

Hosea Williams in His Own Words

NOTE for VCR users: In this lesson plan you will see "Segment start/end codes" indicating where on the tape a particular segment is located. To use the codes, please follow these directions:

If your VCR has a counter simply set it at zero at the beginning of the video. The content of the focus questions will be found in between the segment start/end code listed in the lesson plan. (Example: Question 4 - What did Hosea Williams mean by "But I never met God until I met Martin Luther King, Jr." Segment start/end code: 18:40 - 23:-00.)

If your VCR does not have a counter, you may still use the segment start/end codes. Simply time the video from the beginning. As in the example of Question 4, the content will be found 18 minutes 40 seconds into the video from the beginning.

Program Abstract

- a. 58 minutes
- b. Language/Content Flag -

Some segments contain language unsuitable for presentation young children. (Racial slurs, pejorative terms, profanity.)
- c. Grade level appropriateness -

Middle/Secondary Education

Brief description

Hosea Williams (1926-2000) was a civil rights and community leader with a long history of public service. Among his many accomplishments was leading the Selma to Montgomery protest march in 1965, which became known as "Bloody Sunday."

This video is a primary source historical record of Mr. Williams' reflections on various aspects of his experience as a civil rights leader and public servant.

Setup - materials / equipment -
Video player/monitor

Program Content/Lesson Plans

Middle School/Secondary

Goal -

The instructional goal of this lesson is to give students practice in the use of a primary source interview to extrapolate facts, draw conclusions and interpret opinion.

Objective -

The learner will examine the primary source interview of Hosea Williams focusing on the economic and social changes in African-American culture during the last 35 years, especially as it relates to the city of Atlanta and the state of Georgia.

Before watching - Student Activity

- a. Prepare students by focusing on vocabulary. Ask the meaning of:
Civil Rights
Racism
N.A.A.C.P
SCLC
SNCC
- b. Set the context by asking students to relate what they know about the Civil Rights movement in the United States during the 1950s and 60s.
- c. Ask students "Who was Hosea Williams?" Answers will vary, but this will give teachers the opportunity to hear how much foundational knowledge students have for this subject.

After watching - Student Activities

Make an outline of Hosea Williams' life. Include the following: (Low difficulty)

- a. Geographical location of hometown
- b. Educational background
- c. Influence of army life
- d. College experience
- e. Professional career
- f. Social/Cultural life in Savannah, GA.

Segment start/end code: 2:25 - 58:00

List the areas in which Hosea Williams served the people of the State of Georgia. (Member of the Georgia State Legislature for 10 years, Atlanta City Council member, DeKalb County Commission) (Low difficulty)

Segment start/end code: 2:25 - 58:00

How and why did Hosea Williams become involved in the Civil Rights Movement? What changes came about in his life because of his involvement? (Medium difficulty)

Segment start/end code: 15:30 -25:00

What did Hosea Williams mean by "But I never met God until I met Martin Luther King, Jr." (Medium difficulty)

Segment start/end code: 18:40 - 23:00

Hosea Williams says in the video "Black people today are worse off in America than we were 35 years ago. Not only have we not gained our fair share of America's economy, we have lost control of economics in our community." What does he mean by this? Can evidence be found to support this statement? How and where would evidence of this sort be found? (High difficulty)

Segment start/end code: 41:00 - 47:48

In the opening of the interview, Hosea Williams gives an account of Auburn Avenue in Atlanta, GA that is very different from the way it is today. Contrast the scenes shown in the video with the way he describes it now. List some of the possible causes for this change. (Medium/High difficulty)

Segment start/end code: 2:25 - 8:00

"I am going to do what I believe is right and Godly, irregardless (sic) what they say about me." "My pay, my gratitude will come to me after death." Using these two quotes from Hosea Williams, write a eulogy for him reflecting on the meaning of these statements. (High difficulty)

Segment start/end code: 55:34 - 58:00

Assessment -

Essay test based on these activities.

Related Georgia Performance Standards -

SSH10 The Student will evaluate key post-World War II developments of Georgia from 1945-1970.

SS8H11 The student will evaluate the role of Georgia in the modern Civil Rights movement.

SS8H12 The student will explain the importance of significant social, economic, and political development in Georgia since 1970.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

References/Resources

<http://www.naacp.org>

[obituary.com](http://www.obituary.com)

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2721&hl=y>

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2716>