

# Civilian Conservation Corps.

*Grades 7-8 (Adapt as Needed)*

*Prepared by the Lumber Heritage Region Educators*

## OVERVIEW & PURPOSE

Examine the Civilian Conservation Corps. program and what led to its creation and success. Consider the contributions of the program to the region, state, and country. Review the story of the Pepper Hill Fire and consider the impact of this tragedy.

## ACADEMIC STANDARDS

1. Geography
2. History
3. Environment & Ecology
4. Pennsylvania Core Standards for Reading/Writing in History and Social Studies
5. Connections & Conflict

## OBJECTIVES

1. Students should be able to identify 3 contributions of the CCC program.
2. Students should be able to describe the significance of the Pepper Hill Fire tragedy.
3. Demonstrate how media can be used to build social and informational networks while being informative.

## MATERIALS NEEDED

1. Materials for writing and illustration
2. *Optional - internet access*  
*If there is a class page, they may be able to design a “newsletter” in that format or other modern media formats if available*

## SUPPLEMENTAL RESOURCES

1. Local Historical Societies or PA Lumber Museum may have camp Newsletters students can view
2. [https://elibrary.dcnr.pa.gov/PDFProvider.ashx?action=PDFStream&docID=1742263&chksum=&revision=0&docName=3\\_Pepper+Hill+Trail+System2013&nativeExt=pdf&PromptToSave=False&Size=1437398&ViewerMode=2&overlay=0#:~:text=To%20connect%20to%20Lick%20Island,of%20the%20Pepper%20Hill%20Fire.](https://elibrary.dcnr.pa.gov/PDFProvider.ashx?action=PDFStream&docID=1742263&chksum=&revision=0&docName=3_Pepper+Hill+Trail+System2013&nativeExt=pdf&PromptToSave=False&Size=1437398&ViewerMode=2&overlay=0#:~:text=To%20connect%20to%20Lick%20Island,of%20the%20Pepper%20Hill%20Fire.)
3. <https://www.nwcg.gov/6mfs/day-in-history/pepper-hill-fire-pennsylvania-october-19-1938>

## ACTIVITY

Students will learn about the CCC program and should be able to describe its significance.

1. Read the story of the CCC and answer the corresponding questions.
2. Have the students imagine that their class/grade is a CCC camp and they are enrollees. Individually or in small groups they should work to create their own version of a camp newsletter and schedule (this could be in the form of traditional or modern media).

They could use real-life scenarios or use their imagination for inclusion in the newsletter. \*Note that camp newsletters should be generally uplifting and camaraderie is the focus\*.

## ASSESSMENT

*Steps to check for student understanding*

1. Students will present their Newsletters to the class. In addition to presenting their newsletter, students will also share with the class...
  - a. One thing they are glad they do not have to do in school that they would need to do as a CCC enrollee.
  - b. One thing they wish they did during or instead of school that CCC enrollees did.



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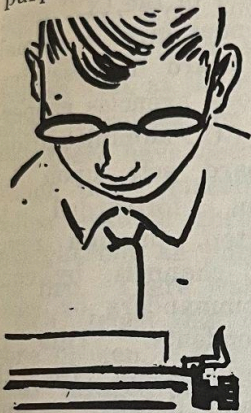
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## Your Own Camp Paper

EACH camp, or almost every camp, has a news-  
paper or magazine edited by the enrollees. A few are  
issued daily or weekly, but most of them twice a  
month or monthly. Some of these publications are  
printed. Most of them are mimeographed. Their  
purpose is to recount the news of the camp, promote



goodwill and understanding  
among the men, instruct and  
amuse. All this goes toward  
good camp morale. Every en-  
rollee has a chance to work on  
the camp paper as a writer,  
editor, typist, mimeographer  
or artist. A few of the papers  
obtain advertisements from  
nearby business houses. This  
affords training in that field.

In several camps, officials  
have been able to procure  
printing equipment. Here enrollees have an oppor-  
tunity of setting type and operating a printing  
machine. Such training is of vocation educational  
value to those enrollees. In fact, all work on the  
paper is highly educational. Usually conducted as  
part of the camp's educational program, the camp  
publication offers training in reporting, the various  
forms of writing, such as news stories, feature  
stories, editorials, humor and poetry, in cartooning  
and lettering, and in operation of the various types  
of duplicating machines. In addition, there is the  
added training in the use of good English, spelling  
and the like. Some CCC enrollees have gained  
training on camp papers that led to their finding  
similar employment after leaving camp.

As in other camp activities, the enrollees who  
give time and effort to camp paper work get more  
out of it for themselves.