

Donald L. Hollowell: Foot Soldier for Equal Justice

Foot Soldier Project for Civil Rights Studies

Grades: 9-12

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. The student will also identify the significance of actions taken by “unsung foot soldiers” depicted in the film during Civil Rights Movement in Georgia.

Primary Learning Outcomes (Teachers’ Questions for Students)

Who was Donald L. Hollowell? Where did the major events of his career occur? What can we learn from Donald L. Hollowell?

Additional Learning Outcomes (Teachers’ Questions for Students)

Does racism still exist? How does history influence your daily life?

Assessed Georgia Performance Standards

Grade: 9-12 Social Studies

U.S. History

Students will examine citizen’s rights to be treated equally under the law. Students will review and analyze Jim Crow laws in relation to the Civil Rights Movement and the statutes that replaced them.

American Civics and Government

Students will apply knowledge on civil liberties and civil rights. Students will understand the powers of the federal judiciary and of the state and local governments.

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: 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

Divide class into groups and assign one of four constructs—social, legal, political, and economic, to each group. On flip chart paper or poster board allow students to write as many issues noted in the documentary related to their assigned construct. Bring the class back together then designate a representative from each group to share their findings. Note any similarities or overlapping ideas. Next, allow students to consider how the various constructs coincide with each other.

<u>Social</u>	<u>Legal</u>	<u>Political</u>	<u>Economic</u>
Segregation	Jim Crow Exclusion of Blacks from juries	Poll tax	Equal Employment

Step 3: Duration: 15 minutes

Analyze Political Cartoon Activity

Print and distribute Political Cartoon Worksheet on voting rights in the Jim Crow era. Have students answer the questions that follow.

Step 4: Duration: 20 minutes

Access online or 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)

1. Have students analyze the article using the Written Document Analysis Worksheet at URL: <http://www.edteck.com/dbq/worksheets/write.html>
2. Have students to write a short response to the article by reflecting on the following.
 - a. Are you surprised by the extent to which Horace Ward was prevented from attending the University of Georgia?
 - b. What is your interpretation of the word “casualty” in the context of this article?

Step 5: Collectively, brainstorm issues within the school (i.e., bullying, discipline, health, class size, and technology access). By vote, select one and discuss strategies for taking action. Students can be divided into teams to research the particular topic.

Materials and Equipment

1. *Donald L. Hollowell: Foot Soldier for Equal Justice* DVD
2. TV or projection screen
3. DVD player
4. Political Cartoon Worksheet
5. Internet access or copies of *The Red and Black* article
6. Written Document Analysis Worksheet
7. Pens/Pencils
8. Markers
9. Flip Chart Paper or Poster Board

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 51 minutes

Assessment

Assess students' ability to recognize the impact of segregation and racism on society, both past and present.

Sample Discussion or Worksheet Questions

1. Why was segregation common practice even after the passage of the 14th and 15th amendments were passed after the Civil War?
2. Why were the conditions for Blacks in northern states so different from those in southern states?
3. What implication does the desegregation of the University of Georgia by Hamilton Holmes and Charlayne Hunter and their subsequent successes have for the Supreme Court decision *Brown v. Board of Education*?
4. Why is segregation and racism still prevalent in today's society?
5. The Montgomery Bus Boycott in Alabama caused such financial distress on the transportation system that a law was enacted to allow Blacks the freedom to sit where they pleased. What was the economic impact caused by the Civil Rights Movement on Georgia?
6. With all of the freedoms present in today's society, are Civil Rights groups such as NAACP, SNCC, and SCLC needed now? Why or why not?
7. Donald L. Hollowell developed a great regard for community activism after attending the Southern Negro Youth Congress. Besides Mr. Hollowell's success as a lawyer, his strong belief in community activism was noted in the documentary. Give a personal definition of community activism and mention a few examples from the film.

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 <https://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>

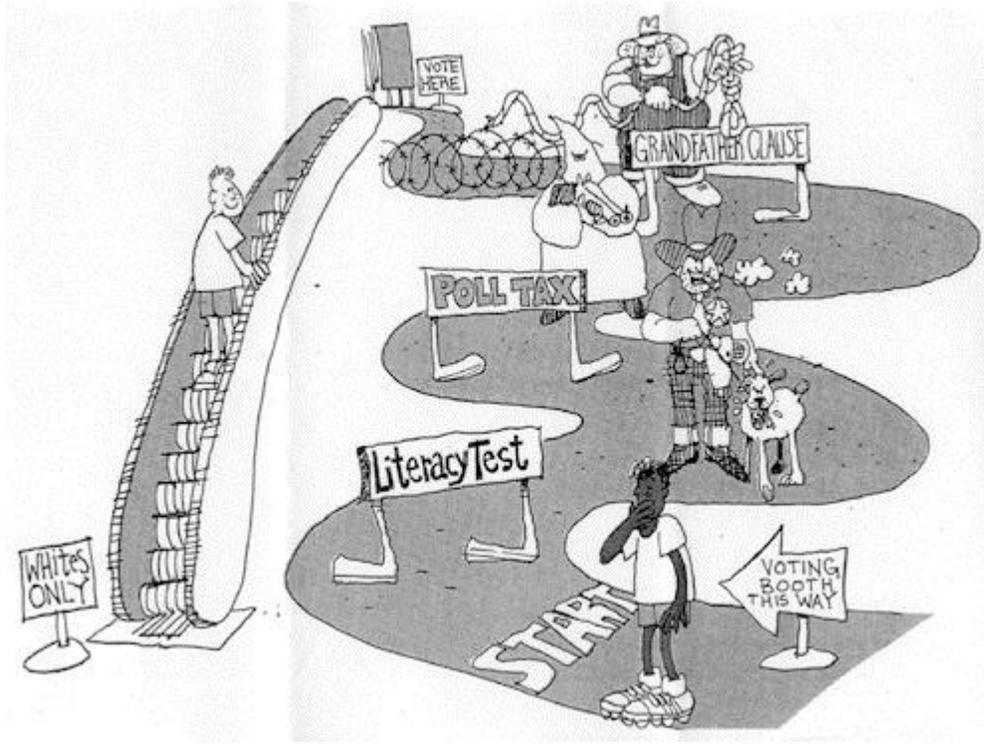
Pappas, P. (1999). Written document analysis worksheet. Retrieved July 6, 2011 from <http://www.edteck.com/dbq/worksheets/write.html>

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

The History of Jim Crow. (n.d.). Jim Crow Lesson Plans. Retrieved July 11, 2011 from http://www.jimcrowhistory.org/resources/lessonplans/hs_lp_createmuseum.htm

Political Cartoon

"African Americans and White Americans have faced similar problems when wanting to participate in politics."



How accurately does this cartoon portray the attitudes during the Civil Rights Movement?

In your opinion, did the right to vote justify all of the trouble one faced? Why or why not?

What does this say about political involvement of Blacks during the Jim Crow Era?

What was the Voting Rights Act of 1965?

What obstacles in voting, if any, are in existence today for Black persons?
