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

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.

|  |  |
| --- | --- |
| **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 extraordinaire1-2 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. |