

## Chapter 7

# Montana's Resource-Driven Economy

1940S–1960S

(17:30 minutes)

## Synopsis

This 18-minute video describes how Montana's resource-driven economy experienced its golden age following World War II. Jobs were plentiful in timber, mining, and agriculture. A booming national economy created a large American middle class with the means and desire to travel. Consequently, tourism became increasingly important to the state's economy. Federal government investments in highways and in defense (particularly Cold War-era missile silos) also dramatically impacted the state's economy. While Montanans look back nostalgically to this economic "golden age," the video cautions that Montanans cannot assume its natural resources alone can support the state's economy in the future.

► The video begins with students giving their best answer to the following focus question: **"What kind of work is there in Montana?"** Teachers may wish to ask their students the same question before viewing the episode.

In addition, teachers may wish to ask the following question, which will be answered by the narrator: **"What kind of work was there in post-World War II Montana?"**

### The narrator states:

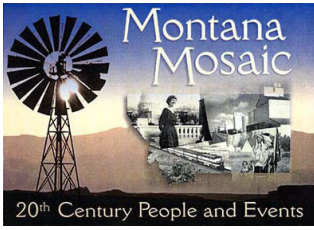
"Like the rest of the nation, Montana pulled out of the Great Depression in the early 1940s with the United States' sudden immersion into World War II (1941–1945). Montana agriculture recovered when the long drought cycle ended and a series of wet years produced bumper crops and robust livestock herds again. World War II markets demanded Montana's natural resources—especially timber, copper, petroleum, hydroelectric power, and coal. An economy based on the extraction and development of natural resources drove Montana's golden economic age through the 1950s and 1960s. National markets and federal programs dictated Montanan's economic course. Slowly, the state's transportation system shifted from railroads to automobiles and long-haul trucks. Tourists began arriving in significant numbers. When the federal government installed missile silos across northern Montana, the state became tied to the international Cold War and reaped the profits of federal contracts."

## Post-viewing Discussion Questions

Engage students' critical thinking skills and elicit their emotional responses with the following four questions, most easily remembered through the acronym DICE: What **disturbed** you? What **interested** you? What **confused** you? What **enlightened** you?

### "Getting at the Meaning" Questions

1. What changes occurred in Montana after World War II that helped begin Montana's economic recovery?
2. How did logging, mining, and agriculture change with advances in technology? How did these changes affect the workers in these industries?
3. How has the increase in and need for tourism affected Montanans' perception of themselves and their state?
4. Some Montanans with roots in the timber and mining industries blame environmentalism for the loss of jobs in these sectors. Using information from the video, how would you respond to this claim?



(Chapter 7, continued)

5. What do you think is necessary for Montana to maintain a strong economy in the 21st century?

### Vocabulary Terms

**Open-pit mining:** a type of mining which removes low-grade ore using huge earth-moving equipment, as seen in the Berkeley pit. Open-pit mining phased out underground mining, which targeted high-grade copper veins and required thousands of skilled miners.

### Additional Resources

For more information on topics addressed in this episode, see *Montana: Stories of the Land*, Chapter 20, “Building a New Montana: 1945–1965” (<https://mhs.mt.gov/education/textbook/chapter20/Chapter20.pdf>).

### Content Standards

#### Montana State Social Studies Standards

**SS.E.6-8.1.** Explain how economic decisions impact individuals, businesses, and society, including Indigenous societies

**SS.E.6-8.2.** Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past and/or present

**SS.E.6-8.3.** Explain the roles of producers and consumers in market systems

**SS.E.6-8.6.** Explain how changes in supply, demand, and labor standards cause changes in prices and quantities of goods, services, and other capital

**SS.G.6-8.4.** Explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world

**SS.G.6-8.6.** Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas

**SS.H.6-8.2.** Analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas

**SS.H.6-8.3.** Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies

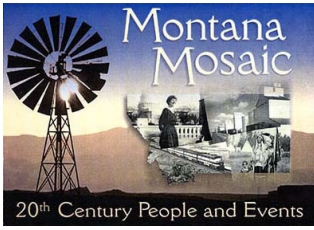
**SS.H.6-8.5.** Explain how Montana has changed over time and how this history impacts the present

**SS.H.6-8.6.** Understand that there are multiple perspectives and interpretations of historical events

**SS.H.6-8.7.** Analyze how people’s perspectives shaped the historical narratives they created

**SS.E.9-12.2.** Explain how economic cycles affect personal financial decisions

**SS.E.9-12.3.** Analyze the ways in which pressures and incentives influence what is produced and distributed in a market system



(Chapter 7, continued)

**SS.E.9-12.6.** Evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes

**SS.G.9-12.6.** Analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world

**SS.H.9-12.1.** Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives

**SS.H.9-12.2.** Analyze change and continuity in historical eras in US and world history

**SS.H.9-12.5.** Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians

**SS.H.9-12.7.** Analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives