

Hamilton Earl Holmes: The Legacy Continues

Foot Soldier Project for Civil Rights Studies
Grades 9-12

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 examine contributing factors to the integration of the University of Georgia.

Primary Learning Outcomes (Teacher's 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 (Teacher's Questions for Students)

What personal qualities did Hamilton Earl Holmes have that enabled him to attend the University of Georgia as one of the first black students there? How do the events of his life fit in with the Civil Rights Movement?

Assessed GPS Standards

Grade 9-12 History

(SSUSH22) The student will identify dimensions of the Civil Rights Movement in Georgia, specifically around the desegregation of the University of Georgia. The student will identify the contributions made by these historic

figures: Hamilton Earl Holmes and Charlayne Hunter-Gault, Charles Gary Campfield, Alfred "Tup" Holmes, the Archibald Killian family (civil rights). The student will identify the significance on the actions of these "unsung foot soldiers" on the Civil Rights Movement in Georgia.

(SSCG6) The student will demonstrate knowledge of civil liberties and civil rights. The student will examine every citizen's rights to be treated equally under the law. The student will review and analyze Jim Crow laws in relation to the Civil Rights Movement. The student will explain the key events around the desegregation of the University of Georgia, especially the roles of Hamilton Earl Holmes and Charlayne Hunter-Gault. The student will explain the impact of economics on the Civil Rights Movement in Georgia. Specifically, identify the role of economics in the case *Holmes v. the City of Atlanta* to open access to public golf courses to African Americans.

Procedures/Activities

Step 1: Duration – 50 minutes

Introduce students to the life of Hamilton Earl Holmes and other "foot soldiers" in the Civil Rights Movement by watching *Hamilton Earl Holmes: The Legacy Continues*.

Step 2: Duration – 10 minutes

Break the class up into small groups. Ask one group to identify and list aspects of the film involving the historical precedent for segregation. Have another group identify and list aspects involving the key figures of the film. Have another group identify and list legal and economic issues in the film.

Step 3: Duration – 15 minutes

Bring the class back together. Ask a representative from each group to present their list. Which events or facts did the groups have in common? How did the lists differ? Discuss any major points or issues that were omitted. Ask the students to consider how each of these facets works together.

Materials and Equipment

1. DVD *Hamilton Earl Holmes: The Legacy Continues*
2. Writing materials

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.

Step 3: Duration – 10 minutes

Have students analyze the articles using the worksheet.

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 from the Foot Soldier Project website
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

Materials

1. DVD "*Hamilton Earl Holmes: The Legacy Continues*"
2. Web link to Baldowski political cartoon "Big Man on Campus"
<http://dlq.galileo.usg.edu/baldy/id:am-1145>
3. Web link to <http://www.edteck.com/dbq/worksheets/cartoon.html> or print and distribute if no computer access

Use the same steps as above.

Web Activity on Civil Rights Activists Groups

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 – 20 minutes

Divide the class into groups. Adjust the number of groups to your class size, using at least three from the list below. Have each group research one of the following:

- SNCC: Student Nonviolent Coordinating Committee – <http://www.ibiblio.org/sncc>
- Freedom Riders – <http://www.freedomridersfoundation.org/>
- CORE: Congress of Racial Equality – <http://www.core-online.org/>
- SCLC: Southern Christian Leadership Conference – <http://sclcnational.org/home.asp?siteid=2607>
- NAACP: National Association for the Advancement of Colored People – <http://www.naacp.org/>

Have each group discuss the following questions:

- How/when was the group formed?
- What is the stated purpose of the group?
- What methods does/did it use toward its goals?
- How do think these methods effect change?
- In what ways were Hamilton Earl Holmes’ and Charlayne Hunter-Gault’s admission to UGA acts of civil activism?
- Though not expressly identified, civil rights groups were mentioned as being the ones to “tap” Holmes and Hunter to apply to an all-white school. If you were in such a group, how would you choose a person to take on such a challenge?

Step 3: Duration – Depends on class size, 30-60 minutes

Have each group create a presentation of their organization to the class as if they are encouraging involvement. They will then choose a spokesperson to present their organization to the class.

Optional: If time, have the groups create flyers to promote their group and its cause

Total Duration

100-130 minutes

Assessment:

Assess for student's ability to recognize historical precedent for segregation and the relationships between Civil Rights activism and changes made in education.

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. How did economics factor into the court case of *Holmes vs. the City of Atlanta* in 1955?

Although many middle class people of color owned land and paid taxes, they were not allowed onto the "public" golf courses in Atlanta. This became a deciding factor in the win for Holmes.

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

Hamilton Earl Holmes and Charlayne Hunter-Gault.

5. How did they go about choosing the students and the University of Georgia?

Charlayne Hunter-Gault wanted to study journalism and the liberal arts curriculum suited Hamilton Holmes' goal of attending pre-med. Both students had excellent academic histories and were willing to be the first students of color on that campus.

6. 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."

7. What was the living arrangement for Hamilton Earl Holmes? Why do you think it was different for Charlayne Hunter-Gault?

He stayed off-campus with the Archibald Killian family because the university "could not protect him" in the dorms.

8. List some of Hamilton Earl Holmes' accomplishments after graduating from UGA.
Graduated with honors and with a letter of admission to Emory University's medical school. First African-American student in that program, went to the Army, returned to Atlanta to start his practice, and held a teaching position at Emory Medical School, first African-American in spinal care, became upper management at Grady Hospital.
 9. What were his feelings about his experience at UGA?
He eventually forgave those involved in his time at UGA and grew to love Georgia football.
 10. How has UGA responded over time to his time there?
Named the academic building after him and Charlayne Hunter-Gault.
 11. Discuss the repercussions of the actions of Hamilton Earl Holmes on students of color today.
 12. **Essay question:** Write a thematic essay based on the DVD on Hamilton Earl Holmes. Choose some of the following concepts, along with other concepts identified in class: "a family tradition of challenging injustices," the influence of the black middle class in Georgia, "foot soldier," economic factors impacting the Civil Rights movement, etc.
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Sources

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Resources

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