

Donald L. Hollowell: Foot Soldier for Equal Justice

Foot Soldier Project for Civil Rights Studies

Grades: 1-3

Events in the Life of Donald L. Hollowell

By viewing the documentary *Donald L. Hollowell: Foot Soldier for Equal Justice*, students will learn the contributions of Donald L. Hollowell during the civil rights movement. This lesson will allow students to incorporate the use of maps with other interactive activities.

Primary Learning Outcomes (Teachers' Questions for Students)

Who was Donald L. Hollowell? Where did the major events of his career occur? What was the chronological order of these events? What cultural and geographical systems were associated with Donald L. Hollowell's life? What can we learn from Donald L. Hollowell?

Additional Learning Outcomes (Teachers' Questions for Students)

Introduce students to the main ideas & concepts that related to the Black Civil Rights movement in the context of human rights.

Assessed Georgia Performance Standards

Grade: 1-3 Social Studies

Geography

The student will locate Athens, Atlanta, Albany, and Macon, Georgia on a simple map. Students will identify his or her city on a map. The student will describe the cultural and geographic systems associated with Donald L. Hollowell.

History

The student will watch the DVD *Donald L. Hollowell: Foot Soldier for Equal Justice* and describe the lives of the figures in Georgia depicted in the film. Students will recognize the similarities and differences of these individuals and will participate in an interactive exercise afterwards that will help in differentiating between fact and opinion.

Government/Civic Understandings

The student will describe how Donald L. Hollowell displayed positive character traits of fairness, respect, equality, citizenship, and commitment.

Procedures/Activities

*****Teachers please note: Due to difference in grade and academic levels, please review all suggested procedures/activities and decide which ones are appropriate for your class.***

Step 1: Duration: 15 minutes

Start the session with the Morning Letter in order to introduce the legacy of Donald L. Hollowell. Next, define and discuss vocabulary terms and concepts on blackboard with active participation from class. Have students brainstorm what they already know about the Black Civil Rights movement.

Step 2: Duration: 61 minutes

Students will watch the documentary *Donald L. Hollowell: Foot Soldier for Equal Justice*. The entire documentary is 61 minutes. If the teacher would like to show only 40 minutes and focus more specifically on Donald L. Hollowell's achievements, the recommended segment is from 14:30 to 54:16.

Step 3: Duration: 15 minutes

Students will differentiate between fact and opinion related to civil rights using the Fact and Opinion Worksheet. Whichever student has the most correct responses could receive a snack. The correct answers are 1. O, 2. F, 3. F, 4. O, 5. F, 6. F, 7. F, 8. O, 9. F, 10. F.

Step 4: Duration: 15 minutes

Provide students with a photocopied map of Georgia. Have students locate Atlanta, Macon, Albany, and Athens, along with his or her city. On the board, write the dates that correspond to Hollowell's famous cases in these cities. Next, have students place the corresponding dates and events in chronological order. (Willie Nash Case 1954, Ward v. Regents 1955, Atlanta Student Movement 1960, Albany Movement 1961, Holmes v. Danner 1961, and A.C. Hall Case 1962)

Step 5: Duration: 15 minutes

As a class, have students create a Venn diagram noting the similarities and differences in the lives of civil rights activists Dr. Martin Luther King, Jr., Rosa Parks, and Donald L. Hollowell.

Materials and Equipment

1. *Donald L. Hollowell: Foot Soldier for Equal Justice* DVD
2. TV or projection screen
3. DVD player
4. Fact and Opinion Worksheet
5. Snack (or other appropriate incentive)
6. Map of Georgia
7. Writing materials

Standards (Local and/or National)

Georgia Performance Standards - Core Social Studies Skills based on

<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/SocialStudiesStandards.aspx>

Total Duration

1 hour and 46 minutes

Assessment

1. Evaluate students' accuracy in understanding equality and justice and how it relates to the work of Donald L. Hollowell.
 2. Evaluate students' understanding of fact opposed to opinion.
 3. Evaluate students' geographic awareness of their surroundings and ability to process information about locations using a map.
 4. Evaluate students' accuracy in placing events in chronological order.
 5. Evaluate students' ability to understand similarities and differences using a diagram.
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Sample Discussion or Worksheet Questions

1. What is the importance of equality?
Equality guarantees everyone has the same rights and receives equal treatment.
2. Why did Blacks seek to gain better conditions during the Civil Rights Movement?
Most wanted a chance at freedom for a better life. There were codes in place to force them to access separate, schools, housing, and public facilities.

Extension

1. Students should write a diary entry explaining how they feel about not being able to go to school because of their skin color and their frustrations/emotions in this situation.

Sources

Daniels, M., Alridge, D. (Senior Researchers and Executive Producers) Reaves, J., Reyman, L., Estile, M. (Producers) & Dozier, C., White, V. (Co-Executive Producers). (2010). Donald L. Hollowell: Foot Soldier for Equal Justice. (Documentary). Athens, GA: Foot Soldier Project for Civil Rights Studies.

The University of Georgia. (2005). Foot soldier project for civil rights studies. Retrieved June 27, 2011 from http://www.footsoldier.uga.edu/foot_soldiers/hollowell.html

Resources

Georgia Department of Education. (2007). Georgia performance standards. Retrieved June 27, 2011 from <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/SocialStudiesStandards.aspx>

MORNING LETTER

Dear Class:

Some participants of the Civil Rights Movement of the 1950s and 1960s are very well remembered and written about frequently; others, not so much. Today we're going to learn about Donald L. Hollowell and his life as an African-American lawyer during the time of segregation. Mr. Hollowell was born in Wichita, Kansas where he was fortunate not to experience segregation. When he finished high school however, he faced discrimination while serving in the U.S. Army during World War II. This encouraged him to attend Lane College in Tennessee and later Loyola University in Chicago to study law. Mr. Hollowell was very concerned about helping his community. During his career, he successfully fought many legal cases. Mr. Hollowell helped free Dr. Martin Luther King from prison for a minor traffic violation. He also tried to assist Horace Ward in gaining admittance to the University of Georgia law school but did not win. One of Mr. Hollowell's major achievements is his victory in helping two other African-American students gain admittance to UGA in 1961. Thanks to Mr. Hollowell, all persons can now attend the University of Georgia.

Vocabulary List and Key Concepts

Donald L. Hollowell
Segregation
Desegregation
Integration
Civil Rights
Chronological
University of Georgia
Lawyer

Name: _____

Fact or Opinion

A **fact** is real and can be proven true.

An **opinion** is someone's feelings about a particular topic.

Tell whether each sentence is a fact or opinion. Write *F* on the line before each statement that tells a fact. Write *O* on the line before each statement that tells an opinion.

1. _____ Dr. Martin Luther King Day should be celebrated every day.
2. _____ Everyone has a right to equality.
3. _____ Donald L. Hollowell was born in Kansas.
4. _____ Donald L. Hollowell was the best lawyer in the South.
5. _____ Atlanta is the capital of Georgia.
6. _____ Charlayne Hunter-Gault and Hamilton Holmes were admitted to the University of Georgia with the help of Donald L. Hollowell.
7. _____ Donald L. Hollowell served in the U.S. Army during World War II
8. _____ Donald L. Hollowell believed he could make a difference.
9. _____ Donald L. Hollowell fought in the military.
10. _____ Donald L. Hollowell went to college.