

# Teachers Guide

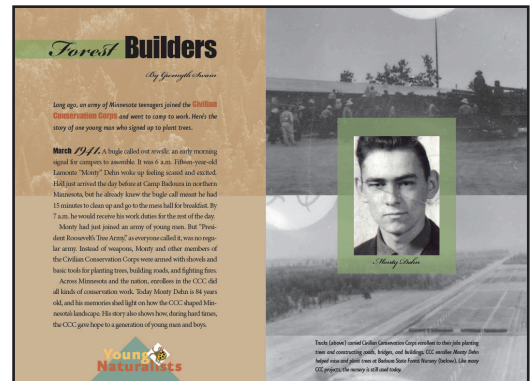
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## “Forest Builders” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Forest Builders” by Gwenyth Swain. Published in the January–February 2010 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/forest\\_builders](http://www.mndnr.gov/young_naturalists/forest_builders)

*Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities,*

*Web resources (including related Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified a to suit user needs. Users are encouraged to provide feedback through an online survey at [www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html](http://www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html). If you are downloading articles from the Web site, please note that only Young Naturalists articles are available in PDF.*



### Summary

“Forest Builders” takes readers back to the depths of the Great Depression through the eyes of a 15-year-old Little Falls boy named Monty Dehn. He helped plant thousands of trees, many of which make up Minnesota’s present-day forests. Readers will learn about life in a typical CCC camp. This article is an excellent supplement for Minnesota and U.S. history classes.

### Suggested reading levels:

Sixth grade through high school grades

### Total words:

1,942

### Materials:

Paper, poster board, pencils, pens, markers, Minnesota maps, as well as print and online resources your media specialist may provide

### Preparation time

One to two hours, not including extension activities.

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### Estimated instructional time:

One or two 50-minute class periods, not including extension activities.

### Minnesota Academic Standards applications:

“Forest Builders” may be applied to the following Minnesota Department of Education standards:

#### Language Arts

##### I. Reading and Literature

- A. Word Recognition, Analysis and Fluency
- B. Vocabulary Expansion
- C. Comprehension

##### II. Writing

- A. Types of Writing
- B. Elements of Composition
- C. Spelling
- D. Research
- E. Handwriting and Word Processing

##### III. Speaking, Listening and Viewing

- A. Speaking and Listening
- B. Media Literacy

#### Social Studies

##### U.S. History

##### Grades 6–8

- I.I.1 Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.

#### Grades 9–12

- I.I.1. Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.

#### Minnesota History

##### Grades 6–8

- II.F.2 Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.

#### Arts

##### Grades K–12

- 1. Artistic Foundations: Visual Arts
- 2. Artistic Process: Create or Make: Visual Arts
- 3. Artistic Process: Perform or Present: Visual Arts
- 4. Artistic Process: Respond or Critique: Visual Arts

Complete Minnesota Academic Standards are available at [www.education.state.mn.us](http://www.education.state.mn.us). Teachers who find other connections to standards are encouraged to contact the *Conservation Volunteer*.

### Preview

First ask students to survey the article. Examine the photos. Use the **KWL** strategy (Ogle, 1986) to find out what your students already know (**K**) about the CCC, what they would like to learn (**W**), and eventually what they learned (**L**) while reading the article and related materials, and through participating in extension activities. You might begin by asking small groups to brainstorm their ideas. Then combine the groups’ data to make a class list. Display your **K** and **W** ideas on poster board or paper (see Vocabulary preview). Add to your **L** list as you read and discuss the article. See [www.teach-nology.com/web\\_tools/graphic\\_org/kwl](http://www.teach-nology.com/web_tools/graphic_org/kwl) for a KWL generator that will produce individual organizers for your students. Individual organizers may be useful as students read the article for answers to **W** questions. KWL also gives you the opportunity to introduce interdisciplinary connections you will make during extension activities. For example, if you plan to use the article during social studies or art, you may ask students to review the KWL for concepts that are specific to those disciplines.

## “Forest Builders”—Teachers Guide

### Vocabulary preview

See the copy-ready vocabulary list included in this guide. You may wish to modify the list based on your knowledge of your students’ needs or the subject you are teaching. Pretesting vocabulary individually, in small groups, or with your entire class can be an effective vocabulary preview strategy. You may then post-test at the conclusion of this activity (see Assessment section below).

You may wish to use the study cards found at the end of this guide. Cut along the horizontal line; fold in the middle and tape or staple. Study cards (see *Strategic Tutoring*, Hock, Deshler, and Schumaker 2000) can be applied to any subject area. On one side of the card, in large letters, write a key word or phrase that students are expected to know. In smaller letters frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

### Study questions overview

Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items 4, 5, 6, 7, 9, and 14 and the Challenge require varying degrees of critical thinking.

### Adaptations

Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

### Assessment

You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas include: (1) Ask students to consider the photos on pages 38 and 43. Have them write a brief essay on the connection between food and the CCC. (2) Students may write multiple-choice, true-false, or short-answer questions. Teachers may then select the best items for a class quiz. (3) Posters may depict CCC camps, work projects or the workers. Posters may be presented to the class and/or displayed in the classroom. (4) Ask students to imagine themselves in Mr. Dehn’s situation. What might they have done to help support their family? How would they have felt about life in a CCC camp?

### Extension activities

1. View the video at [www.youtube.com/watch?v=m5d3dcDJYII](http://www.youtube.com/watch?v=m5d3dcDJYII). Discuss how the information in the video complements the article. Writing or poster assignments may follow the discussion.
2. Find out if students have great-grandparents or other relatives who worked in a CCC camp, or knew people who did. Invite them in for a living history chat.
3. Investigate the history of the CCC Indian Division at the links provided below. Ask students to compare and contrast the experience of Native American boys and men with that of their Caucasian counterparts in the CCC.
4. Perhaps this article can serve as a launching point for your study of the Great Depression.
5. Our current recession has been compared to the Great Depression. How are conditions today similar to those of Monty’s time?

## “Forest Builders”—Teachers Guide

### Web resources

#### CCC

[www.cclegacy.org](http://www.cclegacy.org)  
[www.u-s-history.com/pages/h1586.html](http://www.u-s-history.com/pages/h1586.html)  
[http://www.fs.fed.us/gpnf/research/heritage/  
LookingBackTheCivilianConservationCorpsandTheNationalForests.htm](http://www.fs.fed.us/gpnf/research/heritage/LookingBackTheCivilianConservationCorpsandTheNationalForests.htm)  
[www.fs.fed.us/r9/forests/chippewa/program\\_areas/heritage/PITCCCPROJECT.HTM](http://www.fs.fed.us/r9/forests/chippewa/program_areas/heritage/PITCCCPROJECT.HTM)  
[www.youtube.com/watch?v=m5d3dcDJYII](http://www.youtube.com/watch?v=m5d3dcDJYII) (Excellent video interview of a CCC alumni)

#### CCC Indian Division

[www.mnhs.org/market/mhspress/minnesotahistory/featuredarticles/4301003-013/index.  
htm](http://www.mnhs.org/market/mhspress/minnesotahistory/featuredarticles/4301003-013/index.htm)

#### MCC

[www.conservationcorps.org](http://www.conservationcorps.org)  
[www.facebook.com/pages/Minnesota-Conservation-Corps/122181455498](https://www.facebook.com/pages/Minnesota-Conservation-Corps/122181455498)

#### Great Depression

[www.english.illinois.edu/maps/depression/about.htm](http://www.english.illinois.edu/maps/depression/about.htm)  
[www.42explore2.com/depresn.htm](http://www.42explore2.com/depresn.htm)  
[www.nps.gov/archive/elro/glossary/great-depression.htm](http://www.nps.gov/archive/elro/glossary/great-depression.htm)  
[history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm](http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm)

#### Minnesota DNR Teacher Resources

[www.mndnr.gov/education/teachers/index.html](http://www.mndnr.gov/education/teachers/index.html)

*Note: All Web sites were active at the time of this guide's publication. However, some may no longer be active when this guide is accessed.*

### Related articles

Related *Minnesota Conservation Volunteer* Young Naturalists articles are available online at [www.mndnr.gov/volunteer/articles/index.html](http://www.mndnr.gov/volunteer/articles/index.html) including:

#### May–June 2003

“Lasting Tribute”

[www.dnr.state.mn.us/volunteer/mayjun03/fntribute.html](http://www.dnr.state.mn.us/volunteer/mayjun03/fntribute.html)

#### January–February 2009

“Pulling Together”

[www.dnr.state.mn.us/volunteer/janfeb09/thisissue.html](http://www.dnr.state.mn.us/volunteer/janfeb09/thisissue.html)

### References

Hock, M.F., Deshler, D.D., and Schumaker, J.B. *Strategic Tutoring*. Lawrence, Kan.: Edge Enterprises, 2000.

Ogle, D.S. K-W-L Group instructional strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking: Teleconference Resource Guide*, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

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## Study Questions

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. How did Monty feel when he heard reveille for the first time? \_\_\_\_\_

\_\_\_\_\_

2. What did reveille mean? \_\_\_\_\_

\_\_\_\_\_

3. List the different kinds of jobs Civilian Conservation Corps workers did. \_\_\_\_\_

\_\_\_\_\_

4. Monty was 84 years old in 2009. In what year did he join the CCC? \_\_\_\_\_

5. During the Great Depression, of every 100 workers, how many did not have jobs? \_\_\_\_\_

6. Monty’s family was forced to go on relief. What did that mean? \_\_\_\_\_

\_\_\_\_\_

7. Why did Monty join the CCC? \_\_\_\_\_

\_\_\_\_\_

8. List some projects CCC workers completed in Minnesota. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. How was being in the CCC like being in the Army? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. How much did Monty get paid for his work in the CCC? \_\_\_\_\_

What did he do with his pay? \_\_\_\_\_

11. In the barracks, why was it important for someone to stay awake on cold winter nights? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. What surprised Monty about the work he did in the CCC? \_\_\_\_\_

\_\_\_\_\_

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### Study Questions

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13. Where might you go to see trees Monty planted? \_\_\_\_\_

\_\_\_\_\_

14. How did food change the boys who joined the CCC? \_\_\_\_\_

\_\_\_\_\_

15. How is Monty still involved with conservation projects? \_\_\_\_\_

\_\_\_\_\_

*Challenge:* What historic event signaled the end of the CCC? \_\_\_\_\_

Why were CCCers highly valued in the military? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Study Questions Answer Key

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1. How did Monty feel when he heard reveille for the first time? **He felt scared and excited.**
2. What did reveille mean? **Reveille was like an alarm clock telling the boys it was time to get up.**
3. List the different kinds of jobs Civilian Conservation Corps workers did. **CCCers planted trees, built roads, and fought fires.**
4. Monty was 84 years old in 2009. In what year did he join the CCC? **2009 - 84 + 15 = 1940**
5. During the Great Depression, of every 100 workers, how many did not have jobs? **25**
6. Monty’s family was forced to go on relief. What did that mean? **Relief was a government program that gave food to poor people.**
7. Why did Monty join the CCC? **He needed to help his family survive. He earned a lot more money in the CCC than in the part time jobs he had been doing.**
8. List some projects CCC workers completed in Minnesota. **CCCers constructed granite buildings at Gooseberry State Park; rebuilt the meeting place at Grand Portage; and planted trees in Chippewa and Superior national forests and Foot Hills, Land O’Lakes, and Beltrami Island state forests.**
9. How was being in the CCC like being in the Army? **Many of the officers in the CCC had been in the military. The camps were run like military camps. The workers wore soldiers’ uniforms and learned to follow orders.**
10. How much did Monty get paid for his work in the CCC? **Thirty dollars per month. What did he do with his pay? He sent most of it (\$25) home to his family.**
11. In the barracks, why was it important for someone to stay awake on cold winter nights? **Someone had to keep the wood fire going.**
12. What surprised Monty about the work he did in the CCC? **He was surprised that he planted tree seeds.**
13. Where might you go to see trees Monty planted? **You can see Monty’s trees between Nevis and Park Rapids in north-central Minnesota.**
14. How did food change the boys who joined the CCC? **Many boys were hungry when they joined the CCC. With regular, nutritious meals the boys gained weight and grew in height.**
15. How is Monty still involved with conservation projects? **He is on the board of directors of the Minnesota Conservation Corps.**

*Challenge:* What historic event signaled the end of the CCC? **The Japanese attack on Pearl Harbor, which began the U.S. participation in World War II.**

Why were CCCers highly valued in the military? **Answers will vary, but should include the military-type training CCCers received in the camps, their physical fitness from hard work, and the many skills they learned on the job.**





## Minnesota Comprehensive Assessments Answer Key

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1. What is the MCC? **B. The Minnesota Conservation Corps**
2. What sort of work did Monty do after the war? **A. He worked for a sheriff’s office.**
3. If you had been in Monty’s situation would you have joined the CCC? Give at least three reasons why or why not. **Answers will vary, but should include three specific arguments either for or against joining the CCC.**
4. What did everyone in the CCC drink? **C. coffee**
5. How big are the trees Monty planted almost 60 years ago? **D. As big around as a large pizza**

## “Forest Builders”—Teachers Guide

### Vocabulary

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<b>alumni</b>	graduates of a school or program
<b>conservation</b>	preservation and management of natural resources
<b>credentials</b>	experience that qualifies a person for a job
<b>Depression</b>	also known as the Great Depression; deep decline in the world economy from 1929 to 1939
<b>generation</b>	all of the people who were born at about the same time
<b>soil erosion</b>	wearing away of soil by wind or water
<b>trough</b>	long, narrow open container
<b>undernourished</b>	lacking enough nutritious food
<b>vividly</b>	with great clarity; in detail

# “Forest Builders”—Teachers Guide

## Vocabulary Study Cards

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Cut along the horizontal lines, fold in the middle and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

**Alumni**  
are

FOLD HERE

**Graduates of a school or program**  
are called

What is  
**conservation?**

FOLD HERE

The  
**preservation and management**  
**of natural resources**  
is called

What are  
**credentials?**

FOLD HERE

The  
**experiences that qualify**  
**a person for a job**  
are a person's

What was the  
**Depression?**

FOLD HERE

The  
**deep decline in the world**  
**economy from 1929 to 1939**  
was the

A  
**generation**  
of people is

FOLD HERE

**All of the people who were  
born at about the same time  
make up a**

What is  
**soil erosion?**

FOLD HERE

The  
**wearing away of soil by  
wind or water**  
is

What is a  
**trough?**

FOLD HERE

A  
**long, narrow open container**  
is called

To be  
**undernourished**  
is to

FOLD HERE

To  
**lack enough nutritious food**  
is to be

What does to recall  
**vividly**  
mean?

FOLD HERE

**To recall  
with great clarity**  
is to recall

# “Forest Builders”—Teachers Guide

FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE

FOLD HERE