







1. Title / Content Area:	From the CCC to the YCC to You: Youth at Work on Public Lands  Literature and Social Studies
2. Developed by:	Christy Deskins
3. Grade Level:	5-6
4. Essential Question:	What is the role of young people in shaping communities and helping the environment in the last century? What is conservation and what is my role in conservation now?
5. Contextual Paragraph	<p>At our school we have an annual event called Eco-thon as a way to give back to the community while at the same time earning pledges for spring field trips. Since the inception of the event 30 years ago Ecothon has evolved from litter collection to include more service learning opportunities. This past year students built trails with the Montana Conservation Corps, gardened at the Moon Randolph Homestead and the Native Plant Gardens at Fort Missoula, helped at Missoula Free Cycles, and picked up litter throughout Missoula. This day of service is a culmination of service learning at Sussex that results in children gaining an appreciation for giving back and bettering the city in which they live. This resource set is to be used as a launching place for fifth grade service learning which not only includes the 6 hours of Eco-thon service but monthly trips to the Food Bank and additional projects to benefit Food Bank customers.</p> <p>This set is also intended to have a place in our language arts curriculum which will be integrated with environmental science. It will build understanding of how land use and the role of humans, in particular the Civilian Conservation Corps and the Forest Service, shaped Montana. This set and the lessons it will generate are a way to integrate knowledge between history, geography, and science while being informed by literature. It is a primary source based activity and introductory lesson to the CCC, the role of the Forest Service, and using the LOC archives.</p>



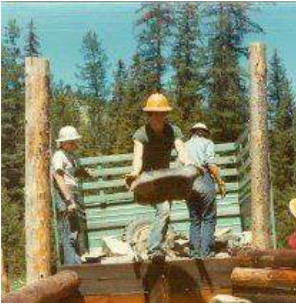







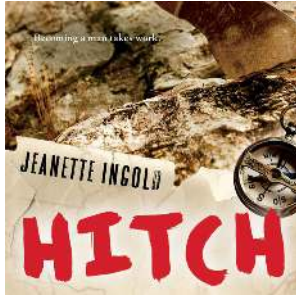




## Annotated Resource Set (ARS)







Phase I

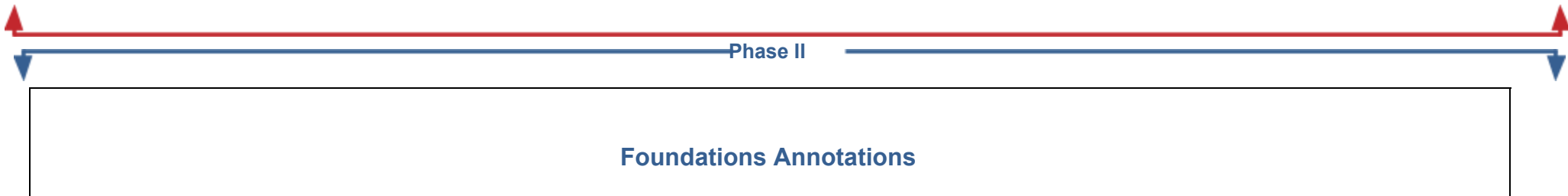
6. Resource Set					
YCC Trail	CCC Trail Work	CCC	YCC Fence Construction	YCC Cedar Grove	YCC Bridge
Berry Picking 1971	CCC June 1939	Young Men CCC- 1935	Jack leg fence in Rock Creek 1976	YCC 1976	bridge building, Lolo Creek 1972
					
<a href="http://forestservicemus.eum.pastperfectonline.com/photo/888D78E0-B5D3-4446-A96C-230259434764">http://forestservicemus.eum.pastperfectonline.com/photo/888D78E0-B5D3-4446-A96C-230259434764</a>	<a href="https://www.loc.gov/item/fsa1997004232/PP/">https://www.loc.gov/item/fsa1997004232/PP/</a>	<a href="https://www.loc.gov/resource/fsa.8a00073/">https://www.loc.gov/resource/fsa.8a00073/</a>	<a href="http://forestservicemus.eum.pastperfectonline.com/photo/C18DEE16-FD9A-4ED1-A05F-517647682622">http://forestservicemus.eum.pastperfectonline.com/photo/C18DEE16-FD9A-4ED1-A05F-517647682622</a>	<a href="http://forestservicemus.eum.pastperfectonline.com/photo/05A61844-9FC4-426B-A969-089663963726">http://forestservicemus.eum.pastperfectonline.com/photo/05A61844-9FC4-426B-A969-089663963726</a>	<a href="http://forestservicemus.eum.pastperfectonline.com/photo/C58196ED-753F-4CFE-AEB2-365876710260">http://forestservicemus.eum.pastperfectonline.com/photo/C58196ED-753F-4CFE-AEB2-365876710260</a>

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YCC	Young Women	YCC Horse Ramp	YCC Girl	CCC Girl	Pyramid of Recruits
Planting 1971	National Youth Admin/CCC/WPA 1941	Placing rocks in horse loading ramp, 1976	Planting trees 1971	1941	1933-1937
					
<a href="http://forestservicemus eum.pastperfectonline.com/photo/D0C46A90-2A1E-4BFD-B3FD-695005370345">http://forestservicemus eum.pastperfectonline.com/photo/D0C46A90-2A1E-4BFD-B3FD-695005370345</a>	<a href="https://www.loc.gov/item/owi2001036502/PP/">https://www.loc.gov/item/owi2001036502/PP/</a>	<a href="http://forestservicemus eum.pastperfectonline.com/photo/F0D0FC95-3BC1-476B-9F18-743567418617">http://forestservicemus eum.pastperfectonline.com/photo/F0D0FC95-3BC1-476B-9F18-743567418617</a>	<a href="http://forestservicemus eum.pastperfectonline.com/photo/CD0EEE1-9F5D-4CBC-BC82-674967425768">http://forestservicemus eum.pastperfectonline.com/photo/CD0EEE1-9F5D-4CBC-BC82-674967425768</a>	<a href="https://www.loc.gov/item/owi2001036498/PP/">https://www.loc.gov/item/owi2001036498/PP/</a>	<a href="http://content.mpl.org/cdm/ref/collection/Langlade/id/1325">http://content.mpl.org/cdm/ref/collection/Langlade/id/1325</a>

Lunch in the Field	Wrong Clothing!	Hitch by Jeanette Ingold	Hitch Trailer	Stream Improvements in MT	CCC Work Crew, 1930's
Preparing fire lane 1933-1937	Swim Suits and Pulaskis	Literature unit novel		CCC	Yellowstone National Park
					
<a href="https://dp.la/item/d5b36d7b0aa98984929cc4900c7ce6ee?back_uri=http%3A%2F%2Fdp.la%2Ftimeline%3Fcountry%25B%255D%3DUnited%2BStates%26q%3DCCC%26subject%255B%255D%3DCivilian%2BConservation%2BCorps%2B%2528U.S.%2529%26type%255B%255D%3Dimage%26utf8%3D%25E2%259C%2593%23%2F1933">https://dp.la/item/d5b36d7b0aa98984929cc4900c7ce6ee?back_uri=http%3A%2F%2Fdp.la%2Ftimeline%3Fcountry%25B%255D%3DUnited%2BStates%26q%3DCCC%26subject%255B%255D%3DCivilian%2BConservation%2BCorps%2B%2528U.S.%2529%26type%255B%255D%3Dimage%26utf8%3D%25E2%259C%2593%23%2F1933</a>	<a href="http://forestservicemus.eum.pastperfectonline.com/photo/78313CE4-35AE-4A9B-8659-353688813020">http://forestservicemus.eum.pastperfectonline.com/photo/78313CE4-35AE-4A9B-8659-353688813020</a>	<a href="https://smile.amazon.com/gp/product/015205619X/ref=ox_sc_sfl_title_1?ie=UTF8&amp;psc=1&amp;smid=ATVPDKIKX0DER">https://smile.amazon.com/gp/product/015205619X/ref=ox_sc_sfl_title_1?ie=UTF8&amp;psc=1&amp;smid=ATVPDKIKX0DER</a>	<a href="https://www.youtube.com/watch?v=lxrjUb5ohEM">https://www.youtube.com/watch?v=lxrjUb5ohEM</a>	<a href="https://www.westernplanner.org/201604issue/2016/10/31/civilian-conservation-corps-in-montana-1933-1942">https://www.westernplanner.org/201604issue/2016/10/31/civilian-conservation-corps-in-montana-1933-1942</a>	<a href="http://www.wyohistory.org/encyclopedia/hard-times-and-conservation-ccc-wyoming">http://www.wyohistory.org/encyclopedia/hard-times-and-conservation-ccc-wyoming</a>

The Forest Ranger Game	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
CCC/Forest Service Game	(Context)	(Context)	(Context)	(Context)	(Context)
					
<a href="http://digitalarchives.broward.org/cdm/compoundobject/collection/cc/id/819/show/815">http://digitalarchives.broward.org/cdm/compoundobject/collection/cc/id/819/show/815</a>	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)





### 7. Curriculum Connections



Literature unit for the Great Depression/ New Deal: A Long Way from Chicago by Richard Peck, When the Meadowlark Sings: The Story of a Montana Family by Nedra Sterry, and Hitch by Jeanette Ingold.

Montana History/ Social Studies: The CCC and our National Parks and lands (5th grade spends a week in Yellowstone, 6th heads to Glacier National Park. Both parks received CCC support.) It will grow from the conclusion of our Yellowstone unit with a time line progression from the establishment of the park (1872) to the birth of the Forest Service (1905) and the National Park Service (1916).

YCC /MCC and eco-thon/ community service (and coincidentally, we stay in YCC buildings in Yellowstone for our field trip that we do community service (eco-thon) to fundraise).



### 8. Curriculum Standards



Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



### 9. Content & Thinking Objectives



Understand how young people can be a force for change.

Understand the historical, social, and environmental impacts of the CCC and later the YCC.

Explore through literature the role of young people in shaping the land and history.

Consider the timeline and role of forests and wilderness as well as the Forest Service in American history.

Use inferences to draw conclusions from reading and primary source photographs.

Compare and contrast the role of youth in conservation across time.

Ask and research answers to historical questions using the Right Question Institute format.



### archival 10. Inquiry Activities & Strategies



**Part A: 2 periods**

*Anticipatory Set:* From the ARS, show the trailer for Hitch by Jeanette Ingold. Ask: What do the letters CCC stand for? Breakdown the definition of each word; *civilian, conservation, corps* and explain the connection between the Great Depression and Roosevelt’s New Deal (see resources list for grade appropriate background information). Illustrate with a timeline on the board that includes: the founding of Yellowstone, the founding of the Forest Service and the National Park service, the Dust Bowl, the Great Depression, the New Deal, and WWII. See the lesson plan <https://docs.google.com/document/d/12gww8ZvKkXWJ7bCoAcdPUJFFtJC3j33KKae9SJtMjl/edit#> for extensions.

*Explore Primary Sources:* Using the CCC photographs from the ARS, have students examine the pictures in small groups of 2-4. Each group should have a whole set of the CCC photos and then come to consensus about one photo to focus on for this portion of the lesson. Students may return to the other photos later on. Have students examine the photo and discuss what they can infer from the details. Have one scribe in the group list observations and inferences from the observations using a two column format.

Teach the Right Question Institute Question Formulation Technique (<http://rightquestion.org/downloads/QFT-Card-Template.pdf>) to allow students to produce, improve, and prioritize questions to guide their thinking during the reading of Hitch and lead to the assessment project. Have students copy their final questions into their reading notebook.

*Read, note, infer:* Introduce the novel and read chapters 1 and 2 together. Establish due dates for each section of the book (it is broken into 3 parts around 80 pages each). Model how to set up the reading notebook to collect inferences using 3 columns with the headings: daily life, tasks and jobs, accomplishments.

**Part B: 3 periods**

*Engage:* Small groups should meet at the end of each part (chapters 1-11, 12-26, and 27-37) to share their notes and questions that arose during reading. This will follow established reading group guidelines and small group discussion format. Putting a focus question on the board for students to answer individually in their notebooks before gathering with the group helps begin the discussion and allows students time to review/finish their inference chart and prepare to share. The teacher should circulate and join groups to check progress, understanding, and collaboration. After each session have the class quickly summarize a “picture” of daily life in the CCC camp. Look for evidence of close reading for details as well as holes in comprehension. Did the book address the questions that came from Part A or is there further research to be done?



**11. Assessment Strategies**



**Part C: 1-2 periods**

*Conclusion/Assessment:* Follow up the end of the book with an exploration of the YCC pictures from the ARS. Explain how the YCC arose out of the CCC and today we have the MCC. See resources for background information. Post the set of YCC pictures around the room, each with a letter. Have students circulate and write captions for each picture. Have students select their favorite and stand by it. Students at each photo share their captions and then come up with a group consensus caption to write on an index card and hang with the picture.

As an assessment piece and to answer lingering historical questions and follow personal interests, have pairs of students create a new ARS using archived photos to demonstrate an understanding of one of the following (student choice): CCC, YCC, Forest Service, Wilderness Act, Montana in the 1930’s, environmental conservation, national park development. This set should have a clear focus topic that is evident in the title and overall the set tells a visual story of the topic that justifies why each picture was chosen and included in the set. Use the rubric to teach the expectations of the set.

<https://docs.google.com/document/d/1lmGU4z4GWxsn-UpuSA9YI1Cr3TxQ1zf0Chipe-glkc8/edit?ts=59947154>

Introduce the Library of Congress resources <https://www.loc.gov/> and demonstrate how to navigate from the home page to photos, prints, drawings of a specific topic in the top search bar. Show how to further refine the search using the left side bar and to note which archives are available online and in what format. You may also want to show the National Museum of Forest Service History website <https://www.forestservicemuseum.org/> which has archived photos (this is where the Montana YCC pictures come from in the ARS) under exhibits and then under collections. This is a great place to teach students how to refine a search using keywords and advanced searches.

## Other Resources

### 12. Web Resources

Background Information:

Forest Service and CCC: [https://www.fs.usda.gov/Internet/FSE\\_DOCUMENTS/fsbdev3\\_004791.pdf](https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fsbdev3_004791.pdf)

The New Deal [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/pdf/teacher_guide.pdf)

The New Deal Network photo gallery, CCC listed under federal agencies: <http://newdeal.feri.org/library/index.htm>

Wilderness: <http://www.wilderness.net/ForestService>

CCC: <http://www.fortmissoula.org/exhibits/CCC/> , <http://www.history.com/topics/civilian-conservation-corps>

CCC in MT: <https://www.westernplanner.org/201604issue/2016/10/31/civilian-conservation-corps-in-montana-1933-1942>

MCC: <http://mtcorps.org/about/history/>





### 13. Print and Other Media Resources



[They Hired Out to be Tough: The U.S. Forest Service 1905-Present by Mary Dussol](http://forestservicemuseum.pastperfectonline.com/library/AD2B0066-D74C-417F-9D24-304621853460)

<http://forestservicemuseum.pastperfectonline.com/library/AD2B0066-D74C-417F-9D24-304621853460>

