



CCC at work in Acadia National Park

Overview: Overview: In this lesson students will practice analyzing primary sources about the Civilian Conservation Corps during the New Deal using the APPARTS method, and then use those sources to write a newspaper article about the role of the CCC in National Parks.

Essential Question: How has the purpose of government been interpreted by different administrations?

Materials:

APPARTS explanation for each student
8 copies of APPARTS chart for each student
Copies of Primary Documents A-H for each student
Copies of “The Assignment” for each student

The Civilian Conservation Corps and Acadia National Park

Grade Level: 10

Learner Objectives:

Students will:

- Understand the role of the CCC within the New Deal
- Be able to describe the contribution the CCC made to national parks
- Synthesize information from varied sources, and/ or interviews that reflect multiple perspectives.

Timeframe:

3 class periods plus homework

Key Concepts:

Great Depression
New Deal
Civilian Conservation Corps
Public works program

The Civilian Conservation Corps and Acadia National Park

New Hampshire	Maine
SS:CV:12:1:3 Evaluate how the purposes of government have been interpreted, e.g. promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)	E1: Historical Knowledge, Concepts, Themes and Patterns a. Explain that history includes the study of the past based on the examination of a variety of <i>[primary and secondary]</i> sources and how history can help one better understand and make informed decisions about the present and future.
SS:GE:12:5:6: Evaluate the management and use of renewable, non-renewable, flow and potential resources. (Themes: B: Civic Ideals, Practices and Engagement, D: Material Wants and Needs)	A1: d: Synthesize information from varied sources, and/ or interviews that reflect multiple perspectives.

Teacher Background:

The election of 1932 was a turning point in American history. Unemployment had reached 25% and voters had a choice to make. Keep government small with the incumbent. Republican Herbert Hoover, who did not believe the government, had the authority to interfere with the economy, or elect Democrat Franklin Delano Roosevelt who believed it was the government's responsibility to regulate the economy. FDR took unprecedented steps, increasing the size of government in order to "promote the general welfare," steps that became known collectively as the New Deal.

The Civilian Conservation Corps was just one program within the New Deal. Its purpose was to relieve unemployment through public works programs. Many of these programs took place within national parks, including Acadia National Park, located on Mount Desert Island, in Maine. The documents in this lesson are aimed at uncovering the CCC's contributions within the national park system.

Document A is the legislation that created the CCC. Document B is a criticism of the work of the CCC. C and D both come from the 1937 Annual Report of the First CCC District. E is part of a table cited in John C. Paige's *The Civilian Conservation Corps and The National Park Service, 1933 – 1942; An Administrative History*. F and G are selections from interviews with CCC participation, and Document H is a collection of photographs from Acadia National Park's archives.

Procedure

Days 1 & 2

1. Introduce the concepts of primary sources, reliability and bias.
2. As a class, analyze [Document A](#) together using the [APPARTS method](#).
3. Once the principle of APPARTS is understood, divide the class into groups of 3-4 . Each group should read the rest of the documents and analyze each using APPARTS. This should take 1-2 class periods.

Teacher Tips

Assigning roles in groups is a cooperative learning skill. Present titles such as facilitator, scribe, and word-smith to encourage students to work together quickly and effectively.

Day 3

4. Once students have completed the documents on their own, go over them together as a class.
5. Distribute and review [“The Assignment.”](#)
6. Allow students some class time to begin their drafts.

Homework:

7. Assign a date for students to hand in a completed newspaper story.

Assessment:

Completion of APPARTS worksheets.

Newspaper article.

[Final Story Rubric](#)

Adaptations

The primary sources can be evaluated in a variety of different methods. All documents can be gone over together as a class. They can be jig-sawed, with each group working on only one document, and then sharing their findings in a different group. You may wish to assign students documents to complete on their own.

Expectations for the completed news-story can vary with class skill level and available technology. You may wish to assign a draft and then typed final copy. If time is short, you may feel a handwritten story is sufficient.

The Civilian Conservation Corps and Acadia National Park

References:

Civilian Conservation Corps – Official Annual 1937; First CCC District – First Corp Area, District HQ, Ft. Williams, Maine.

Dilsaver, Lary M. (ed.). *America's National Park System; The Critical Documents*. New York: Rowman & Littlefield Publishers, Inc. 1994.

Paige, Johns C. *The Civilian Conservation Corps and The National Park Service, 1933 – 1942; An Administrative History*; National Park Service Department of the Interior, 1985.

Acadia National Park Civilian Conservation Corps National Park Service US Department of the Interior <http://www.nps.gov/acad/historyculture/ccc/htm>

APPARTS

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understanding the primary source? For example, do you recognize any symbols and recall what they represented?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why was this source produced and how might this affect the reliability of the source?

THE MAIN IDEA

What point is the source trying to convey? What specific evidence does the source offer to prove that idea?

SIGNIFICANCE

Why is the source important? Ask yourself, "So what?" in relation to the question asked.

APPARTS WORKSHEET

Author	
Place and Time	
Prior Knowledge	
Audience	
Reason	
(The) Main Idea	
Significance	

**An Act for the Relief of Unemployment Through the Performance of Useful Public Work,
and for Other Purposes**
Approved March 31, 1933 (48 Stat. 22)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of relieving the acute condition of widespread distress and unemployment now existing in the United States, and in order to provide for the restoration of the country's depleted natural resources and the advancement of an orderly program of useful public works, the President is authorized, under such rules and regulations as he may prescribe and by utilizing such existing departments or agencies as he may designate, to provide for employing citizens of the United States who are unemployed, in the construction, maintenance and carrying on of works of a public nature in connections with the forestation of lands belonging to the United States or to the several States which are suitable for timber production, the prevention of forest fires, floods and soil erosion, plant pest and disease control, the construction, maintenance or repair of paths, trails, and fire lanes in the national parks and national forests, and other work on the public domain, national and State, and Government reservations incidental to or necessary in connection with any projects of the character enumerated, as the President may determine to be desirable: *Provided,* That the President may in his discretion extend the provisions of this Act to lands owned by counties and municipalities and lands in private ownership, but only for the purpose of doing thereon such kinds of cooperative work as are now provided for by Acts of Congress in preventing and controlling forest fires and the attacks of forest tree pests and diseases and such work as is necessary in the public interest to control floods. The President is further authorized, by regulation, to provide for the housing of persons so employed and for furnishing them with such subsistence, clothing, medical attendance and hospitalization, and cash allowance, as may be necessary, during the period they are so employed, and, in his discretion, to provide for the transportation of such persons to and from the places of employment. That in employing citizens for the purposes of this Act no discrimination shall be made on account of race, color or creed; and no person under conviction for crime and serving sentence therefore shall be employed under the provisions of this Act. The President is further authorized to allocate funds available for the purposes of this Act, for forest research, including forest products investigations, by the Forest Products Laboratory.

Roads and More Roads in the National Parks and National Forests

Rosalie Edge

1936

Introduction

“Build a road!” Apparently this is the first idea that occurs to those who formulate projects for the unemployed. In consequence, a superfluity of four-width boulevards, with the verdure cut back for many feet on either side, goes slashing into our countryside(s), without regard for the destruction of vegetation, and, too often without consideration of whether the road is needed at all. The motoring public always travels by the new road, and those who dwell along such highways, and have chosen their homes from a preference for seclusion, find themselves parked besides arteries of ceaseless traffic. No provision is made for pedestrians; and a man takes his life in his hands if he ventures on foot to call on his next door neighbor. The city dweller is forced to go far afield if he is to see aught besides asphalt, or to breathe air not polluted with carbon monoxide gas.

...

Roads in the National Parks

Turning to government-owned lands, we find that work relief has entered our National Parks and Forests in force. Each one of these has its C.C.C. camps; and road-building is again the chief employment of the hundreds of men thus introduced into the wilderness. Can anyone suppose that a wilderness and a C.C.C. camp can exist side by side? And can a wilderness contain a highway?

It is conceded that the National Parks must have roads. The Parks are recreational and educational centres for all the people; and admirably do they fulfill these functions. On the other hand, no one who knows the National Parks is so naïve as to believe them to be wilderness areas. They have within their borders great hotels and acres of well-equipped camps. The crowds that visit them are splendidly handled; but the management of thousands of visitors makes it necessary to have offices and living quarters for a large personnel, besides stores, parking houses, docks, corrals, and garages; all of which encroach upon the wilderness. Virgin timber has been felled to build hotels, and valuable trees are cut each year for firewood. In the past, grazing has injured both the forests and meadows; and logging operations have been extensive within the Park boundaries. Some primitive areas, however, still exist in almost all the Parks. These should be guarded as the nation’s greatest treasure; and no roads should be permitted to deface their beauty.

“The Admiration of the Entire Country”

Excerpts from a message from the President of the United States to members of the CCC
read over NBC network at 7:30 p.m., Friday, April 17, 1936

To the million and a half young men and war veterans who have been, or are today, enrolled in the Civilian Conservation Corps Camps, I extend greeting on this third anniversary of the establishment of the first CCC camp.

Idle through no fault of your own, you were enrolled from city and rural homes and offered an opportunity to engage in healthful, outdoor work on forest, park and soil conservation projects of definite practical value to all the people of the nation. The promptness with which you seized the opportunity to engage in honest work, the willingness with which you have performed your daily tasks and the fine spirit you have shown in winning the respect of the communities in which your camps have been located, *merits the admiration of the entire country*. You, and the men who have guided and supervised your efforts, have cause to be proud of the record the CCC has made in the development of sturdy manhood and in the initiation and prosecution of a conservation program of unprecedented proportions.

Since the Corps began some 1,150,000 of you have been graduated, improved in health, self-disciplines, alert and eager for the opportunity to make good in any kind of honest employment. Our records show that the results achieved in the protection and improvement of our timbered domain, in the arrest of soil wastage, in the development of needed recreational areas, in wild life conservation and in flood control have been as impressive as the results achieved in the rehabilitation of youth. Through your spirit and industry it has been demonstrated that young men can be put to work in our forests, parks, and fields on projects which benefit both the nation's youth and conservation generally.

What the CCC is and Does
Hon. Robert Fechner
Director E.C.W.

The workshop of the Civilian Conservation Corps is not only half a billion acres of timbered lands which belong to the United States Government, but also state parks, large areas of farming lands suffering from soil erosion, floods and other conditions subversive to agricultural endeavor throughout the country. These work projects are under the supervision of the Department of Agriculture and the Department of the Interior which departments through their various bureaus use the CCC to increase the nation's wealth as a whole. In sectional crisis such as the floods of 1936 in Pennsylvania and the holocaust caused by the Ohio and Mississippi in the early days of 1937, the CCC led by army officers and members of the technical services co-operated with the local authorities in saving not only millions of dollars worth of civilian-owned property, but in many cases the lives of men, women, and children.

Under the direction of the Department of Agriculture, the Bureau of Forestry is using the CCC in its constant fight against forest fires and other enemies of our woods and forests. Not only have the enrollees been used in the suppression of actual fires but, superintended by the technical staff of the Forestry Bureau, they have constructed preventative measures which, in future outbreaks of fire, will localize them to exceedingly small areas. Look-out towers have been erected which enable forest rangers to locate the first signs of fire in their particular territories; telephone lines have been laid so that fire-fighting equipment can be ordered to the scene with a minimum loss of time, and roads and trails have been laid to facilitate the transportation of men and equipment to strategic points. To offset the growing demand for lumber by American industry with its concomitant threat of a timber shortage, a definite plan of reforestation is being carried out which will do much to lessen the strain upon this important item in the nation's resources. Tree seedlings are being planted in nurseries throughout the country by enrollees of the CCC who encourage and develop such growth until the young trees are ready to be replanted on timber-growing lands. In the last fiscal year (ending June, 1936) over 272 million trees were planted on government-owned lands alone.

The Civilian Conservation Corps and Acadia National Park
Document E

Selections from a Statement showing work accomplished at Civilian conservation Corps camps under the jurisdiction of the National Park Service, July 1 1936 to June 30, 1937.
(From Paige)

Item	Unit	Total Work			
		New Construction			Maintenance
		National Parks and Monuments	State Parks	Combined	National Parks and Monuments
Foot bridges	Number	23	122	145	22
Horse bridges	Number	18	9	27	8
Vehicle bridges	Number	11	103	114	28
Buildings, cabins, overnight	Number	10	286	296	--
Latrines and toilets	Number	99	216	315	86
Dams, concrete for	Cubic yard	220	32,7718	32.938	--
Power lines	Mile	6.3	50.7	57	20.9
Sewer lines	Linear foot	37,060	106,554	143, 614	6,531
Minor Roads	Mile	99.3	--	99.3	1,274.3
Park roads	Mile	--	344.3	344.3	--
Fighting Forest Fires	Man-day	34,281	127,749	162,030	--
Fire prevention	Man-day	1,355	2,758	4,113	--
Seeding or sodding	Acre	519.1	1,993.5	2,512.6	5,126.7
Stocking Fish	Number	1,196,820	156,237	1,353,057	--
Searching for or rescuing persons	Man-day	1,608	4,395	6,003	--
Mosquito Conrol	Acre	40	5,391.2	5,431.2	--
Public campground development	Acre	158.7	204.5	363.2	460.2

Selections from a tape recorded interview with Francis Laverdier
20 June 2001
Interviewer: Anu Dudley

Dudley: Well then let's start talking about the CCC. So, did you want to join or did you feel like you didn't have any choice?

Laverdier: Well, it was about half and half. I felt that I was helping my dad in some way to, that he wouldn't have to worry about me. And it wasn't the idea that we were making a lot of money, because I think we were making a dollar a day and we kept five dollars and then 25 dollars went to the parents.

...

Dudley: So which crews did you work on?

Laverdier: Well, after we got done long sessions of brush clearing and making the forest look presentable, it was beautiful to see all these, the underbrush gone and you could walk amongst the trees and see the different kinds of trees. That went on for quite a while. Then we, we were told that we would go, we were going to do some landscaping. Build trails climbing the mountain near Long Pond. And that (?) to be a long session, too. We, they'd map out trails where it was less dangerous to build. And the trails were ordinary width, about five or six feet wide and everybody had his job to do. Remove the slate and the rocks that the foreman would map out and the surveyor would show us where the trail was going to be. And we all have grub hoes and the right tools to work with.

Selections from a tape recorded interview with Thomas Desjardin
25 June 2001
Interviewer: Anu Dudley

Dudley: So you, the foresters, were your immediate supervisors? And they planned your, they told you what to do?

Desjardin: They told you what to do; they showed you how to do it if you didn't know how. And they were with you five days a week. And they knew what to do, how to do it, and they showed you. The forester in the evening would volunteer their evening to teach you. We had a building that was made into a school. Four rooms of maybe fifteen by fifteen feet. Those were the schoolrooms. Chairs, desks. We had a room where you learned to do typing. We had about six old typewriters. You learned to type if you wanted to. We had a room where this forester knew motor vehicle mechanic, and most of us liked to learn about the engine in the car. So we went there for two hours in the evening to learn about the motor engine. That's where I learned the function of a motor in a car. And the different parts of a car he would teach you. And he would draw a picture. And he was pretty good. And then there was another guy who taught you, well, I liked mechanical drawings so I went into one of the rooms where the surveyor who worked for the national park—he was a surveyor, an engineer—he would teach three, four of us how to do basic electrical stuff. How to wire a socket and all that. And you learn that. The basic. And that was it for schooling, because there were sometimes one room. They would teach how to read. Because a lot of the kids had a hard time reading. I had a hard time reading. And I learned to read by reading magazines.

...

Dudley: Can you tell me how many different, let's start out just by saying how many different kinds of projects did you work on? I know you were talking about road building.

Desjardin: I worked on that project. And before that, I worked on a project at the Sieur de Monts Springs. Which is a spring that's been there for hundreds of years. People go there, drink, have a picnic. We build a public toilet there. I worked on that. That was probably one of my first projects. Then, after that, I know I went to, I volunteered to go down to Fort Devon to learn to be a lifeguard one summer. They wanted two men from each camp to go to Fort Devon, Massachusetts, learn to be a lifeguard. Because the CCC provided a lifeguard to the town beach. There was a beach downtown in salt water, and there was a beach in the small lake in the woods for another section of the area. SO I volunteered and I was accepted, and we went to Fort Devon. I think we were twelve in a truck going down there. We were assigned a barrack, which used to be a soldier's barrack during World War I. And old barrack. Basically the same thing we had at camp. We spent two weeks there learning to be lifeguards. Which was fine. And we all passed, of course. And then we were given a small, a small card saying we were lifeguards. And we were going to do guard duty wherever we were assigned. Different camps had different lakes.

Photographs of the CCC at work in Acadia National Park

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

The Eagle Lake Camp

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

The Civilian Conservation Corps and Acadia National Park

Document H

QuickTime™ and a
TIFF (Uncompressed) decompressor
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Building Bridges

The Civilian Conservation Corps and Acadia National Park

The Assignment

It's the dog days of summer in Maine, 1937. You are a reporter for your local newspaper. Despite FDR and the New Deal, the Depression continues. Black Blizzards ravage the Midwest. In Europe, Hitler has annexed Austria and passed the Nuremberg Laws. In short, the news is DEPRESSING. Your editor wants to cheer people up. She has asked you to write an upbeat feature story about the Civilian Conservation Corps in Acadia National Park.

Your sources include official government reports, statements from the President and a critic of the program, interviews with CCC participants and photographs. Using these sources, you are to write a 300-400 word news story explaining to your readers what the CCC is doing nationwide and in Acadia.

Remember that key features of a news story include:

- A catchy headline
- By-line
- Date-line
- First paragraph summary of story
- QUOTES!

Grading rubric for News Story

	Criteria	Score
Format:	Story is typed	____/5
	Catchy headline	____/5
	By-line	____/5
	Date-line	____/5
Editing:	No spelling errors	____/10
	No grammatical errors	____/10
	Proper indentation and spacing	____/10
Content:	Story accurately identifies the CCC	____/10
	Contributions within national parks are identified	____/20
	At least one contribution is elaborated upon	____10
	At least 3 quotes are used.	____/10
	Total Score	_____/100

The Civilian Conservation Corps and Acadia National Park
News Story Rubric
