

## Guidelines for Lesson Preparation Using “Shaping Youth, Sustaining Life” Audio Documentary and Classroom-Based Assessments\*

- Grade 5: “Dig Deep: Analyze Artifacts”
- Grade 8: “Dig Deep: Analyze Artifacts: History and Geography”
- Grade 10/11: “Dig Deep: Analyze Artifacts and Sources”

### EALRs:

#### Grade 5

H 1.1.1a Group personal, local, state, and national events in terms of past, present and future, and place in proper sequence on a timeline

H 1.1.1b Identify and analyze relationships between historical events

G 1.2.1a Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region)

G 2.1.1 Observe and describe the physical characteristics of the local area and Washington State (Location, Region, Place)

E 2.4.1a Explain how economic change affects individuals and societies in neighborhoods, communities, and countries

#### Grade 8

H 1.1 Understand and analyze time and chronology

H 1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events

H 1.2 Understand events, trends, individuals, and movements shaping the United States

H 2.1.2 Explain the origin and historical context of major ideas and their impact on societies

U.S. 1.2.2 Identify and analyze major issues, people, and events in U.S. history

G 3.1.2a Analyze different ways that people use the environment, identify the consequences of use, and consider possible alternatives

E1.1.2a Provide examples of how groups and individuals faced scarcity and made choices

E2.2.2c Identify laws and values that limit or change what is produced

C 1.2.2a Explain key democratic ideals of the U.S. government and discuss their application in specific situations

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\* Please note that these guidelines may be adapted for use in your classroom depending upon the level of knowledge held by students. The ideas included in this document are meant to assist teachers by giving them ideas for the use of “Shaping Youth, Sustaining Life” and primary source materials in their classrooms.

- C 4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights
- C 4.1.2b Examine why democracy requires government to protect the rights of citizens and to promote the common good

### Grades 10/11

H 1.1 Understand and analyze historical time and chronology

H 1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time

H 1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability

H 1.2.3 Identify and analyze major concepts, people and events in 20<sup>th</sup> century U.S. history including reform, prosperity and depression

H 2.2.3 Analyze how technological developments have changed people's ideas about the natural world and evaluate and short- and long-term consequences

G 3.1.3a Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment

G 3.2.3a Detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity

E 1.1.3c Analyze how choices made by businesses and individuals can impose costs on others

E 1.2.3a Identify how the cost of resources impact production decisions

E 2.2.3b Analyze how prices coordinate production and exchange in domestic and international markets

E 3.1.3c Analyze benefits and costs of a government program

C 1.1.3a Explain key concepts found within foundational documents and evaluate their impact on the contemporary U.S. political system

C1.2.3a Examine the origins and continuing influence of key democratic ideals of the U.S. government

## Social Studies Skills:

### Grade 5

#### 1.1 Inquiry and Information Skills

- Defines central question
- Searches for relevant information
- Evaluates information
- Organizes information
- Applies information

#### 1.2 Interpersonal and Group Process Skills

- Discussion Skills
- Group Interaction Skills
- Interview Skills

#### 1.3 Critical Thinking

- Defines and Clarifies a Problem
- Judges Information Related to the Problem
- Solves Problems and Draws Conclusions
- Analyzes Cause and Effect Relationships
- Thinks Chronologically
- Takes Perspective

### Grades 8 and 10/11

1.1.3a Formulate a thesis statement in the social studies that examines why as well as how

1.1.3b Identify key works; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources

1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources

1.1.3e Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions

1.1.3f Create a product that uses social studies content to support a thesis and present the product in an appropriate manner to a meaningful audience

- 2.1.3a Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise
- 2.1.3c Select appropriate people to gain needed information; identify bias of subject; ask questions to refine and verify understanding
- 3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem
- 3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies; recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audiences; analyze credibility and authenticity
- 3.1.4c Compare benefits and costs; suggest alternatives; predict probable consequences; provide evidence to justify best solution; select most effective manner of communicating solution
- 3.1.4d Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors
- 3.1.4e Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors
- 3.1.4f Reconstruct and express multiple points of view and integrate a historic, geographic, civic or economic perspective

Overview: All Americans were affected by the Great Depression and New Deal programs of the 1930s. One program for young men was the Civilian Conservation Corps (CCC). This activity allows students to explore the experiences of young men who were impacted by their participation in the CCC.

Purpose: The purpose of this activity is to help students understand the impact of the Depression and government programs on youth during the 1930s. Extension activities targeted toward scientific inquiry help students understand the interdependency of humans and the natural environment.

Materials:

1. Writing materials
2. “Shaping Youth, Sustaining Life” audio CD and transcript
3. Access to CCC resource materials (Whitworth website)
4. History textbook (with United States maps) and access to internet and library research materials

Activities:

1. Introduce the Depression-era to students (textbook). Have students create a timeline of Depression-era events and people.
2. Listen to selections from the audio CD and have students note the areas they see as most significant to young people during the Depression.
3. Using the National Association of Civilian Conservation Corps Alumni website (see resources page), have students create a map showing the CCC camps in your state or region. Provide students with a blank photocopy map. Have students note geographic and topographic features on the map. Where and why were CCC camps located in certain areas?
4. Introduce artifacts and how to interpret/analyze using NARA worksheets (see list of resources)
5. Have students explore online artifacts and real artifacts regarding the CCC (see resources page)
6. Have students complete artifact worksheets for items.
7. Have students share their findings as a class.
8. Have students create a guiding question and write a first-person account about the CCC.
  - a. “How were young people affected during the Depression?”
  - b. “How did young people respond to the challenges of the Depression?”
9. Extension Activities:
  - a. Share your writing with your local CCC alumni chapter.
  - b. Create a historical volume on the CCC with fictional letters, diary entries, newspaper articles, etc.

- c. Have your students conduct research on the CCC in your area and conduct oral history interviews (creating a primary source); see resources page for more on oral history.
- d. Visit a CCC camp site (see listing on NACCCA webpage [resources list])
- e. Science Unit integration: connect this activity with science units on conservation and natural resources

Science Grade Level Expectations:

Grade 5:

GLE 3.2.4: Understand how humans and other living things depend on the natural environment and can cause changes in their environment that affect their ability to survive.

GLE 3.2.1: Understand that science and technology have been practiced by all peoples throughout history.

Grade 8:

GLE 3.2.4: Analyze how human societies' use of natural resources affects the quality of life and the health of ecosystems.

GLE 3.2.1: Analyze how science and technology have been developed, used and affected by many diverse individuals, cultures, and societies throughout human history.

Grade 10:

GLE 3.2.4: Analyze the effects of natural events and human activities on the Earth's capacity to sustain biological diversity.

GLE 3.2.1: Analyze how scientific knowledge and technological advances discovered and developed by individuals and communities in all cultures of the world contribute to changes in societies.

Materials:

1. Art Materials
2. "Shaping Youth, Sustaining Life" audio CD and transcript
3. Access to CCC interview selections and photographs on the Whitworth College website
4. Science textbook and access to internet and library research materials

### Activities:

1. Introduce concepts of conservation, natural resources, ecosystems, and environment to students
2. Since students have already learned some about the Dust Bowl, poor prices for farm products, and declining natural resources from their textbook and the “Shaping Youth, Sustaining Life” audio documentary, they should have some background regarding the effect of humans on the environment.
3. Have students research methods of conservation that were used by the CCC during the Depression including combating soil erosion, forest fires, and blister rust disease. Have students research other cultures’ methods of conservation (ie Native Americans, Africans, Indians, etc.) from different eras. How are these methods similar or different? Have students share their findings as a class.
4. Have students create a visual representation of changes in conservation methods over time using a timeline and visual images; OR have students create a visual representation comparing and contrasting conservation methods from different cultures.

### Extension Activities:

1. Arrange a site visit to allow students to observe conservation at work. If you live in an agricultural area, arrange to visit a local farm to see conservation of natural resources at work. If you live near a forested area, arrange to visit a Forest or Park Service site to see how conservation techniques are used today.
2. Arrange a service day for students to assist local organizations in service projects, such as planting trees.

### Evaluation:

Depending upon the grade level, use the Classroom-Based Assessment Rubrics provided by the Office of the Superintendent of Public Instruction. (see website link in list of resources)