

Saving the Land and Saving the Boys: The Civilian Conservation Corps at the Grand Canyon, 1933-1942

Duration	1-3 Days (depending on activities chosen)
Location	Classroom
Key Vocabulary	<p>public works: the building of infrastructure (roads, bridges, schools, parks, etc.) carried out by the government for the community</p> <p>conservation: prevention of excessive or wasteful use of a resource</p> <p>relief: assistance in the form of food, clothing or money, given to those in special need or difficulty</p>
Trunk Materials	<ul style="list-style-type: none">• New York <i>Times</i> Editorial “Public Works: When ‘Big Government’ Plays Its Role” with discussion guide• Booklet entitled “Civilian Conservation Corps at Grand Canyon Village: A Walking Tour”• “Grand Canyon Civilian Conservation Corps,” by Robert Audretsch• “Roosevelt’s Tree Army” with reading guide• Grand Canyon Association Member Newsletter, <i>Canyon Views</i> “A Lasting Legacy”• <i>Happy Days</i> (a publication of the best of the camp newspapers) Cartoon, “CCC Haircuts” w/ guide• Franklin Delano Roosevelt, “Radio Address on the Third Anniversary of The Civilian Conservation Corps”• Letter from Leon Sharrod describing CCC Camp #819• Primary Source Analysis Sheet• Photos of CCC companies at the Grand Canyon• Bert Kimberlin’s “Record of Service in CCC”• “CCC Rim Walls and Structures” and “The Corps at the Canyon” (<i>Nature, Culture, and History at the Grand Canyon</i> website)• CCC Scavenger Hunt questions and group answer sheet
Additional Materials (Not Supplied)	<ul style="list-style-type: none">• John A. Salmond. <i>The Civilian Conservation Corps, 1933-1942: A New Deal Case Study</i>• Mike Anderson. “Ironic Golden Years 1930-1941” from <i>Polishing the Jewel: An Administrative History of the Grand Canyon</i>• Michael F. Anderson. <i>A Gathering of Grand Canyon Historians: Ideas, Arguments, and First-Person Accounts</i>• Neil M. Maher. <i>Nature’s New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement</i>
Enduring Understanding	<p>How can the actions of the Civilian Conservation Corps at the Grand Canyon during the Great Depression illustrate the role of government during a period of economic decline? What role should the federal government have in the nation’s economy? These questions endure in political discussions. Actions of the federal government at the Canyon during the New Deal can help guide the discussion.</p>

Essential Questions

What was the role of the federal government during the Depression years at Grand Canyon National Park?
Did these actions of the federal government during the Great Depression change the intended use of the Canyon?
What impact did these actions have on Grand Canyon National Park and the CCC enrollees?
How were humans living at the Canyon impacted by the actions of the federal government during the New Deal?

Objectives

Students will:

- Evaluate the role of the federal government during periods of economic decline.
- Assess the social and economic importance of public works programs.
- Name the actions of the CCC at Grand Canyon National Park.
- Determine the impact of New Deal programs such as the CCC on the nation, the enrollees and Grand Canyon National Park.

Background

- Readings: “Roosevelt’s Tree Army” w/guide
- FDR’s “Radio Address on the Third Anniversary of the Civilian Conservation Corps” with Primary Source Analysis Worksheet

Suggested Procedure

- Read and discuss New York *Times* Editorial “Public Works: When ‘Big Government’ Plays Its Role” as a class.
- Students read “Roosevelt’s Tree Army.” Complete worksheet provided, for homework.
- Students complete the Primary Source Analysis Worksheet based on the FDR radio address. This can be done as guided practice in class or assigned as a homework assignment.
- Scavenger Hunt: Break up students into groups of 3 or 4 and have them complete the scavenger hunt based on the resources provided. In order to participate in the Scavenger Hunt, students must have their homework completed. (“Roosevelt Tree Army” reading guide). Scavenger Hunt can be a competition between groups for bonus points! Play Grofe’s *Grand Canyon Suite* in the background. Students must have the Scavenger Hunt completed by the time the music is finished! Collect answer sheets from each group. Divide the number of correct answers by the number of students in the group. Group with the highest number of correct answers per capita wins!
- Discuss the “CCC Haircuts” cartoon using Cartoon Analysis Review Guide.
- Complete Primary Source Analysis Worksheet for Leon Sherrod letter
- Lead class discussion on the Essential Questions.

Evaluations

- Essay test based on Enduring Understanding, Essential Questions, or objectives. (See Essay Checklist)
- Scavenger Hunt can be used as a competition for bonus points. (Why do kids love bonus points and will work their tails off for them?)
- Primary Source Document worksheets can be graded. Suggested points designation:

- 3 points> correct info Document Title to Audience,
- 6 points> for Document Information (1 pt. each for main idea and illustrative quote).
- 1 point> Why document written.
- 3 points > 3 things discovered about life at the time
- 1 point> info on credibility of source.
- 1 point> for selection of quote, justified
- 15 points total

Extensions

- Analysis of photographs of CCC activities (CD). (Grand Canyon National Park Museum Collection)
- Compare and contrast the memories of Leon Sherrod with those expressed by Louis Purvis and Roy Lemons at the January 2002 Grand Canyon History Symposium. These remembrances are located in the Grand Canyon Association's *A Gathering of Grand Canyon Historians: Ideas, Arguments, and First-Person Accounts*. This printed publication can be found on line at www.grandcanyon.org/booksmore/epubs/historians/pdfs (Note to the teacher: Roy Lemons met his wife, Edna Mary Victoria Chavez, a Harvey Girl, during the Depression at the Canyon. They are buried in the Grand Canyon cemetery.)
- If students are interested in the impacts of the CCC, they can read Peter Booth's Chapter 14 ("The Civilian Conservation Corps' Role in tourism: The CCC's Retooling of Arizona's Natural Resources") and Chapter 17 ("Blue Denim University: The Civilian Conservation Corps' Retooling of Arizona Youth") in *A Gathering of Grand Canyon Historians: Ideas, Arguments, and First-Person Accounts*. How do Booth's articles illustrate the title of this lesson?
- The CCC ended in 1942, but today many communities have programs modeled after the CCC. See the legacy of the CCC in a Coconino County, Arizona program called the NACC (Northern Arizona Conservation Corps). www.crecweb.org/nacc Compare the NACC with the New Deal's CCC. Is there such a program in your community? Have students check it out!
- Students interested in today's environmental issues might be interested in the link between the CCC and the emergence of the modern environmental movement as explored by historian Neil M. Maher in his 2008 book, *Nature's New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement*. It is well written and researched.

Resources

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Audretsch, Robert. "Grand Canyon Civilian Conservation Corps." *Grand Canyon National Park*. 22 Feb. 2008. National Park Service. 12 May 2008 <<http://www.nps.gov/grca/historyculture/ccc.htm>>.

"CCC Rim Walls and Structures." *Nature, Culture and History at the Grand Canyon*. 2010. 10 November 2010

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"Roosevelt's Tree Army." Civilian Conservation Corps Alumni Web Site. 2000. Civilian Conservation Corps Legacy. 12 May 2008 <<http://www.cccalumni.org/history1.html>>.

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Wally, Grant Powers, and Ray Evans. "C.C.C. Haircuts." Cartoon. Happy Days Cartoons of the C.C.C. Washington, D.C.: Happy Days/National Association of Civilian Conservation Corps Archives, n.d. 9.