

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



*Eight workers harvesting salt at Thomas K. Gale's solar salt yard, ca. 1915.
Digitized by Liverpool Public Library (Schuelke Collection)*

OBJECTIVES - Students will:

- Understand the process of making solar salt
- Identify salt as an important industry to the history of the Central New York area

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.	
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	Elementary Level Performance Indicator--Students will: <ul style="list-style-type: none"> • gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
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.	Elementary Level Performance Indicator--Students will: <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.

NY State Social Studies Standard 3: Geography	
Students will: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.	
Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	Elementary Level Performance Indicator--Students will: <ul style="list-style-type: none"> • study about how people live, work, and utilize natural resources • investigate how people depend on and modify the physical environment

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Common Core Reading Standard 5: Craft and Structure	
Students will: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade 3 Performance Indicator: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Grade 4 Performance Indicator: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Common Core Reading Standard 7: Integration of Knowledge and Ideas	
Students will: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Grade 3 Performance Indicator: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Grade 4 Performance Indicator: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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.	
Grade 3 Performance Indicator: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Grade 4 Performance Indicator: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ADAPTABLE TO GRADE LEVELS – 3-4

MATERIALS

- Classroom computer access (Presentation software, ex. prezi, powerpoint)
- Flash drive
- Photographs of the salt industry from 19th and early 20th century in Central New York using www.cnyheritage.org
- Copies of *Grolier Online* entry for “salt” from the New Book of Knowledge for each student
- **Solar Salt** Activity sheets
- One sheet of black construction paper per student
- Water with salt dissolved in it (enough for each student to cover black construction sheet with water)
- Paintbrush for each student
- White crayon or colored pencil for writing student names on construction paper
- Chart paper/white board for listing hypotheses

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≡ BACKGROUND INFORMATION

This lesson requires knowledge of the process of making solar salt and the history of the salt industry in Central New York. A very detailed overview can be found on Wikipedia:

http://en.wikipedia.org/wiki/Salt_industry_in_Syracuse,_New_York.

TEACHING SEQUENCE

1. DAY 1: CLASS DISCUSSION AND INTRODUCTORY EXPERIMENT

- a. Ask students if they know where salt comes from.
- b. Explain that salt comes from rocks and is dissolved in water and that people have had to find ways to extract the salt from water.
- c. Pass out **Solar Salt** activity sheets and black construction paper.
- d. Ask students to brainstorm hypotheses for what will happen when they wet the paper and let the water evaporate overnight. List hypotheses on chart paper.
- e. Following activity sheet directions, have each student write their name in white pencil, paint salty water on construction paper and place aside to evaporate overnight.
- f. As a class, read the *Grolier Online* entry for “salt” from the New Book of Knowledge for an overview of salt, its uses and sources.

2. DAY 2: INTERPRETING DOCUMENTS

- a. Have students collect their black construction sheets and look at the salty residue.
- b. Tell students that this is the same process that was used to gather salt in Syracuse but it was huge industry. Show selected photos from www.cnyheritage.org to show students the importance of solar salt.
- c. Have students divide into 4-5 groups and search www.cnyheritage.org using the term “salt” for images of the salt industry.
- d. Have students choose 3-4 photographs that visually represent the process of making solar salt or the importance of the industry to Central New York. Remind students to refer back to the *Grolier Online* entry for “salt” they read previously.
- e. Students should create a presentation of the images using software and providing a 2-3 sentence caption for each image that explains what the image tells us about the process of making salt and/or the importance of the salt industry.
- f. Groups should save their work on the flash drive and provide the finished product to the classroom teacher.
- g. Computer stations should be set up throughout the classroom with presentations in running for students to walk through and have a visual classroom experience of the history of the salt industry.
- h. ** A class field trip to the Onondaga County Salt Museum (<http://onondagacountyparks.com/salt-museum/>) could be a final aspect to this project.

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3. DAY 2: CLASS DISCUSSION

- a. When students have completed their displays bring the class together and have students share their research.
- b. Have students answer the following question:
 - How is solar salt made?
 - Why was the salt industry so important to our region?

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