



Teacher Supplementary Guide

Curricular connection activities and extension ideas for the Minnesota Historical Society's History Live class:

The Civilian Conservation Corps: A Good Deal from the New Deal



The year is 1933, and The United States of America is in rough shape. Our forests have been destroyed by the logging industry, our soil is blowing away in “black blizzards,” and Americans are suffering through the “hard times” of the Great Depression. Discover how FDR’s CCC gave the USA a bit of TLC! Students become enrollees in a Civilian Conservation Corps camp, working together to earn a living for their families and rescue America’s vanishing natural resources.

Quick Reference

Teacher Supplementary Materials
The CCC: A Good Deal from the New Deal

		Skill Set Categories			
		Vocabulary Words	Historical Context	Historical Analysis	Reflection Time
Time Needed	15 Minutes	<u>“What Does It Mean?”</u> <ul style="list-style-type: none"> • Instructions: p. 4 • Worksheet: p. 8 	<u>“Time Travel”</u> <ul style="list-style-type: none"> • Instructions: p. 9 • Worksheet: p. 12 	<u>“Got Politics?”</u> <ul style="list-style-type: none"> • Instructions: p. 14 • Worksheets: p. 16-21 	-
	Class Period 45 - 60 Minutes	<u>Lights, Camera, Vocab!</u> <ul style="list-style-type: none"> • Instructions: p. 5 • Handout: p. 7 	<u>Our Top Five</u> <ul style="list-style-type: none"> • Instructions: p. 10 • Worksheet: p. 13 	<u>“What’s In Your Footlocker?”</u> <ul style="list-style-type: none"> • Instructions: p. 14-15 • Worksheets: p. 22-23, 24-25 	<u>Reflection Time</u> <ul style="list-style-type: none"> • Instructions: p. 27 • Teacher’s Background Info: p. 28 • Questions: p. 29-34
	Take Home	<u>Know & Tell</u> <ul style="list-style-type: none"> • Instructions: p. 5 • Handout: p. 7 	<u>Know & Tell</u> <ul style="list-style-type: none"> • Instructions: p. 10 • Worksheet: p. 13 	<u>“Picture Detective”</u> <ul style="list-style-type: none"> • Instructions: p. 15 • Worksheet: p. 26 	-



The Civilian Conservation Corps:
A Good Deal from the New Deal

Hi, I'm Grandpa Harvey.
I joined the CCC in 1933.



Dear Educator,
Thank you for scheduling this History Live Interactive Video Conferencing experience with the Minnesota Historical Society (MHS)!

MHS History Live classes are interdisciplinary and connect to the curriculum you are already teaching in many subject areas. This [Teacher Supplementary Guide](#) will walk you through optional activities that you may use to enrich and extend your IVC experience.

The activities in this [Teacher Supplementary Guide](#) are organized into four categories:

Vocabulary Words -
Historical Context -
Historical Analysis -
Reflection Time -

Introduction to lesson-specific language.
Chronological thinking & lesson-specific time period.
Working with primary resources & artifacts.
Relating & empathizing with people from the past.

Vocabulary Words

Page 4

Historical Context

Page 9

Historical Analysis

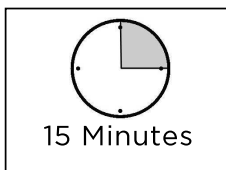
Page 14

Reflection Time

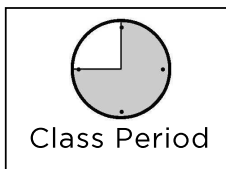
Page 27

The activities are also organized according to classroom time required to complete them. Just look for the icons described in the [Time Frame Key](#) below:

Time Frame Key



Activity can be completed in 15 minutes



Activity can be completed in 45 - 60 minutes.



Activity can be completed at home.



The Civilian Conservation Corps:
A Good Deal from the New Deal

Vocabulary Words

CCC Vocabulary Words - Page 6

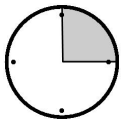
The Enrollees are Conserving through Hard Times!

The following activities will get students thinking creatively, working together, and making personal connections to these new vocabulary words.

Hi! I recommend that students complete the Vocabulary Activities **BEFORE** they come to CCC camp.



Grandpa Harvey



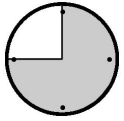
15 Minutes

Worksheet: "What does it mean?"

Write it, define it, draw it, use it!

Each worksheet has space for 4 vocabulary words.
Choose which words to assign.
Print front and back to assign more words.

What Does It Mean? - Page 8



Class Period

Lights, Camera, Vocab!

Get them on their feet and collaborating creatively!

1. Write the CCC vocabulary words on the board for the students to copy or print handout on Page 6.

Vocabulary Words Handout - Page 7

2. Divide students into groups and assign each group one of the vocabulary words to look up and write down the definition of.
3. Instruct groups to plan a short skit that represents their vocabulary word *without speaking the word*.
Give the students 5 - 10 minutes to prepare.
4. When the class correctly guesses the vocabulary word being performed, the group shares the definition for the class to record.



Take Home

Know & Tell

Help them make a personal connection!

1. Assign each student a vocabulary word or let them pick.

Vocabulary Words Handout - Page 7

2. Instruct each student to look up their vocabulary word at home, and find an object, take/draw a picture, or write a short story that represents the vocabulary word.
3. The next day students can either present their project to the whole class, or hand it in.



The Civilian Conservation Corps:
A Good Deal from the New Deal

Vocabulary Words

GREAT DEPRESSION

- a time in the 1930's when there were very few jobs and money for people of the world.

HARD TIMES

- a term used to describe the struggles people faced during the great depression.

NEW DEAL

- a group of programs created by President Franklin Delano Roosevelt to help Americans get through the great depression.

ALPHABET SOUP

- a nickname for the New Deal programs created by President Franklin Roosevelt.

CIVILIAN

- a person who is not serving in the armed forces or the police.

CONSERVATION

- the protection of natural resources fro harm.

CORPS

- a group of people who do an activity together.

NATURAL RESOURCES

- materials that are found in nature and that can be used by people in many ways.

ENROLLEE

- someone who has signed up or put their name on a list.



Name: _____

The Civilian Conservation Corps:
A Good Deal from the New Deal

Vocabulary Words

GREAT DEPRESSION

HARD TIMES

NEW DEAL

ALPHABET SOUP

CIVILIAN

CONSERVATION

CORPS

NATURAL RESOURCES

ENROLLEE


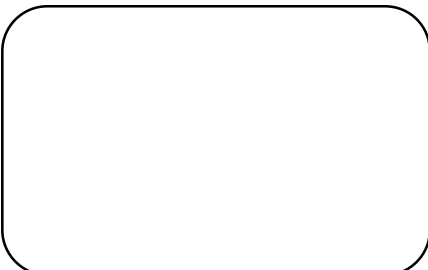

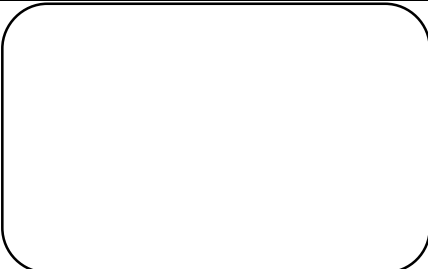


The Civilian Conservation Corps:
A Good Deal from the New Deal

Name: _____

What Does It Mean?

Using the CCC vocabulary words,
follow the directions below.

Write It:	Define It:	Draw It:
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<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	

Use It: How many of these words can you use in one sentence?
Write your sentence below.



The Civilian Conservation Corps:
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Historical Context

CCC Timeline - Page 11

It can be hard to imagine a time before the internet,
let alone a time before the chainsaw!

The following activities will get students thinking chronologically,
working together with peers and family,
and analyzing the important events in their own lives.

Hi!
The Historical Context
activities are great before OR
after your students come to
CCC Camp.

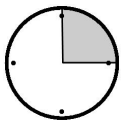


Grandpa Harvey

Worksheet: "Time Travel"

What are the most important things that have ever happened to you?

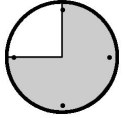
Students use a CCC timeline as an example to construct a timeline of
their own lives.



15 Minutes

Time Travel - Page 12

CCC Timeline - Page 11



Class Period

Our Top Five

Get them working together to analyze, organize, and present!

1. Divide the students into groups.
2. Instruct each group to brainstorm and collaborate to create a list of the top five things that happened to their grade since they began school.
3. After choosing the top five, groups organize their list into a timeline.

Timeline Worksheet - Page 13

4. Each group presents their timeline to the class, explaining why their top five events are important.



Add each group's events to a master timeline that will be displayed in the class. Continue to add to the timeline throughout the school year.



Use **www.dipity.com** to create the master timeline.
“*Dipity* lets you create timelines that you can share with the world.”



Take Home

Know & Tell

The best primary resources of all: people!

1. Instruct each student to go home and interview a member of their family about the five biggest events that happened in their lifetime.
2. Instruct the student to create a timeline of their family member based on these events.

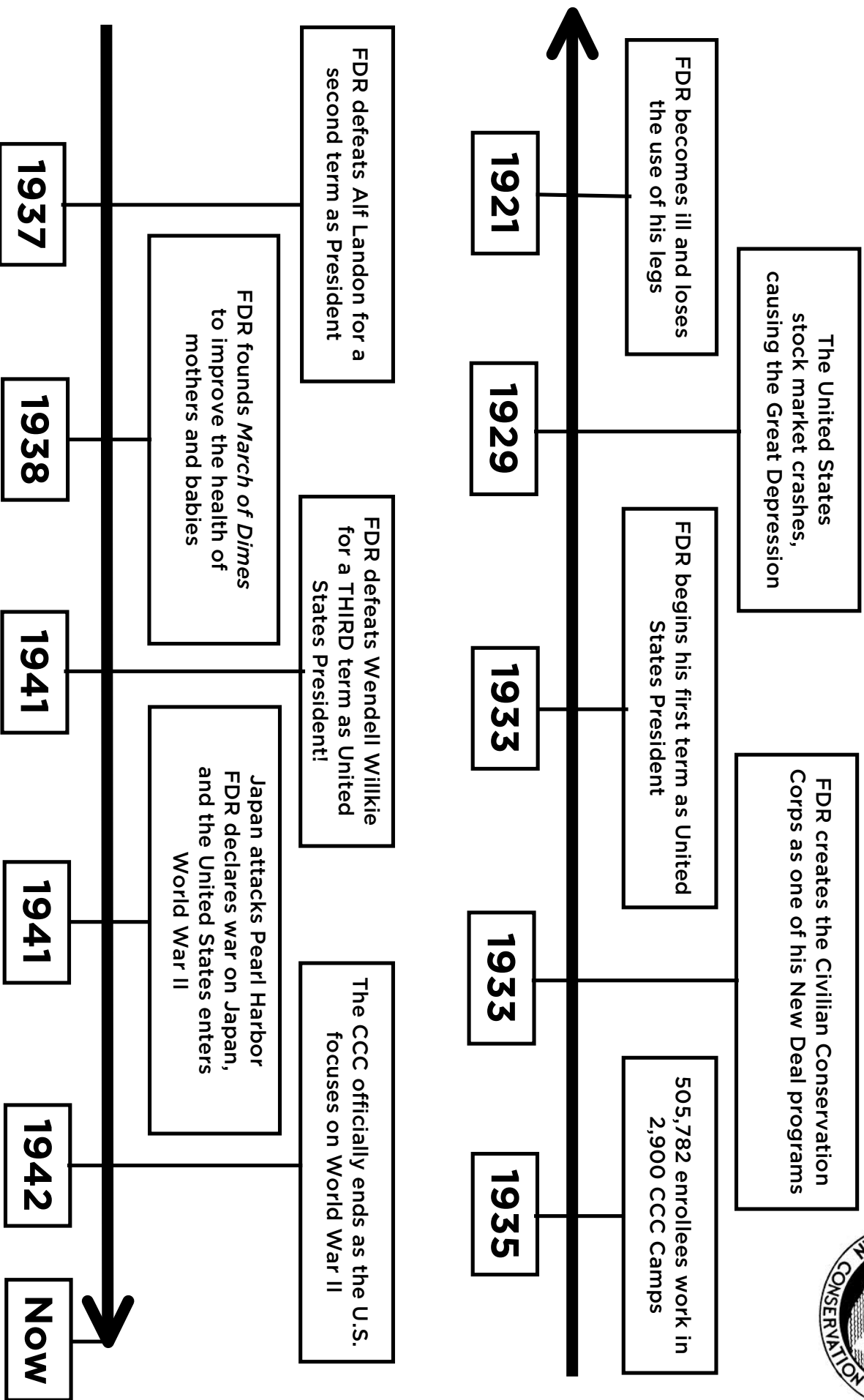
Timeline Worksheet - Page 13

3. Students can either present their project to the whole class, or hand it in the next day.



The Civilian Conservation Corps:
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CCC TIMELINE





The Civilian Conservation Corps:
A Good Deal from the New Deal

Time Travel

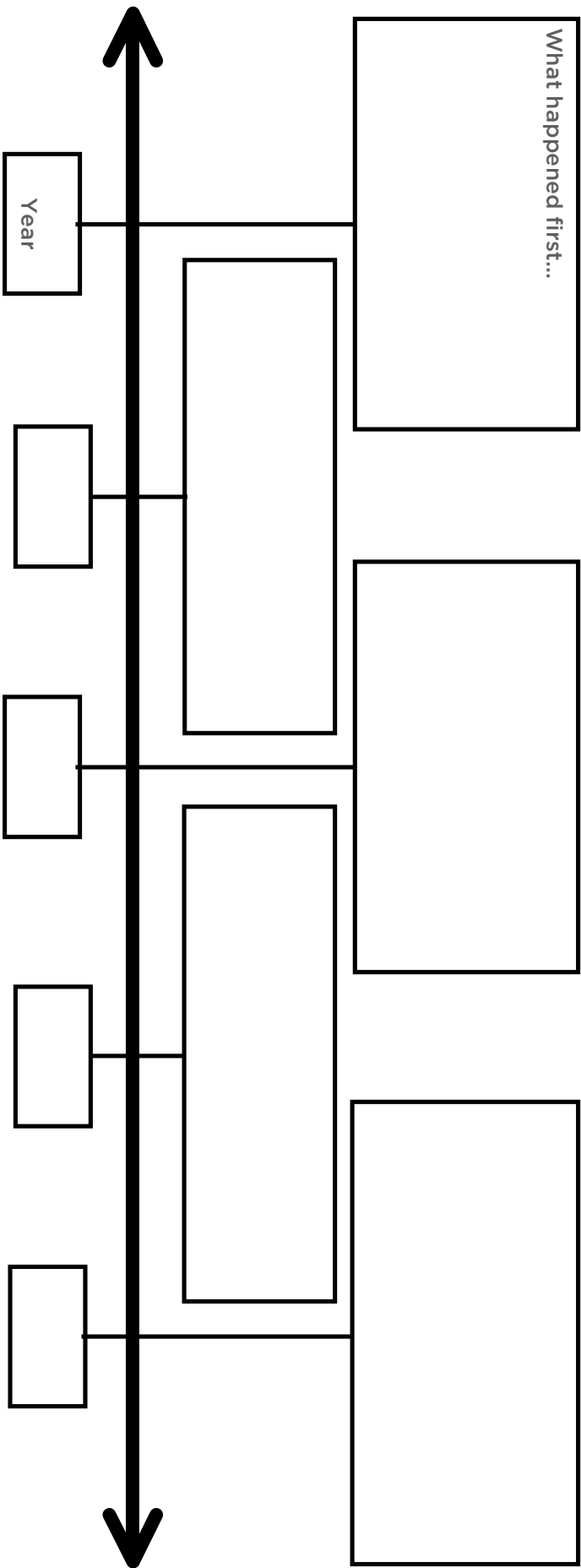
Make your own timeline.

Name: _____



1. Make a list of all the important things that have ever happened to you.
2. Pick the 5 most important events on your list, and circle them.
3. Number the events you circled in the order that they happened.
4. Using the C.C.C. timeline as an example, fill in the timeline below with your 5 events.

What happened first...





Timeline Worksheet

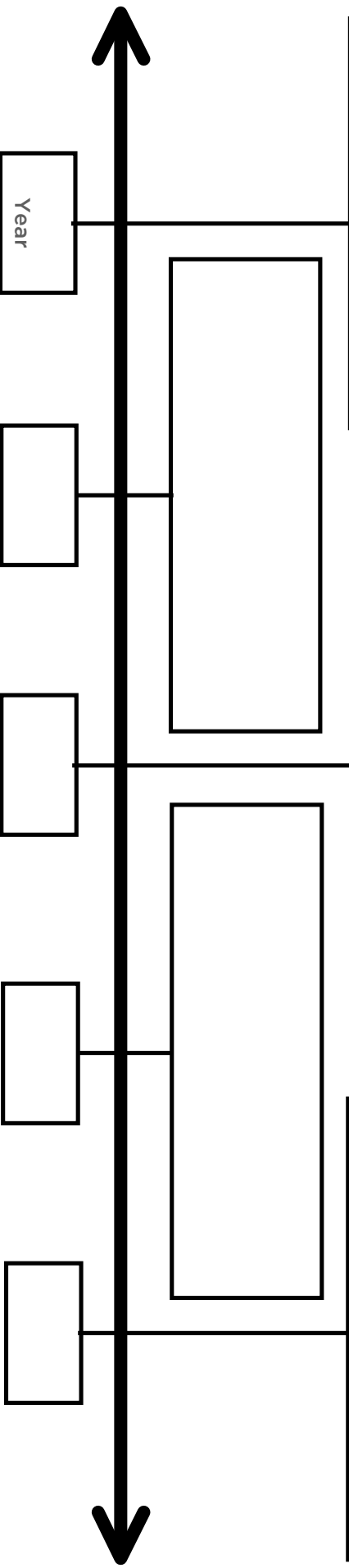
Name: _____

The Most Important Things That Have Happened...

Event _____	Date _____	Event _____	Date _____
Event _____	Date _____	Event _____	Date _____
Event _____	Date _____	Event _____	Date _____

What happened first...

_____	_____	_____
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The Civilian Conservation Corps:
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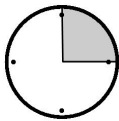
Historical Analysis

The following activities will give students tools to analyze primary resources and historical documents.

Hi!
The Historical Analysis activities are great before OR after your students come to CCC Camp.



Grandpa Harvey

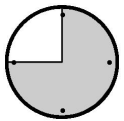


15 Minutes

Worksheets: “Got Politics?”

Students use critical thinking skills to examine real political cartoons from 1930’s newspapers!

Got Politics? - Pages 16-21



Class Period

What’s In Your Footlocker?

Students fill and decorate their own CCC footlockers.

1. Allow students to explore Johnny Buskowiak’s digital CCC footlocker at the following link/address:

“What’s In My Footlocker?” Interactive:

<http://stories.mnhs.org/stories/mgg/resources/custom.do?shortName=footlocker>

This can be done individually (using a computer lab or ipads) in groups (using stations) or as a class (using a projector).

NOTE: If you do not have access to this technology, simply explain that a footlocker is a large trunk, and that it was the only place for CCC enrollees to keep personal property at camp.

2. Print and distribute one copy of the *What's In Your Footlocker?* Worksheet for each student to complete.

What's In Your Footlocker? Worksheet
- Page 26

3. Students can hand in their work or share with the class.



Take Home

Picture Detective: Image Analysis Worksheets

Students analyze pictures from the 1930's.

Picture Detective 1 - Pages 22-23

Picture Detective 2 - Pages 24-25



The Civilian Conservation Corps:
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Name: _____

Got Politics?



What is happening?

Describe what you see in the cartoon.

What people are in the cartoon?

Describe how they look and what they are doing.

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

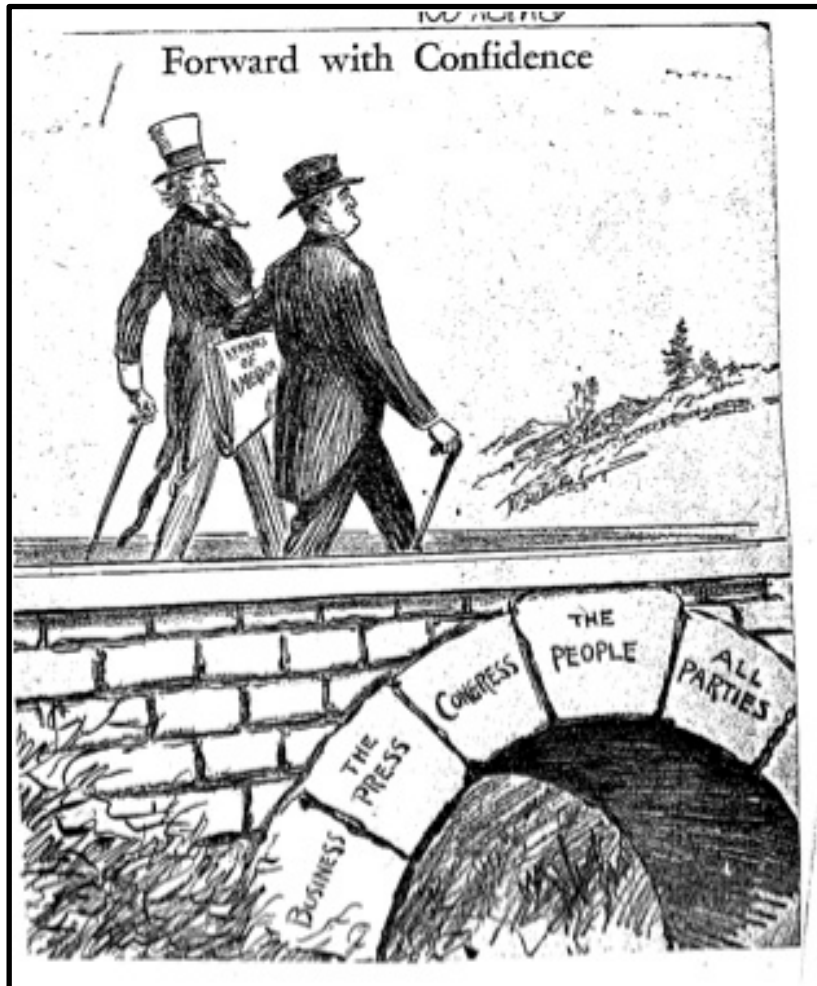
What questions do you have about this cartoon?



The Civilian Conservation Corps:
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Name: _____

Got Politics?



What is happening?

Describe what you see in the cartoon.

What people are in the cartoon?

Describe how they look and what they are doing.

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

What questions do you have about this cartoon?



The Civilian Conservation Corps:
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Name: _____

Got Politics?



What is happening?

Describe what you see in the cartoon.

What does the deck of cards represent?

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

What questions do you have about this cartoon?



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Name: _____

Got Politics?



What is happening?

Describe what you see in the cartoon.

What does the horse represent?

Why is it so big compared to the size of the people?

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

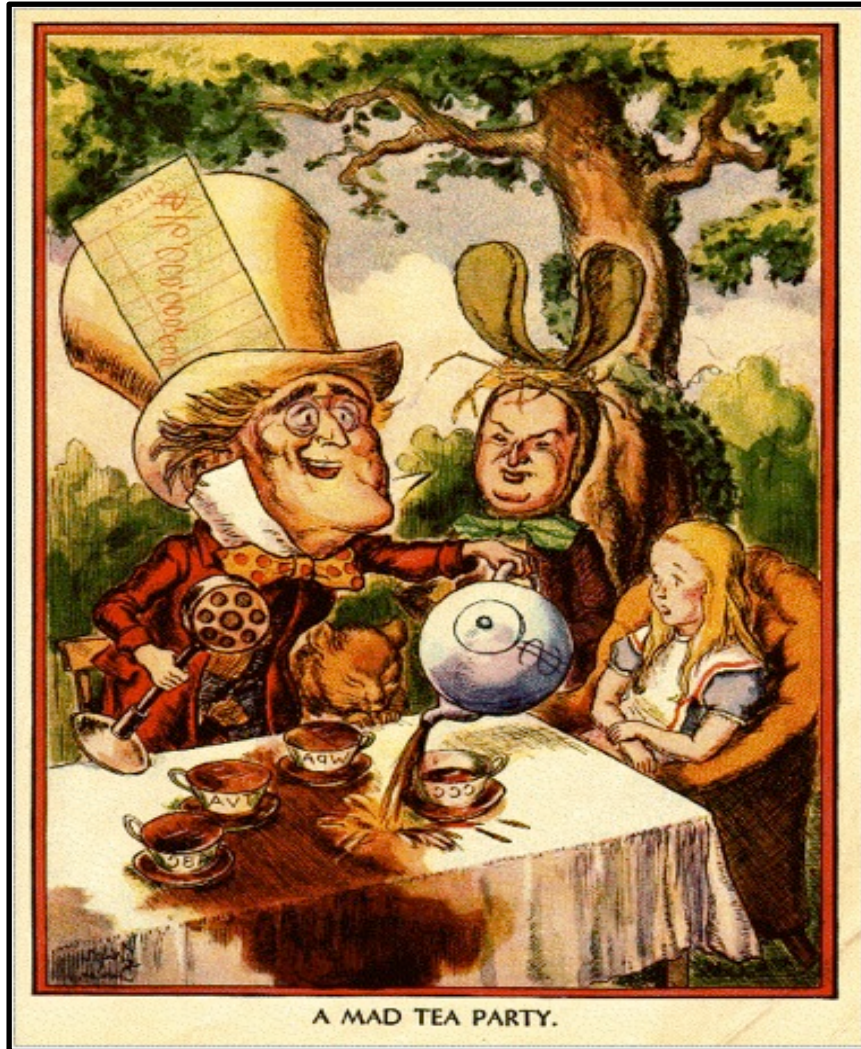
What questions do you have about this cartoon?



The Civillian Conservation Corps:
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Name: _____

Got Politics?



What is happening?

Describe what you see in the cartoon.

What do the teacups and the teapot represent? Why are they there?

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

What questions do you have about this cartoon?



The Civilian Conservation Corps:
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Name: _____

Got Politics?



What is happening? Describe what you see in the cartoon.

Who is leading and who is following? Why?

Who do you think is supposed to see the cartoon?

Why do you think it was made? What does the illustrator want people to think?

What questions do you have about this cartoon?



The Civilian Conservation Corps:
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Name: _____

Picture Detective

Even in the 1930's, we learned a lot from the media. Examine the picture on the back of this page and answer the questions below.



Grandpa Harvey

1. Describe what is happening in the picture.
2. What people do you see?
3. What are the people in the picture doing?
4. Who do you think is supposed to see this picture?
5. What other things do you notice in the picture?
6. What do you think is the illustrator's point of view? Why? What clues led you to this conclusion?



Picture Detective

The Civilian Conservation Corps:
A Good Deal from the New Deal





The Civilian Conservation Corps:
A Good Deal from the New Deal

Name: _____

Picture Detective

Even in the 1930's, we learned a lot from the media. Examine the picture on the back of this page and answer the questions below.



Grandpa Harvey

1. Describe what is happening in the picture.
2. What people do you see?
3. What are the people in the picture doing?
4. Who do you think is supposed to see this picture?
5. What other things do you notice in the picture?
6. What do you think is the illustrator's point of view?
Why? What clues led you to this conclusion?



The Civilian Conservation Corps:
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Picture Detective

A YOUNG MAN'S OPPORTUNITY

FOR WORK PLAY STUDY & HEALTH

APPLICATIONS TAKEN BY
ILLINOIS EMERGENCY RELIEF COMMISSION
ILLINOIS SELECTING AGENCY

MADE BY ILLINOIS WPA ART PROJECT CHICAGO



The Civilian Conservation Corps:
A Good Deal from the New Deal

Name: _____

What's In Your Footlocker?

Hi!

Each CCC enrollee was aloud to bring one footlocker, or trunk, of personal items to CCC Camp. We usually decorated the lid of our footlocker with things that reminded us of home.



Grandpa Harvey

How would you decorate your CCC footlocker?

Draw your decorations below.

What objects would you bring to CCC camp?

List your favorite things below.





The Civilian Conservation Corps:
A Good Deal from the New Deal

Reflection Time

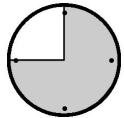
The following questions will help students relate to CCC enrollees, and draw connections between their time and today.

Use the Reflection Time Activity (Power Point) to get visual and technological.

Hi!
The Reflection Time activity is best BEFORE students come to CCC Camp, but it works well after too.



Grandpa Harvey



Class Period

Reflection Time

My time, your time.

1. Assign each student a Reflection Time Question.

Reflection Time Questions - Pages 30 - 33

2. Display the Reflection Time Activity for the whole class to see.

Reflection Time Activity (Power Point)

3. Each student reads and answers their reflection time question for the class.
4. After the student presents their answer, click on the number box that corresponds to the question.
5. As you click the boxes an important image will appear.

Reflection Questions Background Information

The comments represent the following interviewees in the Minnesota's Greatest Generation Project, Minnesota Historical Society

<http://www.mnhs.org/people/mngg/index.htm>

General Comments - Depression Life

Michael T. Sanchelli, The Great Depression in Swede Hollow

Francis Seifert: Nickel Hamburgers, Quarter Lunches

Doris Nehring: Growing Up During the Great Depression

Eleanore Eichers: Flour Sacks - As Valuable as the Flour Itself

Mary Jo Breton: Surviving the Great Depression - Our Plunge Into Poverty

CCC comments represent the following interviewees from the Arrowhead Civilian Conservation Corps Documentation Project and the Minnesota Civilian Conservation Corps Documentation Project, Iron Range Research Center collections, Minnesota Discovery Center, Chisholm, Minnesota.

CCC Enrollees - Oral Histories

John Buskowiak

John Cackoski

Allan Conkright

Claude Darst

Eino Lahti

Raymond Noyes

Godfrey Rawlings

Harvey Richart

Source: Arrowhead Civilian Conservation Corps Interpretative Project and Minnesota Conservation Corps Interpretative Project, Iron Range Research Center, Chisholm, MN.

<http://www.mnhs.org/people/mngg/>



The Civilian Conservation Corps:
A Good Deal from the New Deal

Reflection Time Questions

1. Ted: During the Great Depression, when unemployment was at 25% for adults and 50% for teenage boys, the President's campaign slogan was a "New Deal for the American people." He won the election in a landslide.

What do you think the President meant by that slogan? Why do you think it was a popular campaign slogan? What does it mean to you?

2. Roy: During the Great Depression, I was a teenager. I was always hungry. When I asked for a piece of bread at lunch, my mother said no. She needed it for dinner. It was hard on my mother and father to live like that too.

How would you feel if your family didn't have enough food for you? How do you think your parents would feel?

3. Al: One day my mother sent my sister to the store for a bottle of milk. Milk came in glass bottles then. On the way home, my sister tripped on a crack in the sidewalk and dropped the milk. The bottle broke and all the milk spilled. We couldn't afford another bottle of milk that week. My sister cried and cried.

If your families needed your help, what would you do? What jobs would you take? What jobs wouldn't you take?

4. Mike: Once a month we got one bag of groceries from the local relief office. In the bag, we got a chunk of hard yellow cheese, a box of macaroni, a couple of bags of dried fruit (usually prunes and apples), a bag of dried navy beans, and sometimes a can or two of beans or corn. That was it.

What do you think about that free bag of food? What does Mike mean about getting food from the local relief office?

5. Dick: We couldn't afford new shoes or boots for the kids in our family. So I found an abandoned house that still had some linoleum on the floor. I cut out pieces of linoleum to fit inside our shoes. We all had holes in the soles, so putting the linoleum inside our shoes helped keep our feet from getting too wet in the winter.

Why do you think Dick's family just couldn't get new shoes for the kids? What is linoleum? What do you think about his idea to stick pieces of linoleum in their shoes?

6. Larry: My dad was out of work and I was the oldest of six kids. When I heard that I could earn money to help my family by joining the Civilian Conservation Corps (CCC), I went right down and signed up. I had to drop out of high school to enroll.

What do you think about working all day and going to high school at night? How do you think the enrollees found time to do their homework?

7. Cliff: Only boys could join the CCC. Sometimes girls wrote to the President's wife to ask why they couldn't join the CCC too. But the rules never changed.

What do you think about not letting girls join the CCC? Does this surprise you? Why?

8. Gordon: When I was in the CCC, some camps were just for African Americans. Our white officers always told us our camps were just as good as the white camps. We were glad for the opportunity to go into the CCC, but we had restrictions the white kids didn't have about how many of us could get in.

What do you think about what Gordon said? Were you surprised to learn there were separate camps for black and white enrollees? Why do you think this was done? Would you expect to see this today?

9. Henry: CCC enrollees had to leave home and live in conservation work camps with 200 other guys for 6 months. Sometimes, they could go home for a weekend to visit, but that was all.

Have you ever gone to camp? Describe what you think it would be like to have to live at camp for 6 months.

10. George: It wasn't always easy living with 200 other guys in the camp. If you got mad at somebody, the camp commander would make you and the other guy put on boxing gloves and fight. That usually was enough to remind you that you had to get along.

What do you think it would be like to have to live with 200 other people all the time? What kinds of things do you think would be helpful so everyone could learn to get along?

11. Matt: When I got to camp, they showed me the barracks. Fifty guys lived in each barracks. We slept in bunk beds. I tried to get a top bunk because I figured it would be more comfortable.

Do you have to share a room with anybody? What do you think it would be like to share a bedroom with fifty people?

12. Ben: I had a pretty good job in my CCC camp. I had never lived in a place with electricity before. We had our own electric generator in camp so we had electric lights. They taught me how to keep the generator for our camp running.

Have you ever lived in a place with no electricity? What about not having running water, central heat or air conditioning? What do you think about living and working in a place like that for 6 months? In the winter? In the summer?

13. Steve: We got paid \$30 a month in the CCC, but \$25 was sent straight home to our families. We got to keep \$5 each month. But \$5 went a long way in those days.

What does Steve mean about \$5 going a long way in those days? How far could you make \$5 stretch today?

14. Fred: We got three square meals a day. We could eat as much as we wanted. Some guys complained about the food, but our cooks did the best to give 200 guys three meals a day and make sure we got enough to eat every day.

How would you feel if you were hungry and went somewhere where you could eat as much as you wanted? Why do you think Fred talked about how much food he got in the CCC during his oral history interview?

15. Len: I joined the CCC to help my family but I liked learning about scientific conservation practices like tree planting and how to protect the soil when I was in the CCC. We went to school at night to learn about these things. I've never forgotten the conservation lessons I learned.

What does Len mean by scientific conservation practices? Why do you think he thought it was important to learn about conservation? What would you like to learn about conservation?

16. Tim: CCC enrollees got two sets of work clothes for the summer (jeans) and when winter came, they turned those in and got two sets of work clothes for the winter (woolens). They also were given one dress uniform to wear when they would go into town or for more formal occasions.

What would you think about having to wear clothes you were given at camp? What about having two sets of work clothes and one dress-up outfit to wear for 6 months?

17. Jack: We had to wear our CCC uniforms when we went into town. I remember once when I went into town to go to a movie, there was a sign in a store window that said, "No CCC or dogs allowed." I had to walk past that store in my CCC uniform to get to the movie theater. That was hard.

What do you think about people making fun of someone or being mean to someone because of what they wear?

18. Nick: I saved up for a couple of months so I could buy my trunk. It cost \$5. Now I have a place to put my stuff. Before I got my trunk, I kept my extra clothes and everything tucked wherever I could find a spot. That didn't give me much privacy.

If you had to fit what you owned in a trunk or large suitcase for 6 months at camp, what would you want to have with you? Why? (Remember enrollees didn't have closets so they had to put their extra clothes in the trunks, too.)

19. Ken: We worked outside in all kinds of weather - really hot and so cold you couldn't even read the thermometer. Our conservation officers always had outside work lined up for us. In the winter, we would say, "thirty below and rarin' to go."

What do you think about having to work outside in all kinds of weather and other conditions? What do you think it would take for teenagers to do that now?

20. Ernie: For conservation work, we planted trees. Our supervisors gave each of us a wooden box of tree seedlings - 100 seedlings in each box. We planted ten boxes a day. We lifted up a piece of soil with a shovel and put a tree seedling under it, pointing the roots down so the tree would grow. Then we patted the soil back down.

Have you ever done the same thing 1,000 times in one day? Tell us about what you think it would be like to do the same thing over and over for many weeks.

21. Bob: At our camp, we planted trees on logged over land to help build up forests. One of my friends was in a CCC camp in Nebraska where they planted trees to develop shelterbelts that helped stop wind erosion. My cousin said he planted trees on steep hills to prevent water erosion. That's why some people nicknamed us Roosevelt's Forest Army.

Why do you think the CCC enrollees planted trees? Why was this important? What does Roosevelt's Forest Army mean? Why do you think people gave that nickname to the CCC?

22. Joe: Fighting forest fires was a big part of our job. We only had hand tools, no helicopters or airplanes to help us. We had to work close to the fires. We watched out for each other.

Think about a situation in which you depended on other people or they watched out for you and kept you safe. Tell us how that worked and what you think about it.

23. Bill: We did fire prevention. We strung telephone wires through the forests so we could call and report fires. And we built fire towers by hand so we could watch for fires. Fire towers were tall structures that stood above the trees. Each one had a little room on top with windows on all four sides. One enrollee sat up here with binoculars and looked for fires.

Have you ever had to take responsibility all by yourself to do some work? What did it feel like? How do you think the enrollees working in the fire tower felt?

24. John: Some of us were assigned to CCC camps in state and national parks. We built campgrounds, hiking trails, and buildings in parks all over the country. For the buildings, we had blueprints and Local Experienced Men (LEMs) to help us do it right.

Think about the last time you went to a park. What buildings or structures did you see there? Did you think about who might have built them? Tell us about your favorite park building.

25. Ed: When we got assigned to soil conservation camps we helped farmers save their soil from washing away in rain storms or from blowing away in dust storms. The farmers had to agree to maintain our work. Some people called us the Soil Soldiers.

Have you ever seen farmers growing crops in wavy patterns rather than straight lines? Why do you think this can help save the soil? Why do you think enrollees who did this were called Soil Soldiers? What does that name mean?

26. Jim: When I was in a CCC camp out West, I helped get clear weeds, plant grass, and build water tanks for stock to protect grazing land.

Why do you think it was important to protect grazing land. How did this help the ranch owners in the West?

27. Ray: I went into the CCC-ID to help my family. We did regular conservation work like planting trees and all that. But we got to work on some projects like taking care of wild rice beds that were just for our reservation and our people. I liked that.

What do you think about a government program that encouraged people to work on conservation projects about their culture or history? Why do you think this might have been important for Indian people?

28. Randy: When I was in town at a dance one night, I heard some people call us "sidewinders." They said we were ruining the land. I got so mad I almost started a fight until my buddies calmed me down.

How do you think people in your town would react if the government set up a conservation work camp nearby and moved 200 guys from other towns or states into it? How would you feel? What kinds of things could you do to help people in town understand the CCC?

29. Rick: When I was in the CCC, I saw the conservation officer working at mapmaking. I was so interested, I just pestered him until he taught me how to do it. After the CCC I went to Washington, D.C. and worked as a mapmaker for my whole career.

Why is it important to get job training? Why do you think it was important for Rick to pester people to give him training?

30. Tom: After the CCC, the war came along. I enlisted in the Air Force and stayed in it for my career. In the CCC I learned how to handle being in the military. I had a good career because of the CCC.

Why do you think Tom felt he learned how to handle being in the military when he was in the CCC?

31. Tony: For the rest of their lives, CCC enrollees often talked about how important the friendships were that they made during the 6 months they were in a CCC conservation work camp.

Do you have important friendships in your life? Why are they important? Why do you think CCC enrollees might have said the friendships they made in the conservation work camps were important to them for the rest of their lives?