Evidence Under the Pines

Use precise evidence to build a historical claim.

CCSS.ELA-Literacy.W.11-12.9 "Draw evidence from literary or informational texts to support analysis, reflection, and research."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that support a claim about the CCC's benefits or limits, then number the source-use ideas in paragraph 3 that could help a researcher check a conclusion. Use your marks to connect evidence to an analysis.

The CCC and Historical Evidence

1. In 1933, the Civilian Conservation Corps, or CCC, began putting unemployed young men to work during the Great Depression. Enrollees planted trees, built trails, fought soil erosion, and constructed park facilities. They lived in camps run with military-style schedules, but the program was not the armed forces. Most participants earned thirty dollars each month and were required to send twenty-five dollars home to their families. The policy turned a wage program into a form of household relief. By 1942, when the program ended, the CCC had employed more than three million men.

2. Access to the CCC was not equal. The program largely excluded women, and it operated racially segregated camps. Black men enrolled, but administrators often limited their opportunities and assigned them to separate units. American Indian men could work in Indian Emergency Conservation Work, a related program administered separately from the CCC. These policies matter when historians evaluate claims that New Deal programs helped all Americans equally. Employment totals show the program's scale, while enrollment rules reveal who could not benefit on the same terms.

3. Researchers studying a CCC-built trail cannot rely on a single source. A park map may identify the trail's location and date, while a camp newsletter may describe the workers' daily routines. A photograph can show construction methods, yet it may omit the names and experiences of people outside the frame. Family letters and oral histories can add personal perspectives, but researchers should compare them with records created at the time. When sources agree or disagree, the difference can lead to a better question. Evidence supports a conclusion most strongly when a writer explains both what a source shows and what it cannot show.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write a claim about how the CCC helped participants' families. Use one detail from paragraph 1 to support your claim.

2. Does paragraph 2 support or challenge the claim that the CCC treated potential workers equally? Use two details as evidence.

3. A writer says that one construction photograph proves what every CCC worker experienced. Explain why paragraph 3 challenges that conclusion, and name one step the writer should take.

4. Which two sources in paragraph 3 would best support research about both a CCC trail's location and workers' daily routines? Explain what each source could contribute.

3 YOUR TURN

Your own words

Write a three-sentence research note answering this question: How does the passage complicate a simple success story about the CCC? State a claim, use one fact from paragraph 1 and one fact from paragraph 2, and explain the connection between the evidence and your claim.

ANSWER KEY

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HIGH SCHOOL · W.11-12.9

PART 1 · READ AND MARK

Underline two details that support a claim about the CCC's benefits or limits, then number the source-use ideas in paragraph 3 that could help a researcher check a conclusion. Use your marks to connect evidence to an analysis. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write a claim about how the CCC helped participants' families. Use one detail from paragraph 1 to support your claim.	**The CCC helped participants' families because workers were required to send twenty-five of their thirty dollars in monthly pay home.**
2	Does paragraph 2 support or challenge the claim that the CCC treated potential workers equally? Use two details as evidence.	**It challenges the claim. The CCC largely excluded women and operated racially segregated camps, where Black men often had limited opportunities and separate assignments.**
3	A writer says that one construction photograph proves what every CCC worker experienced. Explain why paragraph 3 challenges that conclusion, and name one step the writer should take.	**A photograph may leave out the names and experiences of people outside the frame. The writer should compare it with family letters, oral histories, or records created at the time.**
4	Which two sources in paragraph 3 would best support research about both a CCC trail's location and workers' daily routines? Explain what each source could contribute.	**A park map could identify the trail's location and date, and a camp newsletter could describe the workers' daily routines.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The CCC was a major relief program, but its benefits were not shared equally. It employed more than three million men and required participants to send most of their monthly pay home, which could support families. However, the program excluded women and used segregated camps, so its large scale does not prove equal access.

Accept claims that accurately connect quoted or paraphrased passage details to an interpretation. For the open response, require one relevant fact from each named paragraph and reasoning that explains how the evidence supports the claim.