

## **Donald L. Hollowell: Foot Soldier for Equal Justice**

Foot Soldier Project for Civil Rights Studies

Grades: 4-8

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### **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.

### **Primary Learning Outcomes (Teachers' Questions for Students)**

Who was Donald L. Hollowell? Where did the major events of his career occur? How was Donald L. Hollowell's life different from our lives now? What can we learn from Donald L. Hollowell?

### **Additional Learning Outcomes (Teachers' Questions for Students)**

What is social justice? What is the civil rights movement?

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### **Assessed Georgia Performance Standards**

#### **Grade: 4-8 Social Studies**

#### **Grade 4: History**

Students will identify Donald L. Hollowell and the major events of his life based on the documentary. Students will discuss and identify implications of the Civil Rights Movement and segregation on the American society.

#### **Grade 5-6: History**

Student will examine the life of Donald L. Hollowell and the major events of his life based on the documentary. Students will examine the effect of segregation on human rights and form their opinions.

#### **Grade 7-8: History**

Students will identify the role of Donald L. Hollowell in the Civil Rights Movement and the major events of his life based on the documentary. Students will examine and analyze issues related to segregation.

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### **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.***

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Step 1: 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 2: Duration: 15 minutes

Pass out the Donald L. Hollowell Worksheet activity before watching documentary and have students record their answers during or after viewing the film. After completion of assignment discuss questions with students.

Step 3: Duration: 40 minutes

Grade 4: Form groups of 4-5 students and allow groups to select a figure of the Civil Rights Movement and prepare a 5 minute presentation to present to the class using scholarly internet sources. Students will briefly discuss the background information and focus on the civil rights activities of their activist of choice. A few options are Constance Baker Motley, Thurgood Marshall, Martin Luther King, Jr., Rosa Parks, and Malcolm X.

Step 4: Duration: 25 minutes

Primary Source Material Activity

Distribute copies of newspaper article "The Color is Black" by Bill Shipp for the students to read. The article can be obtained through URL [http://redandblack.libs.uga.edu/xtf/view?docId=news/1953/rab1953-0264.xml&query=The color is black&brand=rab-brand](http://redandblack.libs.uga.edu/xtf/view?docId=news/1953/rab1953-0264.xml&query=The+color+is+black&brand=rab-brand)

Grades 5-6: Students will analyze the article and write a paragraph stating their opinion.

Grades 7-8: Have students analyze the articles using Written Document Analysis Worksheet URL: <http://www.edteck.com/dbq/worksheets/write.html>

Step 5: Homework Activity

Allow students to interview someone who lived during the Civil Rights era to gain a better understanding of tensions during this period and write a one page report on their interview experience.

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## Materials and Equipment

1. *Donald L. Hollowell: Foot Soldier for Equal Justice* DVD
2. TV or projection screen
3. DVD player
4. Donald L. Hollowell Worksheet
5. Computers with internet access
6. Copies of *The Red and Black* Article
7. Written Document Analysis Worksheet
8. Markers
9. Pens/Pencils
10. Paper

## 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

2 hours 16 minutes

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## Assessment

1. Evaluate students' ability to gather and process information from the documentary.
  2. Evaluate students' ability to utilize information through technology.
  3. Evaluate students' ability to analyze written documentation.
  4. Evaluate students' performance in formulation of an opinion.
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## Sample Discussion or Worksheet Questions

1. What was the significance of the Montgomery Bus Boycott?  
*Followed by Rosa Parks' refusal to move to the back of the bus to accommodate a white passenger, thousands of citizens stopped using the public bus system. This later led to the decision, Browder v. Gayle, which declared segregated bus seating unconstitutional and allowed Blacks to sit anywhere they pleased.*
2. What effect did the Brown v. Board of Education (1954) decision have on the school system at the time?  
*This Supreme Court decision stated that school segregation is unconstitutional.*

## Extension

Create a relationship or bubble diagram to discuss Jim Crow laws that called for "separate but equal" statutes. Place Jim Crow laws in the middle circle draw extensions outlining the freedoms inhibited by these laws. These can include housing, education, health, etc.

## 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.

## Resources

American Public Media. (n.d.). Remembering Jim Crow. Retrieved June 27, 1988 from <http://americanradioworks.publicradio.org/features/remembering/laws.html>

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

The Martin Luther King, Jr., Research and Education Institute. (2004). King Resources. Retrieved July 6, 2011 from [http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc\\_montgomery\\_bus\\_boycott\\_1955\\_1956/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_montgomery_bus_boycott_1955_1956/)

Pappas, P. (1999). Written document analysis worksheet. Retrieved July 6, 2011 from <http://www.edteck.com/dbq/worksheets/write.html>

Shipp, B. "The Color is Black." *Red and Black* 8 October 1963: 4. Print.

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# Donald L. Hollowell Worksheet



1. Donald L. Hollowell represented many activists in the Albany Movement. What was the Albany Movement?

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2. Which civil rights attorney who fought alongside Donald L. Hollowell in the *Holmes v. Danner* became a federal judge?

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3. Why were Blacks not afraid of standing up for equality when faced with legal action?

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4. What peaceful forms of civil disobedience did you view in the documentary?

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# Donald L. Hollowell Worksheet Answers



1. Donald L. Hollowell represented many activists in the Albany Movement. What was the Albany Movement?

*The Albany Movement was a mass cooperative effort that took place in Albany, Georgia with the goal of fighting injustices in areas such as public transportation, voting, lunch counters and libraries.*

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2. What civil rights attorney who fought alongside Donald L. Hollowell in the Holmes v. Danner case became a federal judge?

*Horace T. Ward*

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3. Why were Blacks not afraid of standing up for equality when faced with legal action?

*Blacks knew that the risk was worthwhile in order to advance their civil rights. They also had a sense of protection because Donald L. Hollowell and others were capable to represent them with their legal knowledge and reputation.*

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4. What peaceful forms of civil disobedience did you sight in the documentary?

*Peaceful demonstrations included sit-ins, protests, public prayer, etc.*

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