Episode 1: Our Land, Our Roots
Lesson Title: Building Communities: How Geography, Opportunity, and People Shape Settlements

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Episode Description:

Our Land, Our Roots introduces audiences to the deep, layered histories that shaped Colorado long before statehood and continues through the settlement era of the 19th century. Establishing the thematic foundation for the entire series by highlighting land, roots, movement and adaptation, this story reinforces that Colorado's identity has always been shaped by many peoples whose connections with place continue to evolve, intersect and endure.

Episode Inquiry Questions:

1. How have differing views about land and resources impacted human migration of various ethnic and cultural groups across Colorado?
2. How have humans adapted to and changed the physical environment?
3. How do the stories and memories of various individuals tell the story of Colorado?
4. How do the interactions of differing cultural groups impact the development of Colorado?

Lesson Description:

This lesson explores why people establish settlements and how geography, resources, culture, and opportunity shape the growth of communities. Students investigate two important Colorado communities—Dearfield, an African American farming settlement on the Eastern Plains, and Denver's Chinatown, an immigrant neighborhood that supported Chinese Americans in the late nineteenth century. By comparing these communities, students examine how geography, economic

opportunity, discrimination, and community leadership influenced where people settled and how communities adapted over time. Students conclude by designing their own settlement using geographic and economic factors to create a sustainable community.

Grade Level/Time Needed:

8th Grade/ 2-3 class periods (90-130 minutes)

Lesson Inquiry Questions:

1. What draws people to a place and what does it take to turn that place into a lasting community?

Supporting Questions:

1. How did geography create both opportunities and challenges for the people of Dearfield and Denver's Chinatown?
2. How do communities help people find opportunity, identity, and belonging?
3. How do different groups of people create successful communities in different places?
4. What choices help communities survive and thrive, or fail?

Lesson Objectives:

Students will be able to:

1. Analyze how different communities developed in Colorado.
2. Identify the factors that contributed to their growth.

Background Knowledge / Contextual Paragraph for Teachers:

Throughout Colorado's history, people have established settlements for many different reasons. Some sought economic opportunities through farming, mining, railroads, or trade. Others were searching for safety, land ownership, cultural connections, or greater independence. While geography influenced where

settlements could succeed, social and political conditions also shaped how communities developed.

This lesson focuses on two Colorado communities that illustrate different pathways to settlement. Dearfield, founded by Oliver Toussaint Jackson in 1910, was created as an agricultural community where African Americans could own land, farm, and build economic independence despite widespread discrimination. Denver's Chinatown emerged during the late nineteenth century as Chinese immigrants established businesses and support networks while facing exclusion and prejudice. Although these communities were very different, both demonstrated how people worked together to create opportunities, respond to challenges, and build a sense of belonging.

Teachers should emphasize that successful settlements depend on more than geography. Communities also require leadership, access to natural resources, economic opportunities, transportation, schools, businesses, and cooperation among residents.

Building Background Knowledge for the Student:

1. To get students to start thinking about communities, including their own and those around Colorado, ask students,
    a. If 100 families moved to an empty part of Colorado tomorrow, what would they need before they could call it an established settlement?
2. Record responses before introducing the idea that settlements require more than homes—they also need resources, jobs, transportation, leadership, and places where people can gather.
3. Students should understand:
    a. A settlement is a place where people establish homes and build a community.
    b. Settlements develop where people have access to resources and opportunities.
    c. Geography influences where people choose to settle.

d. Different cultural groups have created communities throughout Colorado's history for different reasons.
e. Not everyone had equal opportunities, leading some groups to establish communities where they could support one another.

Lesson Sources:

1. Uncovering Dearfield from the Colorado Experience (26:40min)
2. Map of Dearfield (at the end of this lesson)
3. Photographs of Dearfield (at the end of this lesson)
4. Historic photographs of Denver's Chinatown (at the end of this lesson)
5. 1880 Denver Anti-Chinese Riot
6. Chinese Exclusion Act of 1882.
7. Student Settlement Worksheet (at the end of this lesson)
8. Teacher support for student assessment (at the end of this lesson)

Lesson Instruction:

This lesson includes three "mini lessons" that build on one another. The three sets of mini lesson instructions are included below.

Mini Lesson 1: Why Do Settlements Form?

1. After introducing what a settlement is, students need to know why we have settlements, especially in unsettled land.
2. Ask students:
    a. Why do people build communities instead of living alone?
    b. Communities often form around a shared purpose, shared beliefs, or shared circumstances (like living in the same place). Can you think of an example of each type? Which kind of community do you think creates the strongest bond between people, and why?
    c. Is it possible for humans to thrive completely alone, without any community? Why do you think people have formed communities throughout human history?

3. Tell the students that throughout Colorado's history, many different groups have asked and answered these same questions. Each group has settled for different reasons and based on different needs.
4. Next, put the students in groups of 3-4 and remind them that they have just created a list of needs within a settlement. Now they will need to think deeper. Tell students to imagine that they are one of 100 families creating a new settlement in Colorado. Before choosing a location, they must address four important questions:
    a. How will we earn a living? (Economic Opportunity)
    b. Does the land provide the resources we need? (Land and Resources)
    c. Will our families and culture thrive here? (Cultural and Social Support)
    d. Will we be safe and able to build an independent future? (Safety and Independence)
5. Based on these factors, ask students where they would settle, and why? As students write their findings in the brainstorming chart use some examples and guiding questions for students.
6. Keep asking students questions to think about what they need and what they think their community would need today.
    a. Which reason do you think is most important?
    b. Can communities form for more than one reason?
    c. Which reasons might be connected?
7. Lead students to recognize that communities usually develop for several reasons at once. Each of these four factors are equally important.
8. Have students share their brainstorming charts. Allow other students to ask questions about why and what they know about eastern Colorado.
9. If time, transition to areas that were established based on the four factors and were influential in Colorado history.
10. Tell students that now they are going to investigate two Colorado communities that were founded for different reasons but faced many of the same challenges.

Mini Lesson 2: Case Study — Dearfield

1. Next, give students the following background information.
    a. In 1910, an African American businessman named Oliver Toussaint Jackson had a vision. At a time when African Americans faced discrimination across the United States, he believed they deserved the opportunity to own land, farm successfully, and build thriving communities. He helped establish Dearfield, one of the most successful African American farming settlements in the American West.
2. Have students watch the 27-minute Colorado Experience video entitled, Uncovering Dearfield.
    a. Prior to watching the video, ask students to consider the geographic features of the area, why the people wanted to establish their own community, and why the people ended up leaving the town.
3. Ask students to study the Dearfield map and photographs. Ask them what they notice about the area. Student observations could include flat land, open grasslands, nearby water sources, and large areas suitable for farming. Explain to students that Jackson chose this location because it offered affordable farmland and opportunities for agriculture.
4. Tell students that the residents hoped to own land, grow crops, raise livestock, build businesses, and establish schools and churches.
5. Ask students to complete the sentence:
    a. Geography helped Dearfield because…
6. Possible answers could include that flat land allowed farming, grasslands supported livestock, irrigation made crops possible, and land was affordable.
7. Next, explain that every settlement faces obstacles. There were great opportunities, but this particular area also brought problems. Ask students:
    a. What challenges might farmers on Colorado's eastern plains face?
8. Students should be able to identify a few of the following. Guide them with some questions about weather, which is where most of these problems stem from: Drought, limited rainfall, harsh winters, isolation, dust storms, and falling crop prices.

9. If time, introduce the Great Depression as another challenge as crop prices were falling at this time.
10. Explain that many residents eventually left because farming became difficult.
11. Have students turn and talk about the following questions:
    a. Was geography both an opportunity and a challenge?
    b. Could determination alone overcome drought?
    c. Why was community cooperation important?
12. Guide students to conclude that geography creates opportunities but also limits what people can accomplish.
13. Next, transition to a discussion of Denver's Chinatown. Tell students that Dearfield shows how geography and determination helped build a farming community and that the next community grew for very different reasons.

Mini Lesson 3: Case Study — Denver's Chinatown

1. Display historic photographs of Denver's Chinatown.
2. Ask students to imagine moving to a country where you do not speak the language, have few if any friends, and face discrimination. What challenges might they face?
3. Allow students to discuss in small groups and then share out as a class.
4. Explain to students that: During the late 1800s, thousands of Chinese immigrants came to the American West. Some of them came through San Francisco during the gold rushes. Many first worked in building railroads, mining, agriculture, and service industries. Some eventually settled in Denver. They established a community that became known as Denver's Chinatown. It became a place where residents could speak their own language, find jobs, open businesses, celebrate traditions, practice their religion, and help newly arrived immigrants.
5. Point out the pictures of Denver's Chinatown that illustrate restaurants, grocery stores, boarding houses, laundries, herbal medicine shops, and import stores. Ask students to identify the needs that each business meets. Then, ask students to speculate about who might frequent these businesses.

6. Explain to students that Chinatown served both Chinese residents and the larger Denver community but there could be tension between Chinese and non-Chinese residents.
7. Point out that many Chinese immigrants experienced discrimination despite contributing to Colorado's economy. Two important events that were the results of the tension between races were the 1880 Denver Anti-Chinese Riot and the Chinese Exclusion Act of 1882.
8. Explain to students that a violent mob attacked Chinatown, destroying homes and businesses. Ask students how an attack like this might affect a community. Ask them how they might feel if they were victims of this attack.
9. Next, explain to students that just two years after the attack in Denver, the United States Congress passed a law preventing most Chinese immigrants from entering the United States. Ask them to discuss why they think this would happen. Have them discuss other major events happening in the United States during this time.
10. Explain that some of the consequences of the Chinese Exclusion Act of 1882 included family separation, Chinese owned businesses struggled to grow or were shut down, and that Chinese communities became more isolated.
11. Next, have students do a Think-Pair-Share with the following questions:
    a. Why did Chinese immigrants build Chinatown?
    b. How did businesses strengthen the community?
    c. How did discrimination affect its future?
12. Once students have had a chance to discuss these questions, have students create a comparison chart or venn diagram about both Dearfield and Denver's Chinatown including why they were founded, where they were located, what kind of economy was important to them, what challenges they faced, and how they overcame some of the challenges.
13. Conclude the lesson by saying:
    a. Although Dearfield and Denver's Chinatown were founded for different reasons, both communities show that successful settlements require more than land. They require people who work together, adapt to challenges, and build places where

others can live, work, and belong. Now you'll apply what you've learned by designing your own Colorado settlement, deciding where it should be located, how it will meet people's needs, and how it will overcome challenges.

Strategy Instruction Differentiation:

1. Scaffolded Materials: Provide graphic organizers, structured note-taking templates, word banks, and sentence frames. Use two-column notes with pre-selected key terms
2. Accessible Content: Use audio versions of text, pre-teach vocabulary, or use priority passages as needed to reduce the length of text to be analyzed.
3. Flexible Learning: Incorporate oral rehearsal before writing, allow extended processing time, and use small-group or partner work. Provide sentence stems for summaries that keep components (origins, preservation, modern relevance) separated to scaffold the evaluation process.
4. Inclusive Environment: Pair students who share a home language, utilize bilingual word walls, and offer movement breaks or quiet workspaces.
5. Advanced Analysis: Introduce higher-level academic vocabulary and push students to analyze sources from conflicting perspectives. Have students use multiple source types (primary vs. secondary, articles vs. images vs. maps vs. graphs) and explore different perspectives on the same region.

Assessment:

1. Students will create a new community in Colorado. Assign students to research groups and give them the following scenario.
    a. You are the founder of a new community in Colorado. You have discovered a location where people can build a new settlement. Your job is to create a plan that will convince families, workers, and businesses to join your community.
    b. Why should people choose to live in your settlement?

2. Direct students to complete the Student Settlement Worksheet to guide their research and collaboration based on what they have learned.

2022 Colorado Social Studies Standards:

1. SS.8.1.1.EOa: Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives.
2. SS.8.1.1.EOe: Synthesize data from multiple sources in order to connect those sources to the traditional historical narrative.
3. SS.8.1.2.EOd: Evaluate the impact of various gender, age, race, ethnicity, religion, and class during this time period and the impact of these demographic groups on the events of the time period.
4. SS.8.2.1 EOb: Identify the spatial distribution of cultural groups and human migration patterns.
5. SS.8.2.1 EOd: Compare the relationship between human settlement and the environment to recognize important regional connections to early U.S. historical events.

2020 Colorado Reading, Writing, and Communicating Standards:

1. RWC.8.2.2.EOa.i: Cite textual evidence that strongly supports analysis and inferences.
2. RWC 8.2.2.EOa.ii: Determine the central idea of a text and analyze its development.
3. RWC 8.2.2.EOa.iii : Analyze connections among individuals, ideas, and events.

Extension Activity:

1. "Welcome to Our Settlement!" Founder Presentation
    a. Students present as community founders trying to attract settlers.
        i. Presentation guidelines found at the end of the lesson
    b. Presentation Requirements:

c. Opening: "Welcome to _____. We are looking for people who want to build a new future."
d. Students explain:
    i. Location
    ii. Why people should move there
    iii. Jobs and opportunities
    iv. How the community meets basic needs
    v. How the community will survive challenges

Additional Resources:

1. Denver's Chinatown from the Colorado Encyclopedia
2. The Rise and Fall of Denver's Chinatown from History Colorado
3. Denver's Hop Alley and Chinatown from the Molly Brown House
4. Dearfield Colorado from the National Parks Service
5. Dearfield: Colorado's (Almost) Forgotten Black Ghost Town from Colorado State University
6. Dearfield from the Colorado Encyclopedia
7. NBC news story about Dearfield.

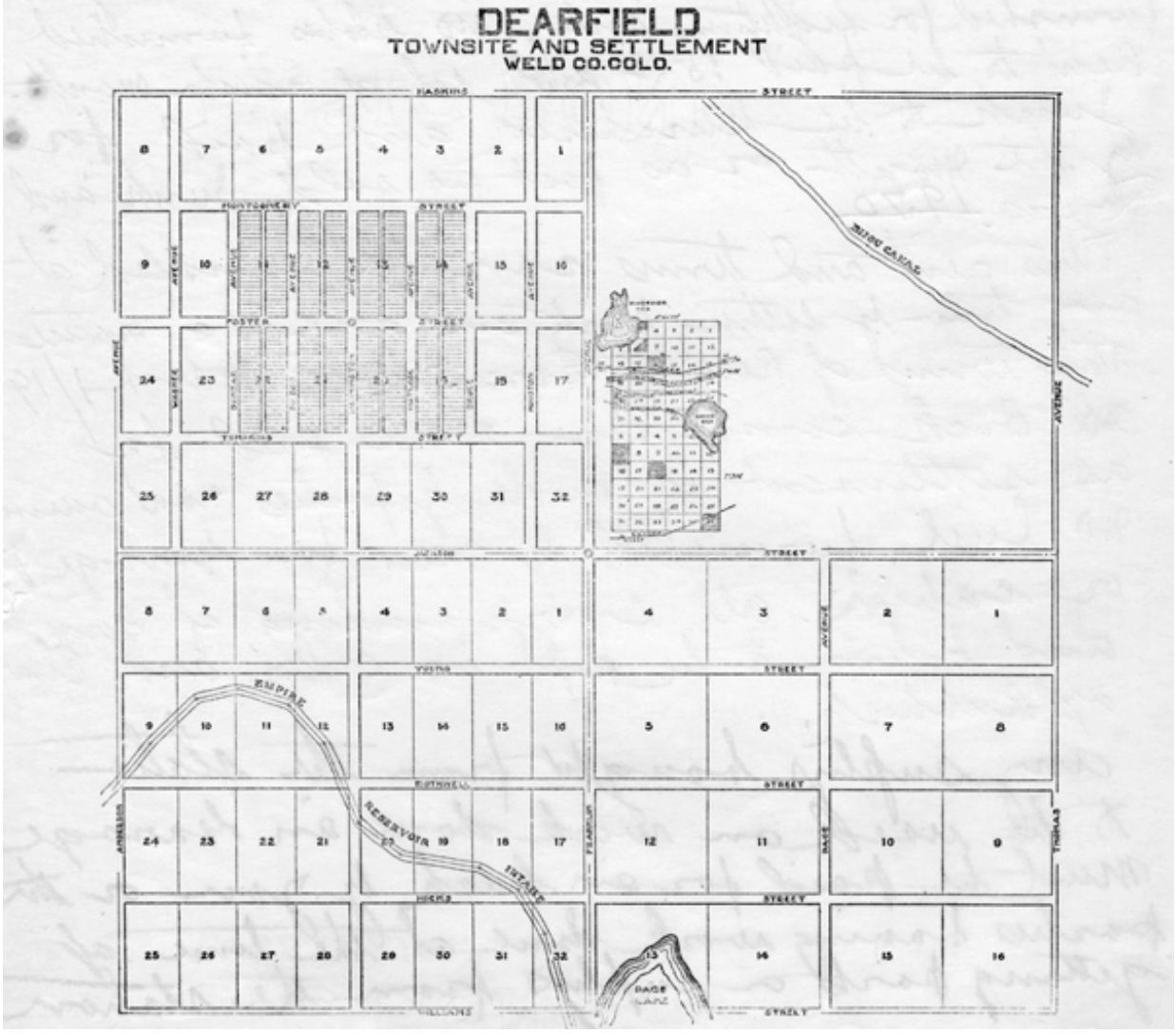
Elevation 3,800 feet above sea level. Precipitation 16 inches. Population of Dearfield Settlement, 1,000. Colored and white.

A great health resort for summer vacations. Ground leased for tent-houses; cottages erected and rented for the summer on application.



Lots $50.00 and up; Tracts $350.00 and up. Colored farmers occupying 50,000 acres in and around Dearfield. Two large lakes, Platte River, running streams. Good hunting & fishing. Fine view of mountains. Seventy-two miles north east of Denver on Lincoln Highway.

Booker T. Washington, Jr. and family in a Dearfield Corn Field. O. T. Jackson holding Booker T. III.



O.T. Jackson platted the townsite of Dearfield in 1910, consisting of a commercial and residential core surrounded by larger agricultural lots. The platted townsite was situated on ¾ of a section of land, or approximately 480 acres. Click here to view at a larger scale. / James A. Michener Library, University of Northern Colorado.



What's Left of One of the Buildings in Dearfield, CO

Source: Wikimedia Commons



One of the Few Buildings Left Standing in Dearfield, CO. Dearfield is part of the Registered Historic Places in Colorado.

Source: Wikimedia Commons



Another Building in Dearfield, CO. Dearfield is part of the Registered Historic Places in Colorado.

Source: Wikimedia Commons



The Dearfield Service Station.

Source: [Blair-Caldwell American Research Library](), Denver Public Library.



Dearfield's first recruit was an elderly man and friend of O.T. Jackson's, J.M. Thomas. On August, 20, 1910, James Smith and J.M. Thomas of Denver planted 100 acres of winter wheat.

Source: National Parks Service



THE TOWN OF

DEARFIELD

WELD COUNTY

A Valley Resort

DEARFIELD LODGE

DEARFIELD LUNCH ROOM

NOW that we have the best of accommodations here, the next thing is "Where shall we go for a little recreation and a good country lunch or dinner?"

FILLING STATION

DEARFIELD IS THE PLACE!

LOCATED about 70 miles east of Denver on the Lincoln Highway 38, paved road all the way, this beautiful little town is an ideal spot for a summer outing. A beautiful 2-hour drive from Denver through many interesting towns and the finest farming section of Colorado. ¶ You can order your dinner in advance by phoning Weldona 68-R-5, and it will be ready when you arrive. After a splendid dinner you can——

FISH

BARN PAVILLION

DANCE
at the
BARN PAVILLION
GOOD MUSIC

GAME

GAS, OIL and AUTO SERVICE

IF you care to fish or hunt in season, you will find this territory well adapted to these sports. If you care for a swim, there are many lakes and canals close at hand. If you are on your vacation you can find no better place to stop. FREE camp grounds, camp cottages for rent; and everything to make your outing enjoyable. Fine drives on every hand—through beautiful farming communities and the famous Eastern Colorado Oil Fields.

Soft Drinks
Sandwiches
Ice Cream

DENVER BRANCH SERVICE STATION, 728 E. 26th AVE.

Cigars
Cigarettes
Candy

DEARFIELD is just and old-fashioned country visiting place of interest in Colorado. Don't miss a trip to Dearfield. You'll find a true western welcome awaiting you here!

O. T. JACKSON and MINERVA J. JACKSON, Proprietors

Postoffice Address: Dearfield, Masters, Colorado Phone Weldona 68-R-5

In 1919, Colorado Route 24 ran through the towns of Loveland, Greeley, Dearfield, Goodrich, Weldona, and Fort Morgan. By 1931, the newly completed concrete Highway 34, in part, prompted O.T. Jackson to produce posters and pamphlets to advertise Dearfield. They promised a "valley resort" with food, entertainment, dancing, fishing, and other recreations. These were posted in primarily black neighborhoods from Colorado Springs, through Denver, and up to Cheyenne.

Source: [History Colorado]



Picture of a resident of Chinatown, 1880-1900

Source: Denver Public Library Special Collections, [X-21520]



Studio portrait of Charlie Hong taken in Denver's Chinatown, 1880.

Source: History Colorado



A Chinese American man hangs a scroll with Chinese characters on a wall in a building on Hop Alley in Denver, Colorado.

Source: Denver Public Library Special Collections, [X-21652].



Men walk on Hop Alley (between Wazee and Blake Streets) in Denver, Colorado. 1929.

Source: Denver Public Library Special Collections, [X-21499].



View of a marching band in a funeral procession probably on Wazee Street in Denver, Colorado. They play instruments that include baritones, trombones, clarinets, and trumpets. 1875-1885

Source: Denver Public Library Special Collections, [X-21496].



Interior view of a room decorated to commemorate the Chinese New Year in Denver, Colorado. Tables covered with cloth hold fruit displays and ceramic vases. Paper lanterns hang from the ceiling. 1880-1890

Source: Denver Public Library Special Collections, [X-21498].



View of Ching Chung and Company Chinese store at 2019 either Wazee or Blake Street in Denver, Colorado. Chinese characters are on a nearby sign, 1929.

Source: Denver Public Library Special Collections, [X-21501].



A Chinese man, a white man, and a police officer stand near a building at 2032 Hop Alley (between Wazee and Blake Streets) near 20th (Twentieth) Street in Denver, Colorado, 1929.

Source: Denver Public Library Special Collections, [X-21500].



Chinese men, women, and children stand outdoors near the Chinese Masonic Lodge Number 185 possibly at 1926 Market Street in Denver, Colorado. The two story building is decorated with bunting, paper lanterns, and banners with Chinese characters, 1928.

Source: Denver Public Library Special Collections, X-21511



Drawing of the riot that destroyed Denver's Chinatown, 1880.

Source: Colorado Virtual Library

Names: _____

Where would you settle? _____

Reasons for settlement	Examples of this area
Economic Opportunity	
Resources	
Cultural Support	
Safety & Independence	

Student Worksheet for Assessment

1. Community Identity

   Community Name:_____

2. Mission Statement

   What is your community's purpose? _____

   _____

3. Location Plan: Where Will Your Settlement Be Built?

   Create a map showing the location of the settlement.

   Include:

   - ☐ Mountains, plains, river valley, high desert, or other geographic features
   - ☐ Water sources
   - ☐ Natural resources
   - ☐ Transportation routes
   - ☐ Important community locations

4. Economic Plan: How Will People Make a Living?

   Identify industries and jobs that will support the settlement.

   Possible industries:

   - Farming
   - Ranching
   - Mining
   - Trading
   - Manufacturing
   - Tourism
   - Technology
   - Transportation

5. Food and Water Plan: How Will People Survive?

   Food Plan: _____

   _____

   _____

   Water Plan:_____

   _____

   _____

6. Community Services and Infrastructure

   First Priorities: _____

   _____

   _____

   Examples:

   - Homes
   - Roads
   - Wells
   - Farms
   - Stores
   - Schools
   - Medical services

   Future Growth:

   What can be added later?_____

   _____

   _____

   Examples:

   - Libraries
   - Parks
   - Businesses
   - Cultural centers

7. Sustainability Plan: How Will Your Community Last?

   How will you respond to:
   - Drought?
   - Flooding?
   - Extreme weather?
   - Limited resources?

   _____
   _____
   _____

   Economic Challenges:

   How will your community respond if:
   - A major industry fails?
   - Jobs disappear?
   - The population changes?

   _____
   _____
   _____

   Growth Challenges:

   How will you handle:
   - More people moving in?
   - More housing needs?
   - Increased resource use?

   _____
   _____
   _____

8. Community Rules and Government

   Create 5 – 7 rules that help the settlement function.

Rules should address:

- Fairness
- Safety
- Resource use
- Cooperation
- Community responsibilities

_____

_____

_____

9. Long-Term Growth Plan

Students create a timeline showing how their community develops.

Year 1: What happens first?

_____

_____

_____

Year 5: How has the community grown?

_____

_____

_____

Teacher Information for the Assessment

1. Community Identity

   Community Name:

   What will your settlement be called?

   Students should explain:

   - Why did you choose this name?
   - What does it represent about your community?

   Example:
   "Riverbend Valley is named after the river that provides water, transportation, and farming opportunities."

2. Mission Statement

   What is your community's purpose?

   Students create a 2–3 sentence statement explaining:

   - Why the community was created
   - What opportunities it provides
   - What values are important

   Sentence Frame:

   "Our community was created because _____. We believe a successful settlement should _____."

3. Location Plan: Where Will Your Settlement Be Built?

   Students create a map showing their settlement location.

   Include:

   ☐ Mountains, plains, river valleys, high desert, or other geographic

features

☐ Water sources

☐ Natural resources

☐ Transportation routes

☐ Important community locations

Planning Questions:

- Where is your settlement located?
- Why did you choose this location?
- What geographic advantages does this area provide?
- What challenges might people face?

Student Explanation:

"We chose this location because _____. Geography helps our community by _____."

4. Economic Plan: How Will People Make a Living?

Students identify industries and jobs that will support their settlement.

Possible industries:

- Farming
- Ranching
- Mining
- Trading
- Manufacturing
- Tourism
- Technology
- Transportation

Students explain:

Jobs:

Businesses:

What businesses will be needed?

Resources:

What resources will support the economy?

Planning Questions:

- What opportunities will attract settlers?
- What jobs match your geography?
- How will businesses help your community grow?

Example:
"Because our settlement is near fertile land, farming will be our main industry. We will also have markets where farmers can sell their crops."

5. Food and Water Plan: How Will People Survive?

Students design systems to provide basic needs.

Food Plan:

Explain:

- Where will food come from?
- Will people farm, ranch, hunt, trade, or use another system?
- How will food supplies continue during difficult times?

Water Plan:

Explain:

- Where will water come from?
- How will water be protected and shared?

Planning Questions:

- What resources are available?
- What will happen during drought?
- How will your community prepare for the future?

6. Community Services and Infrastructure

Students decide what their settlement needs first.

First Priorities:

What must be built or established immediately?

Examples:

- Homes
- Roads
- Wells
- Farms
- Stores
- Schools
- Medical services

Future Growth:

What can be added later?

Examples:

- Libraries
- Parks
- Businesses
- Cultural centers

Planning Questions:

- What does a new community need to survive?
- What services help people feel connected?
- How will your community grow?

7. Sustainability Plan: How Will Your Community Last?

Students create a plan for protecting resources and solving problems.

Students address:

Environmental Challenges:

How will you respond to:

- Drought?
- Flooding?

- Extreme weather?
- Limited resources?

Economic Challenges:

How will your community respond if:

- A major industry fails?
- Jobs disappear?
- The population changes?

Growth Challenges:

How will you handle:

- More people moving in?
- More housing needs?
- Increased resource use?

Planning Question:

- What choices will help your community survive for future generations?

8. Community Rules and Government

Students create 5–7 rules that help their settlement function.

Rules should address:

- Fairness
- Safety
- Resource use
- Cooperation
- Community responsibilities

Examples:

- "Everyone has the right to access clean water."
- "Community members must help maintain shared spaces."
- "New residents will be welcomed and supported."

Connection:

Students reflect:

- How will your rules help your community succeed?

9. Long-Term Growth Plan

Students create a timeline showing how their community develops.

Year 1:

What happens first?

Year 5:

How has the community grown?

Year 20:

What does the community become?

Students consider:

- Population growth
- New industries
- Schools
- Transportation
- Cultural traditions

Reflection Questions (Exit Assessment)

1. What geographic feature was most important to your settlement? Why?
2. What challenge did your community have to solve? How did you solve it?
3. How is your settlement similar to Dearfield or Denver's Chinatown?
4. What makes a community successful?