

Hamilton Earl Holmes: The Legacy Continues

Foot Soldier Project for Civil Rights Studies
Grades 4-8

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.

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 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?

Additional Learning Outcomes (Teachers' Questions for Students)

Can you actively and properly participate in class discussions and activities? What would you have done if you were Hamilton Earl Holmes? How do the events of his life fit in with the Civil Rights Movement? What was *Plessy vs. Ferguson* (1896)? What was *Brown vs. the Board of Education*, Topeka, KS (1954)? What was the Montgomery Bus Boycott (1955)?

Assessed GPS Standards:

Grade: 4
History

(SS4H4) The student will explain the causes, events and results of the integration of the University of Georgia. The student will examine the roles of Hamilton Earl Holmes and Charlayne Hunter-Gault in this process.

Grade: 5

History

(SS5H8) The student will explain the key events around the desegregation of the University of Georgia, especially the roles of Hamilton Earl Holmes. The student will describe the impact of those events on current students of color in Georgia.

Grade: 6

History

(SS6H3) The student will analyze the process of integrating the University of Georgia. The student will explain the roles of Hamilton Earl Holmes and Charlayne Hunter-Gault in the integration. The student will examine this event in the larger context of the Civil Rights Movement.

Grade: 7

History

(SS7H3) The student will identify issues that led to the desegregation of UGA. The student will explain the origins of Jim Crow Laws. The student will explain the roles of Hamilton Earl Holmes and Charlayne Hunter-Gault in the integration.

Grade: 8

History

(SS8H11) The student will evaluate the role of Georgia in the civil rights movement. The student will describe major developments around the system of Jim Crow laws that preceded the Civil Rights Movement. The student will analyze the role of prominent Georgians on the Civil Rights Movement, specifically, Hamilton Earl Holmes and Charlayne Hunter-Gault, Charles Gary Campfield, Alfred "Tup" Holmes, the Archibald Killian family.

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

Break the class up into small groups. Ask a group to identify at least ten facts that they recall from the film.

Step 3: Duration – 15 minutes

Bring the class back together. Ask a student to write the facts on a dry erase board or flipchart as they are mentioned. Which events or facts did the groups have in common? How did the lists differ? Discuss any major points or issues that were omitted.

Materials and Equipment

1. DVD *Hamilton Earl Holmes: The Legacy Continues*
2. Dry erase board or flip chart and markers

Total Duration

75 minutes

Optional Activities

Primary Source Material Activity

Analyzing written documents

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

Distribute copies of newspaper articles for the students to read.

Attachments: Go to the Foot Soldier Project website to download a copy of *The Red and Black* article.

Web Resource Title: *Red and Black* article

URL: <http://www.footsoldier.uga.edu/index.html>

Step 3: Duration – 10 minutes

Have students analyze the articles using the worksheet.

Web Resource Title: Written Document Analysis Worksheet

URL: <http://www.edteck.com/dbq/worksheets/write.html>

Step 4: Duration – 15 minutes

Have students write a letter to the editor in response to the articles. Ask them to include a clear position and defend it with information gathered from the DVD.

Materials

1. DVD *Hamilton Earl Holmes: The Legacy Continues*
2. Copies of *The Red and Black* articles on the integration of UGA
3. Web link to <http://www.edteck.com/dbq/worksheets/write.html> or print and distribute if no computer access.

Alternative activity analyzing political cartoons

Use the same steps as above except for Step 3, which uses a different worksheet.

Web Resource Title: Cartoon Analysis Worksheet

URL: <http://www.edteck.com/dbq/worksheets/cartoon.html>

Materials

1. DVD "Hamilton Earl Holmes: The Legacy Continues"
2. Copies of editorial cartoon from the *Pittsburg Courier*
3. Web link to <http://www.edteck.com/dbq/worksheets/cartoon.html> or print and distribute if no computer access

Total Duration

85 minutes

Assessment:

Evaluate students' answers during the group activity and assess for their ability to retrieve facts from the film. Determine if the students recognized causes and effects of the events in the film and the relationship with the actions of different key individuals.

Sample Discussion or Worksheet Questions

1. What set of circumstances were in place that led to the Civil Rights movement?

Jim Crow laws, which were racist codes and actions that deprived African Americans of their civil rights by defining blacks as inferior to whites, and resulted in segregation.

2. Hamilton Holmes was part of a "family tradition of challenging injustices." List some of the challenges to injustice that the Holmes family addressed. *Charles Gary Campfield's attempts to integrate the Tuskegee veteran's hospital, Alfred "Tup" Holmes' to integrate the public Atlanta golf courses and the Lockheed cafeteria.*

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

Hamilton Earl Holmes and Charlayne Hunter-Gault.

4. What was the reaction to their enrollment at the University of Georgia?

Taunts, threats, rioting at UGA, cross-burning on campus, both students were ostracized and treated with hostility. Students "froze them out."

5. **Essay question:** Write a multi-paragraph persuasive essay on the importance of Hamilton Earl Holmes' and Charlayne Hunter-Gault's actions for the desegregation of the University of Georgia. Anticipate and address the reader's possible concerns and counter-arguments. Discuss some of the results of Holmes and Hunter attending the University of Georgia.

Sources

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