

Lesson: African Americans and the CCC

Grade Level: 10-12

Time Needed: 2 class periods

Lesson Description:

This lesson would follow class instruction on FDR's reaction to the Great Depression and programs that were created as part of his "New Deal".

Day 1: Students will be given time in class to access the following web sites to read background information on [the Civilian Conservation Corps](#) (CCC). After give students 10 minutes to read the information call the class back together and as a class create a list on the board of what students learned about the CCC that they didn't know before. (Why was it created? What service did it provide? Who could be a part of it? and so on.)

To help give students a more relevant view of what the CCC did here in Minnesota show students a few pictures of some popular state park giving them a brief description of what they did there.

[Jay Cooke State Park – The River Inn](#)

[Whitewater State Park – shelters and bathrooms built by CCC](#)

Itasca State Park – [Headwaters](#), [Forest Inn \(pic.1\)](#), [Forest Inn \(pic.2\)](#)

[Flandrau State Park](#)

Now that students have a better understanding of what the CCC all entailed focus conversation back to **WHO** could participate in the program. From here have students research how participation in the CCC was different for [African Americans](#).

As home work have students read the information and documents on the previous link. As they research tell them they should try to find information that answers the following questions:

1. How strong was the federal government's commitment to fighting racial discrimination in the CCC?
2. What kind of opportunities for African American workers did the CCC provide?

(Tell students they need to keep track of what document they gain their information from.)

Day 2:

With the information students gained from the previous day's research have students break in to small groups to discuss their answers to the two questions. (allow 10 minutes for this to take place)

Next at random each group will be given a card that reads either AGREE or DISAGREE on it. After each group has their card post the following statement up on the board:

The federal government responded appropriately to concerns regarding the discrimination of African Americans who participated in the Civilian Conservation Corps.

Groups now will have 10 to 15 minutes to put together their argument in accordance with the card their group drew. This is where sources become important. All supporting information must have a source to go along with it otherwise is will not be allowed as part of our large informal class debate.

Next have the class divide into two sides, AGREE and DISAGREE. Use a coin to decide which side opens discussion and act as the facilitator and let students support their side. The debate will be carried in a very informal style keeping track (by tally marks) sources used to support points of debate.

At end of debate recap the major objective of the CCC and how the officials handled discrimination of African Americans who participated. When finished have students respond in a class forum (on a Moodle or Google web page...or whatever your are use to using) to the following prompt:

After participating in the lesson regarding African Americans and the CCC the most important thing I learned about this subject was _____ because.....

(each response should be 4-5 sentences in length and students should be reminded to use academic writing.)

Objective:

- Students will use critical thinking skills by analyzing the evidence presented in both the primary and secondary sources.
- Describe and evaluate the attitude and approach of different New Deal officials towards the black men in the CCC.
- Analyze and evaluate the CCC as a means for black advancement

Materials Needed:

Access to the internet and the web links provided.