

10

Good Times, Hard Times, and Better Times

Activity 10.2: “Back to Work” and Wisconsin’s State Parks

Teacher Materials

Preparation/Organization In this activity, students arrange images about the creation of two Wisconsin state parks: Devil’s Lake and Copper Falls. This gives students a chance to practice their logic and organization skills as well as their ability to write accurate captions for images. The activity begins with the whole class together and then as two separate groups—one group for each state park. Students then work in small groups to create a poster display about their findings. If possible, invite students to create a computer-based presentation instead.

Procedure

1. Have students read or reread page 195 of *Wisconsin: Our State, Our Story* before beginning this activity.
2. Pass out copies of Student Page 1 (“Back to Work” and Wisconsin’s State Parks) for students to read on their own. (Alternatively, have volunteers take turns reading the page aloud as other students follow along.)
3. Based on these readings, ask students to think about the ways people enjoy state parks. Help students understand that access to the natural environment and recreation in such areas can only be gained through human effort—the creation of roads, picnic areas, scenic paths, overlooks, etc. Explain that students should focus on the question shown on page 195 of *Wisconsin: Our State, Our Story*: “How did the government help people survive?” Point out that students will display their answers on posters or by creating computer-based presentations.
4. Divide the class into two groups. One group will work on Devil’s Lake, and the other will work on Copper Falls. To the first group, give the Devil’s Lake images (Student Pages 2–5). To the second group, give the Copper Falls images (Student Pages 6–12). Provide each group with its own sheets of paper, glue, poster board, and scissors. Then discuss the responsibilities for each group, since the instructions are similar, but not the same.
 - For the Devil’s Lake group, (which is slightly less challenging), have students arrange the photos in chronological order. They should also write captions to describe the activity, location, and any other important information shown in the photos.

- For the Copper Falls group, have students write a caption for each photo or blueprint. Remind students to refer to the information they read on Student Page 1. In the captions, students should identify the many kinds of work that needed to be done to create a state-park building within a wilderness area. (**Note:** There are no exact answers for this activity, but the captions should include references to access, information, recreation, shelter, etc.)
5. When students have finished, each group should cut out the photos and their captions to create a poster display. Alternatively, groups can create computer-based presentations using the state-park images and any simple word-processing or graphics software you may have available. Remind students that their captions should include information that they learned about in “How did the government help people survive?” and Student Page 1. Encourage students to include information about the WPA, the CCC, and the New Deal. Then students can share their exhibits with other members of the class, other classes, or their families.

Answers

Devil’s Lake group: Pictures should be ordered as follows, but the captions will vary: Student Page 3; Student Page 5; Student Page 2, Student Page 4. The order of the first two images may be reversed.

Copper Falls group: Captions will vary.

Name _____ Date _____

Activity 10.2 “Back to Work” and Wisconsin’s State Parks

Have you ever been to a state park and appreciated the wonderful natural beauty of your surroundings? And you may not have thought about how natural areas become state parks or how people in the past worked to make these beautiful areas places to be enjoyed for recreation in the future. There is certainly more to state parks than just hiking, fishing, swimming, biking, and camping. Many of Wisconsin’s state parks were created or expanded in the 1930s. This was the time of the Great Depression. The federal government provided meaningful work for many unemployed people. Developing recreational areas not only helped workers, it helped build the kind of outdoor areas that we still enjoy today.

Two federal programs were involved in the state parks of Wisconsin: the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA). Both programs put people back to work. These men and women learned many skills as they planted trees, stocked rivers with fish, and built nature trails. The work of the WPA and the CCC helped make tourism a major industry in Wisconsin. The workers created ways to protect the natural environment in state parks and made these areas more **accessible** (ak **ses** ibl, easy to enter and get around) for people of all ages.

For example, when you visit Copper Falls State Park near Mellen or Devil’s Lake State Park near Baraboo, you’ll find that WPA or CCC workers built most of the trails, bridges, and buildings that help make the parks the popular places they are today. Whether you are hiking a trail, setting out your picnic on a stone and cement table, or changing into a swimsuit in a bathhouse, you can find evidence of these two back-to-work programs.

Name _____ Date _____

Devil's Lake State Park



Name _____ Date _____

Devil's Lake State Park



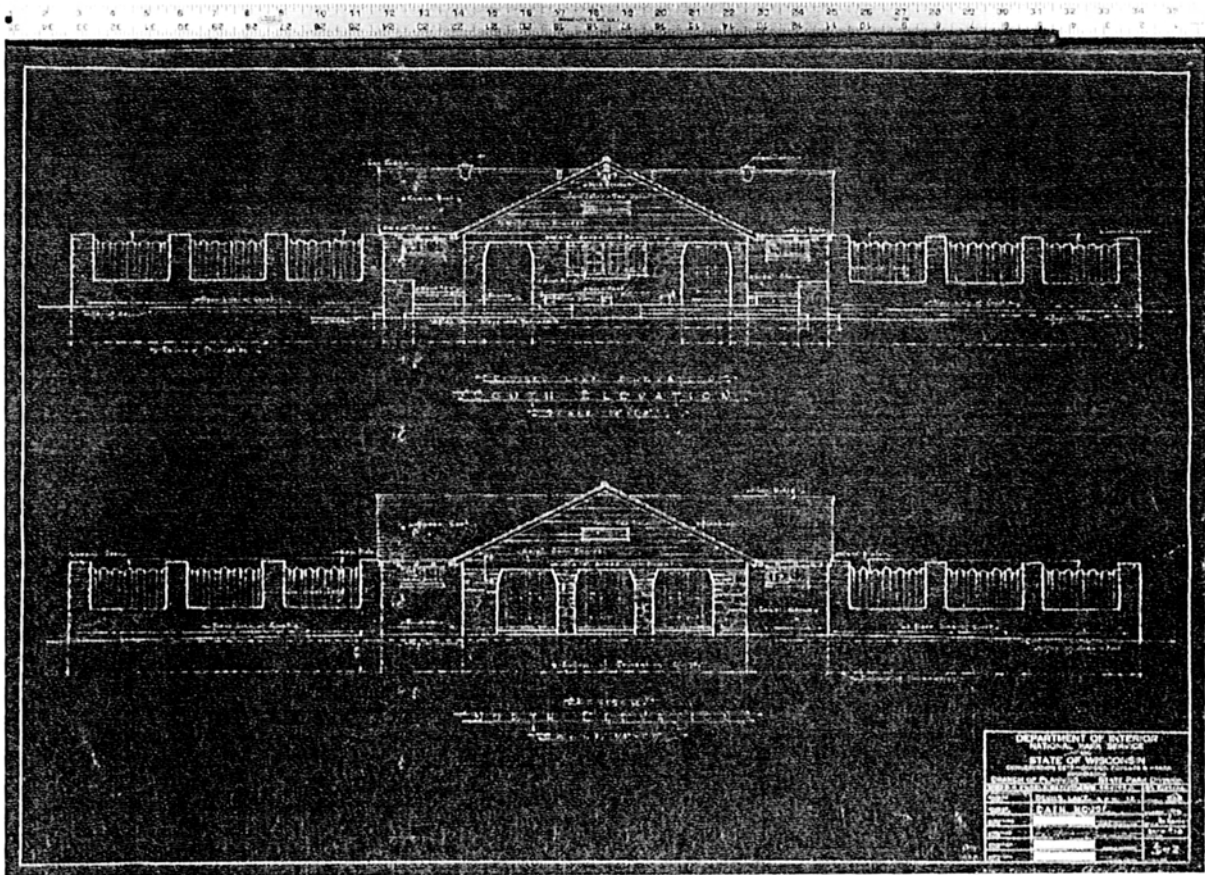
Name _____ Date _____

Devil's Lake State Park



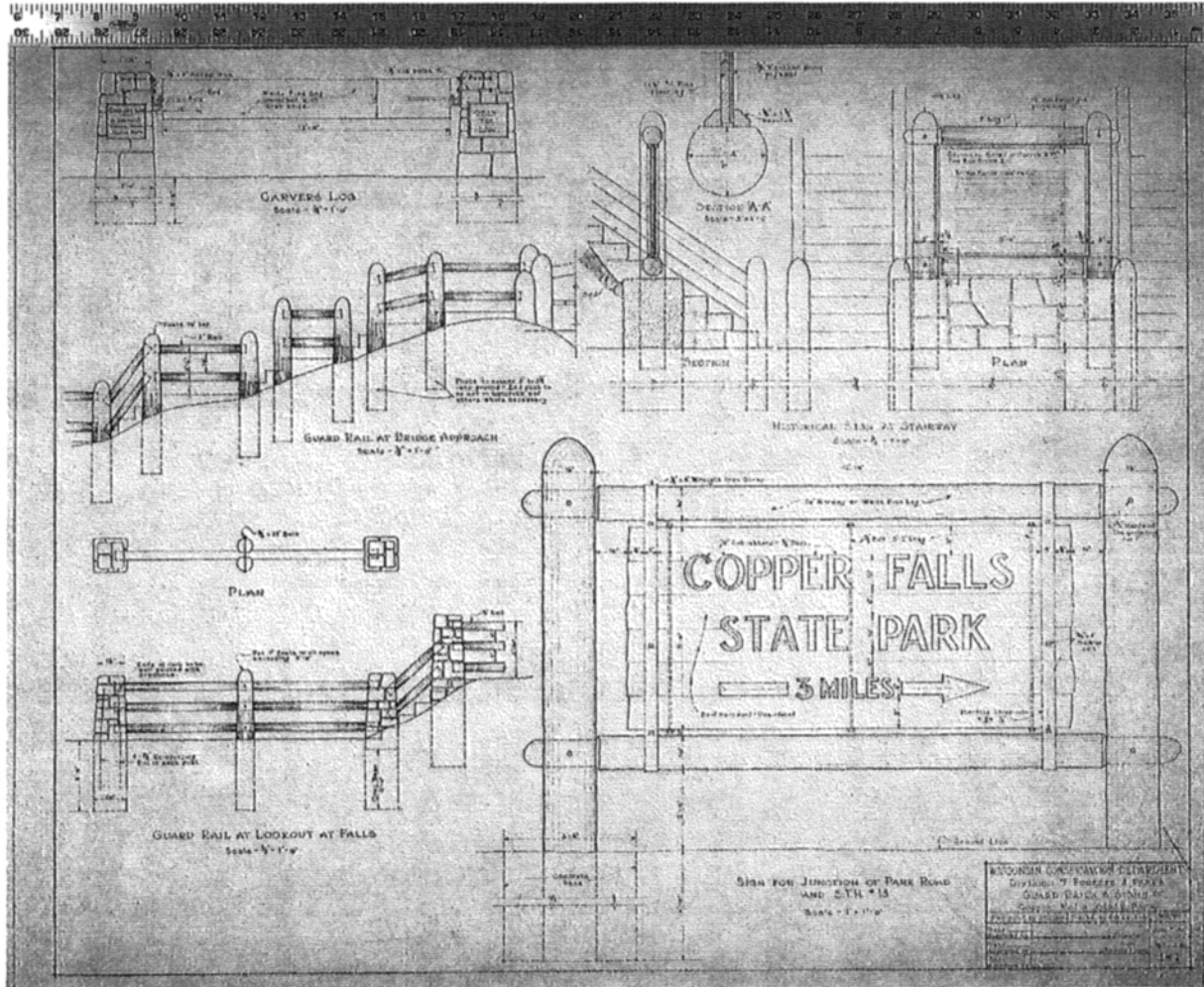
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Devil's Lake State Park



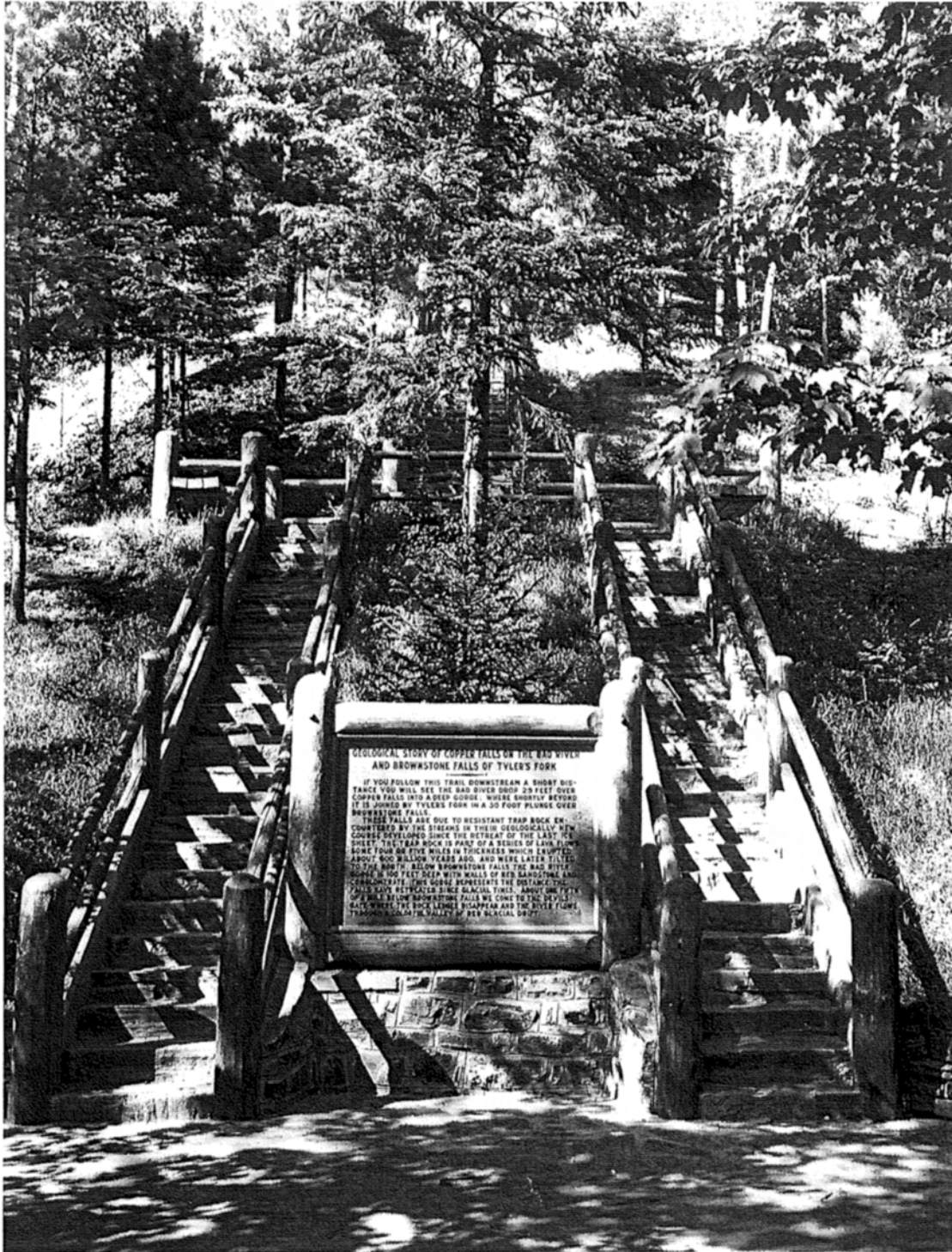
Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park



Name _____ Date _____

Copper Falls State Park

