



Lesson 15.2 “The Civilian Conservation Corps in NH”

Unit 15: Forging a Modern Identity

Lesson Objectives

- Students will work together to define the Civilian Conservation Corps (CCC).
- Students will use provided materials to complete a graphic answering the 5 W questions about the CCC.
- Students will read and answer questions about a primary source.
- Students will answer a question in groups about the impact of the CCC with words and visuals.

Lesson Competencies

- I can initiate and sustain a focused discussion. (ELA 7)
- I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. (ELA 8)
- I can analyze primary and secondary sources and draw appropriate conclusions. (Moose SS)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

Essential Questions

How has New Hampshire come to be the way it is?
How has New Hampshire been shaped by many voices?

Focus Questions

What economic changes did New Hampshire experience during this time?
How did New Hampshire’s people adapt to changes in the 20th century?

Estimated Time

Three 40-minute class sessions

Materials & Equipment

“Unemployment Rates in the United States” for projection
Group sets of definitions cut up (civilian, conservation, corps)
Class set of “The Civilian Conservation Corps (CCC)” worksheet
Class set of “Map of CCC Camps and Selected Projects” with “List of Selected CCC Projects on Map” on the back
Group or class sets of selected primary sources as desired:

- Unemployment Relief Act
- George C. Soule Image Set
- Interview with Jean T. of Manchester, New Hampshire
- Summary of Age Distribution and Schooling Completed of Juniors Accepted for Enrollment in the Civilian Conservation Corps, July 1938

Questions to process primary sources as desired
Class set of “Civilian Conservation Corps Summary Report”
Class set of “Summary of the CCC in New Hampshire” worksheet
“Impact of the CCC” for projection
Chart paper, markers, and supplies for groups to answer impact questions
“Claim, Evidence, Reasoning Paragraph HINT Sheet” as desired



Educator Introduction & Rationale

The Great Depression hit New Hampshire's economy hard, thanks to the decline of the textile industry in the decades before it. By 1933, thousands were out of work and in need of food and other necessities, half the state's farms shut down, and those who still had jobs saw their wages slashed. Though a Republican, New Hampshire's governor John Winant was a reformer who supported Democratic president Franklin D. Roosevelt's New Deal policies, including government spending to create jobs. Thousands of New Hampshire men and women went to work for federal jobs programs like the Civilian Conservation Corps (CCC). They built parks, playgrounds, ski jumps, and golf courses, as well as constructing and widening roads, improving drainage and sewer systems, and clearing diseased trees from farmland. In fact, New Hampshire was the first state to fully staff the CCC.

The CCC was created in 1933 to put unemployed young men to work on conservation and infrastructure projects. Open only to men, run by the U.S. military, and segregated by race, the CCC employed over 20,000 Granite Staters, some as young as 17, who lived and worked in the camps that dotted every region of the state. Room, board, medical care, and some educational programs were provided in the camps, so most of the corpsmen's wages were sent directly to their families, providing a crucial source of income during the Depression. New Hampshire also reaped economic and ecological benefits from the CCC. Before the program ended in 1942, CCC workers built or repaired dams, bridges, and roads, planted trees, constructed ski facilities including Cannon Mountain and Waterville Valley, marked hiking and bridle paths, and fought wildfires. Hundreds of campgrounds, hiking trails, and public parks in New Hampshire owe their existence to this program.

This lesson is the second lesson in Unit 15: Forging a Modern Identity. While it can stand alone from the unit, incorporating some activities from lesson 15.1: "Impact of Unemployment" is recommended so that students grasp how damaging unemployment is to families and societies. In this lesson, students examine a graph and define new words in order to see the necessity of the Civilian Conservation Corps. Next, they use the student reading and map of the CCC camps to answer who, what, where, when, and why questions on an infographic. After studying a primary source summary of CCC activities in New Hampshire from 1933 to 1942, they work in groups to make a claim and provide evidence in answering a question about the CCC's impact.

There is a reinforcement activity for students who would benefit from learning about the big ideas behind the Great Depression and the CCC through literature. There are extension activities for students interested in interacting with primary sources or investigating the CCC presence in your area. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

Learning Activity

Activation

The Great Depression. Project the graph “Unemployment Rates in the United States” and conduct a Notice & Wonder activity with the class. What do students notice about this image? What do they wonder about this image? Gather responses until observations and questions are exhausted.

Note that prior to 1939, the government did not keep specific records of unemployment, and so this data is estimated. After 1939, the government created offices dedicated to collecting employment data.

The Civilian Conservation Corps. Divide the class into three groups. Give one group definitions of “civilian,” one “conservation,” and one “corps.” Give them about one minute to talk among themselves to make sure they understand their word. Then, instruct them to walk around the class and form new groups of three so that each group has all three words. When the class has created their groups of three, tell them they must put their words and definitions together to create one phrase and one meaning. What do their words mean all together? Given the graph and the definition of the Civilian Conservation Corps, what do they think the CCC was? Why was it necessary at this time?

Teaching tip: Copy and cut materials ahead of time. Ensure that there are equal numbers of each word, even if students need to double up on a word.

Student Reading

CCC and the Great Depression. Before moving to Guided Practice, direct students to read Unit 15: Learn It! “[The Great Depression](#),” pages 4 to 6.

Guided Practice & Discussion

Who, what, where, when, why? Distribute the “The Civilian Conservation Corps” graphic and “Map of CCC Camps and Selected Projects” with “List of Selected CCC Projects on Map” on the back so students can complete the graphic. Remind students to return to the Student Reading if needed to find more detail. Choose for your class whether they will complete the graphic in pairs, small groups, or individually. Be sure to review before moving on in the lesson.

Teaching tip: Some students may be ready for additional materials. The following resources can be used to take additional notes on their graphic or as extra sources when they answer the final questions. Each resource has questions available to aid in processing the material. Alternatively, you could use **only** these primary sources for completing the graphic.

- Edited text of “Unemployment Relief Act” creating the CCC
- “George C. Soule Image Set”
- Data tables entitled “Summary of Age Distribution and Schooling Completed of Juniors Accepted for Enrollment in the Civilian Conservation Corps, July 1938”
- Interview with Jean T. of Manchester, New Hampshire

Independent Practice

Summary report of the CCC 1933–1942. Distribute the summary report and “Summary of the CCC in New Hampshire” worksheet. Give students time to work; review as best for your class.

Independent Practice & Reflection

Impact. Divide students into three groups as is best for your class. Each group will prepare a presentation for the class answering a question about the CCC and its work, including a visual and information. Ensure students have access to chart paper, markers, their notes and worksheets, and any additional materials that might help them.

Teaching tip: Consider having more than three groups in the class so that groups can be smaller. In this case, each question about the CCC would be answered by more than one group.

Project “Impact of the CCC” and review with students. Give them time and materials to work on their presentations. Have each group present their question and answer to the class and discuss as appropriate.

Teaching tip: If your class needs more opportunities for writing paragraphs, consider having them write a C-E-R paragraph on a question, using the provided infographic for organization.



Reinforcement

1. **Alphabet soup.** To aid the economy and Americans during the Depression, President Franklin D. Roosevelt created a number of agencies that all served the public in different ways. These agencies were known by acronyms and, together, became known as FDR's "alphabet soup" because there were so many. Read Tonya Bolden's book *FDR's Alphabet Soup: New Deal America, 1932–1939* to learn more about these programs. www.tonyaboldenbooks.com/fdrs-alphabet-soup-new-deal-america/

Extension

1. **CCC Application.** Give students the application for the CCC. Instruct them to read through the application with two colored pencils: use one color to circle all questions that most job applications from the time might have on them and the other to note which questions are specific to the CCC. What does the CCC program care about that other jobs might not? Why do they think these questions are asked?
2. **The Waterfall.** Students interact with a poem from the national CCC newspaper. Give them the poem *The Waterfall* by Edward Foss and have them practice reading it out loud. After becoming familiar with it, they can either draw the scene that he describes or write a similar poem about a spot outside that is special to them. Note that although there is a copy of how it appeared in the newspaper, the poem has also been retyped for easier reading.
3. **Jean T.** Give students the interview with Jean T. and have them read it out loud. Have students write a story about a day Jean spent working at the CCC including details from the interview.
4. **The CCC in your area.** Contact your local historical society to see if there were any CCC projects in your area. Ask if they have records, interviews, pictures, or other ephemera relating to the CCC and have them visit the classroom. Are the results of the projects in your area still evident?



Supporting Materials

New Hampshire Historical Society Resources

1. Beach Project, circa 1935
2. Cutting Trees, circa 1935
3. Working in the Kitchen, circa 1935
4. Sketches of Working in the Forest, 1936
5. Sketches of Working Outside, 1936
6. CCC Activities, 1936
7. Map of CCC Activities and Selected Projects

Other Resources

- *Civilian Conservation Corps Application*, New Hampshire, 1933, Record Group 35, National Archives, College Park, MD
- David D. Draves, *Builder of Men: Life in C.C.C. Camps of New Hampshire* (1992).
- National Archives Catalog, *Act of March 31, 1933 (Unemployment Relief Act), Public Law 73-5, 48 STAT 22, which provided the relief of unemployment through the performance of useful public work.* catalog.archives.gov/id/299830
Note: both the original transcript and an edited, student-friendly version of the legislation are provided.
- National Parks Service, *The Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.* www.nps.gov/parkhistory/online_books/ccc/cccaa.htm
- *Summary of Civilian Conservation Corps in New Hampshire, 1933-1942*, Record Group 35, National Archives, College Park, MD
- The Waterfall Poem by Edward Foss. (1933) *Happy Days* newspaper volume 1 issue 32, U.S. National Archives, Record Group 35, image provided by Ancestry.com
- David Draves interview with Jean T., September 22, 1983, for his book *Builder of Men: Life in CCC Camps of New Hampshire.*

Standards

“Moose on the Loose” Content:

- ✓ Students will understand that New Hampshire responded to conflict and change from outside the state in various ways as well as participated in national events. (3-5.T7.1)
- ✓ Students will understand that throughout the 20th century, New Hampshire’s economic and political life evolved and modernized. They will understand that communities responded to economic cycles, and new immigration began. (3-5.T7.2)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Understanding Economics and Economic Systems (3-5.S5.1)

New Hampshire Social Studies Frameworks:

- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.2, SS:EC:4:2.3)
- ✓ Economics: Cycles in the Economy (SS:EC:4:3.1, SS:EC:4:3.2)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.2)

NCSS Themes:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 7: Production, Distribution, and Governance

C3 Frameworks:

- ✓ Civic and Political Institutions (D2.Civ.6.3-5)
- ✓ The National Economy (D2.Eco.11.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5, D2.His.10.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5, D2.His.17.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Informational Text (RI.3.2)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.3.10)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Informational Text (RI.4.2)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Research to Build and Present Knowledge (W.4.8, W.4.9)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Informational Text (RI.5.2)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.5.10)
- ✓ Research to Build and Present Knowledge (W.5.8, W.5.9)

Lesson Vocabulary

civilian	(noun) A person not in the armed forces or the police
Civilian Conservation Corps (CCC)	(noun) A government program created during the Great Depression to give young men jobs doing outdoor work. They repaired or built roads, bridges, and trails, and protected the environment by planting trees, fighting fires, and creating state parks; the CCC ran from 1933–1942
conservation	(noun) The act of protecting an environmentally or culturally important place or thing from harm
corps	(noun) A group of people organized to do a specific activity
Great Depression	(noun) The time from 1929 to 1942 when there was a severe economic downturn; at the Depression's worst, almost 25% of workers were unemployed
unemployment	(noun) When a person does not have a job but is available to work

