PL-3a: POPULATION GROWTH**

**POST 1940 URBANIZATION AND RECREATION**

Open [***Post-1940: Urbanization and Recreation***](http://unco.maps.arcgis.com/apps/webappviewer/index.html?id=2d65efa897364f33a44f3a5a815ed3d8)*,* Activity PL-3. Map opens showing population change from 1940 to 1950.

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| **Step 1** | **Your Task** |
| Open the PL3 map | **Double click on the map. Using the shape key, put a large dot in all counties that increased by more than 50%. Put a square any areas that increased in population less than 50% (1/2). Put a dash (-) in all counties that lost population. Draw a star in the four counties that experienced the most growth.** |
| **Step 2** | **Your Task** |
|  | 1. Which part of the state had counties with the most growth?   2.Predict why you think the counties grew so much. |
| **Step 3** | **Your Task** |
|  | 3.The “gray” counties experienced the most population decrease. Why do you think that might have happened? |
| **Step 4** | **Your Task** |
|  | . Which half of the sate experience the greatest population loss? |
| **Step 5** | **Your Task** |
|  | 4. Why do you think some county populations remained steady? |
| **Step 6** | **Your Task** |
|  |  |

Possible answers for questions:

1. The areas that grew the most are located north and west of Denver. One county is located in south central Colorado and one is in the west.
2. Factors impacting growth are:
3. They are closer to job-creating cities
4. They were less agricultural and therefore their economies were less impacted by the Dust Bowl
5. The mountains mitigated some of the impact of the wind
6. The east is more agricultural, so the economy there was very hard hit when lack of water, wind, and top soil loss made farming impossible. More grazing and plowing in that area had already degraded the fertility of the soil in that area.
7. These counties had populations that were unable to move or had jobs that were less dependent on agriculture.

**Activity PL-3b: Urbanization**

Open [***Post-1940: Urbanization and Recreation***](http://unco.maps.arcgis.com/apps/webappviewer/index.html?id=2d65efa897364f33a44f3a5a815ed3d8)*,* Activity PL-3. Map opens showing population change from 1940 to 1950.

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| **Step 1** | **Your Task** |
| Define your terms! | Talk to the student who is closest to you. Discuss the terms, “urbanization” and “rural.” When you have come to an understanding of these terms, ask your teacher to check your ideas for accuracy or read the background essay and glossary. |
| **Step 2** | **Your Task** |
| Why urbanization? | This time, talk to a different student who is close to you. Write down 3 pros and 3 cons to living in the city. Then, do the same for rural (non-city) areas.  Next, watch this video to help understand the factors involved in urbanization: <https://www.youtube.com/watch?v=C4UCknuBNKg> |
| **Step 3** | **Your Task** |
| On your own! | Decide if you would rather live in a city or a rural area. Using the PL#3 map, speculate why many people began moving to Colorado cities after WWII. Check with your teacher or re-read the background essay to check the accuracy of your answers. Or, you can watch the video again. Write down the names of the 3 cities that grew the most during this time period. Why do you think these cities grew more than other cities or towns during this time period? |
| **Step 4** | **Your Task** |
| It’s all in the numbers! | Denver is the capital of Colorado and the hub of much of its business activity. Using the measuring tool (ruler widget), determine the distance between Denver and the next two largest cities. Do you think the proximity of these cities to Denver contributed to their growth? Why or why not? Support your answer with 3 reasons that can be supported with the PL3 Map. |
| **Step 5** | **Your Task** |
| Into the future! | It has been estimated the by 2020, three million more people will be added to Colorado’s population. Which three cities do you think will see the most growth? Why? Support your guesses with data gathered from the map. |
| **Step 6** | **Your Task** |
| Extension Activity. | Write a paragraph on your preference for urban or rural living. Or, write a paragraph about the Colorado city of the future – where will it be located? What kinds of jobs will be the most prevalent? If art is your thing, draw a sketch of either your ideal urban or rural setting. |