

## **Hamilton Earl Holmes: The Legacy Continues**

Foot Soldier Project for Civil Rights Studies  
Grades 1-3

The Foot Soldier Curriculum is inspired by the scholarship and research of the Foot Soldier Project for Civil Rights Studies at the University of Georgia. While the lessons in the Foot Soldier Curriculum are not based on Georgia's QCC standards, they adhere closely to them. The purpose of the Foot Soldier Curriculum lessons is to provide teachers in any school system with a framework for teaching issues and events of the Civil Rights Movement.

Letters and numbers in parenthesis indicate suggested course and grade level, for example: (SS2H1) = SS-Social Studies, 2-Grade Two, H-History, 1-Skill Number. Georgia teachers can go to <http://www.glc.k12.ga.us/qcc/homepg.asp> for current standards.

**NOTE:** It is important to review the current standards applicable to your state and grade level and adapt the lessons accordingly.

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### **Events in the Life of Hamilton Earl Holmes**

Students will learn who Hamilton Earl Holmes was and the significance of his role in Black History and will place events of his life in chronological order. After watching the documentary *Hamilton Earl Holmes: The Legacy Continues*, students will make a list of some of the important events in Hamilton Earl Holmes' life.

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

Who was Hamilton Earl Holmes? What are some facts about Hamilton Earl Holmes' life? What can we learn from Hamilton Earl Holmes? What does chronological order mean?

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

What would you have done if you were Hamilton Earl Holmes? Can you place the events of Hamilton Earl Holmes's life in chronological order?

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### **Assessed GPS Standards:**

**Grade: 1**

#### **Geography**

(SS1G2) The student will identify and locate Athens, Georgia and Atlanta, Georgia on a simple map.

The student will locate five southern states.

### **History**

(SS1HI) The student will watch the DVD *Hamilton Earl Holmes: The Legacy Continues* and describe the lives of figures in Georgia history represented in the film.

### **Grade: 2**

#### **History**

(SS2HI) The student will watch the DVD *Hamilton Earl Holmes: The Legacy Continues* and describe the lives of figures in Georgia history represented in the film.

- a. Identify the roles of these historic figures: Hamilton Earl Holmes and Charlayne Hunter-Gault.
- b. Describe the similarities and differences between everyday life of these historical figures and everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights and freedoms).

### **Grade: 3**

#### **History**

(SS3H2) The student will learn about and discuss Georgians who contributed to the Civil Rights Movement, specifically Hamilton Earl Holmes and Charlayne Hunter-Gault.

#### **Civics/Government**

(SS3CG1) The student will explain the basic principles that provide the foundation for civil liberties and civil rights.

- a. Examine the system of Jim Crow Laws that preceded the Civil Rights Movement.
- b. Analyze the role of civil rights activism on those laws.

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### **Procedures/Activities**

Step 1: Duration – 50 minutes

Introduce students to the life of Hamilton Earl Holmes by watching *Hamilton Earl Holmes: The Legacy Continues*.

Step 2: Duration – 10 minutes

Ask students to work with a partner to write ten facts that they learned about Hamilton Earl Holmes' life on a piece of notebook paper.

Step 3: Duration – 10 minutes

Bring the class back together. Write the name Hamilton Earl Holmes on large chart paper. Discuss the students' answers as a class and make a list of facts on a piece of chart paper.

**Step 4: Duration – 5 minutes**

Review the meaning of "chronological order" with students. Write the following events on the board:

Ate breakfast

Went to bed

Ate lunch

Place them in chronological order as a class to make sure that students have a clear understanding.

**Step 5: Duration – 10 minutes**

According to grade level, list 5-10 facts collected from the film. Put them on the board or overhead in random order and have the students place the events in chronological order.

**Step 6:**

Duration – 10 minutes (For geography segment in lower grades) Provide photocopied maps of the United States and Georgia. Have students locate Athens and Atlanta on the Georgia map and relate them back to events in the film. Next have the students identify five southern states on the U.S. map.

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### **Materials and Equipment**

1. markers
2. dry erase board or flip chart
3. pencils
4. notebook paper
5. Georgia state map and United States map if doing Step 6

### **Total Duration**

95 minutes

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### **Assessment:**

Evaluate students' accuracy on placing events in chronological order and finding different locations on maps.

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## Optional Activities

Adapt to your grade level and available class time.

### *"Letter Home" Activity*

After viewing the DVD, have the students imagine being either Hamilton Earl Holmes or Charlayne Hunter-Gault and how they must have felt when they first started school at UGA. Have students write a letter home to describe their first week of school at UGA as if they were Holmes or Hunter. Instruct students to include examples of events to communicate how they would have felt.

Discuss.

## Materials and Equipment

1. DVD of *Hamilton Earl Holmes: The Legacy Continues*
  2. writing materials
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## Sample Discussion or Worksheet Questions

1. What were Jim Crow laws?

*Jim Crow laws were unfair and racist laws that treated African Americans as inferior to whites and resulted in segregation.*

2. Who did civil rights leaders choose to lead the push for desegregation in state funded colleges?

*Hamilton Earl Holmes and Charlayne Hunter-Gault.*

3. How did people react when Holmes and Hunter went to UGA?

*Taunts, threats, rioting at UGA, and cross-burning resulted. Many students avoided Holmes and Hunter and treated them with hostility.*

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## Sources

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## Resources

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