

Images of a region
A century of growth in Central New York

**The Civilian
Conservation Corps
at Green Lakes
State Park**



Shoreline during the construction of Green Lakes State Park. Photo by Arvin H. Almquist. Digitized by Fayetteville Free Library (Almquist Green Lakes Collection)

UPDATE LEARNING STANDARDS

OBJECTIVES - Students will:

- Understand the role that the Civilian Conservation Corps played in the creation of Green Lakes State Park the importance of the CCC to Central New York and American history

LEARNING STANDARDS –

NY State Social Studies Standard 1: History of The US and New York	
Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	
<p>Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>	<p>Commencement Level Performance Indicator-- Students will:</p> <ul style="list-style-type: none"> • develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues
<p>Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>	<p>Commencement Level Performance Indicator-- Students will:</p> <ul style="list-style-type: none"> • research and analyze the major themes and developments in New York State and United States history • prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history
<p>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<p>Commencement Level Performance Indicator-- Students will:</p> <ul style="list-style-type: none"> • analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives

NY State Social Studies Standard 4: Economics

Images of a region

A century of growth in Central New York

<p>Students will: use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	
<p>Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>	<p>Commencement Level Performance Indicator-- Students will:</p> <ul style="list-style-type: none"> analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources
<p>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<p>Commencement Level Performance Indicator-- Students will:</p> <ul style="list-style-type: none"> view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. understand the roles in the economic system of consumers, producers, workers, investors, and voters

<p>Common Core Reading Standard for Literacy in History/Social Studies 7: Integration of Knowledge and Ideas</p>	
<p>Students will: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Grade 8 Performance Indicator: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Grade 9-10 Performance Indicator: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>Grade 11 Performance Indicator: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	

<p>Common Core Writing Standard for Literacy in History/Social Studies 2: Integration of Knowledge and Ideas</p>	
<p>Students will: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Grade 8 Performance Indicator: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary</p>	<p>Grade 9-10 Performance Indicator: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>

Images of a region
A century of growth in Central New York

<p>to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>Grade 11 Performance Indicator: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	

<p>Common Core Writing Standard 8: Research to Build and Present Knowledge Students will: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Grade 8 Performance Indicator: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Grade 9-10 Performance Indicator: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Grade 11 Performance Indicator: Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	

Images of a region
A century of growth in Central New York

effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
--	--

ADAPTABLE FOR GRADE LEVELS – 8-11

MATERIALS

- Classroom computer access (Internet access and presentation software, ex. prezi, powerpoint)
- Grade-level appropriate encyclopedia access (Grolier Online, Ebsco Host, Encyclopedia of New York State, etc.)
- Historical photographs of Green Lakes State Park found using www.cnyheritage.org

BACKGROUND INFORMATION

In order to teach this lesson, you will need to be familiar with the history of the Civilian Conservation Corps and the New Deal. A brief history of the CCC can be found here: http://www.cclegacy.org/CCC_brief_history.htm.

TEACHING SEQUENCE

1. CLASS DISCUSSION

- a. Ask students if they've heard of the Civilian Conservation Corps. Discuss with them the history of the CCC and the New Deal. Ask if they know of any local places where the CCC worked and tell them the CCC helped build Green Lakes State Park if no one volunteers that info. Show them selected photos of CCC members at Green Lakes State Park.
- b. Have students research the CCC and the Green Lakes area using the appropriate encyclopedia resources. Remind students to keep track of the resources they consult by assembling a bibliography. Other web resources that could be suggested:
 - nyparks.com website and search for "glacier lakes"
 - Green Lakes on the Allegheny Plateau by Mary Notarthomas: <http://classic-web.archive.org/web/20070929132429/http://www.ttrn.com/greenlakes.htm>
 - Wikipedia for an overview: http://en.wikipedia.org/wiki/Green_Lakes_State_Park
 - CCC history link from Background Information above

2. INTERPRETING DOCUMENTS

- a. Hand out the information sheet on ***The Civilian Conservation Corps at Green Lakes State Park***.
- b. Instruct students to follow the steps on the handout and remember to use the digital images and information from www.cnyheritage.org, along with the other websites to create their "CCC at Green Lakes State Park" exhibit. Students should work in small groups to create the finished product (see worksheet).
- c. **A class field trip to Green Lakes State Park could be a final piece to this project.

Images of a region

A century of growth in Central New York

3. CLASS DISCUSSION

- a. When students have completed their project bring the class together and have students share their research in the form of 5 minute presentations.
 - b. Have students answer the following question(s):
 - What are some of contributions the CCC made to Green Lakes State Park?
 - Why was the CCC such an important program during the Great Depression?
-

The lesson plan and its accompanying materials were created and assembled by the Central New York Library Resources Council in support of the Central New York Heritage Project, supported by Federal Library Services and Technology Act funds, awarded to the New York State Library by the Federal Institute of Museum and Library Services.

