Lesson Title: Buried Truths - Season 2 – The A.C. Hall Case
Inspired by the acclaimed Podcast

Lesson EQ:
How do events from the Civil Rights Era continue to affect the relationship between minorities and police?

<table>
<thead>
<tr>
<th>Connecting Themes/Enduring Understandings</th>
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<tbody>
<tr>
<td><strong>Beliefs and Ideals:</strong> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</td>
</tr>
<tr>
<td><strong>Conflict and Change:</strong> The student will understand that when there is conflict between or within societies, change is the result.</td>
</tr>
<tr>
<td><strong>Distribution of Power:</strong> The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</td>
</tr>
<tr>
<td><strong>Individuals, Groups, Institutions:</strong> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</td>
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<tr>
<th>GSE for Social Studies</th>
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<tbody>
<tr>
<td><strong>SSUSH5:</strong> Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</td>
</tr>
<tr>
<td>c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.</td>
</tr>
<tr>
<td>e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.</td>
</tr>
<tr>
<td><strong>SSUSH10:</strong> Identify legal, political, and social dimensions of Reconstruction.</td>
</tr>
<tr>
<td>b. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.</td>
</tr>
<tr>
<td>c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.</td>
</tr>
<tr>
<td><strong>SSUSH13:</strong> Evaluate efforts to reform American society and politics in the Progressive Era.</td>
</tr>
<tr>
<td>d. Connect the decision of <em>Plessy v. Ferguson</em> to the expansion of Jim Crow laws and the formation of the NAACP.</td>
</tr>
<tr>
<td><strong>SSUSH20:</strong> Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</td>
</tr>
<tr>
<td>b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and <em>Brown v. Board of Education</em>.</td>
</tr>
<tr>
<td><strong>SSUSH21:</strong> Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.</td>
</tr>
<tr>
<td>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</td>
</tr>
<tr>
<td>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</td>
</tr>
<tr>
<td>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</td>
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<thead>
<tr>
<th>Connection to Literacy Standards for Social Studies and Social Studies Matrices</th>
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<tbody>
<tr>
<td><strong>L11-12RHSS1:</strong> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td><strong>L11-12RHSS2:</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td><strong>L11-12RHSS3:</strong> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>L11-12RHSS7:</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td><strong>L11-12RHSS9:</strong> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
<tr>
<td>Supporting Question 1</td>
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<tr>
<td>How did the context of the Jim Crow era impact the cultural conflict in the South regarding segregation in 1962?</td>
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**Instructional Activity**

**Listening Guide / Graphic Organizer**

2. Case Study analysis of Brown v. Board of Education and its role in overturning Plessy v. Ferguson
3. Primary Sources to investigate Georgia efforts to resist integration

**Featured Sources**

- Episodes 1 & 2
- Macon Bus Boycott newsreel clip/transcript
- Report of Progress of Montgomery Bus Boycott
- Casing History: Brown v. Board of Education
- Gov. Vandiver “State of the State” Address Excerpt
- Clifford Baldowski AJC Political Cartoon

<table>
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<tr>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
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<tbody>
<tr>
<td>How can racial conditioning and the “other race effect” impact the outcome of legal proceedings?</td>
<td>How do federal constitutional constructs affect procedures carried out in state level legal proceedings?</td>
</tr>
</tbody>
</table>

**Instructional Activity**

**Listening Guide / Graphic Organizer**

1. Structured Academic Controversy (SAC) activity

**Featured Sources**

- Episodes 3 – 6
- SAC - Structured Academic Controversy (Directions and Capture Sheet)

<table>
<thead>
<tr>
<th>Supporting Question 3</th>
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<tbody>
<tr>
<td>How do federal constitutional constructs affect procedures carried out in state level legal proceedings?</td>
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</table>

**Instructional Activity**

**Listening Guide / Graphic Organizer**

1. Compare Federal constitutional constructs such the Bill of Rights’ Due Process guarantees and the 14th Amendment with the procedures carried out in the AC Hall Case and the provisions of the Georgia Inquest Law

**Featured Sources**

- Episodes 7 & 8
- 14th Amendment and Georgia Inquest Law Comparison Sheet

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**Performance Task**

**Linking the Past to the Present**

- Students will analyze news coverage of the A.C. Hall investigation. Students will also research the news coverage of more recent arrest related death.
- The Performance Task requires students to write a 5-paragraph essay comparing the more recent case they researched with the A.C. Hall case. Focus of the essay should include comparison of media coverage and outcomes of the investigations.

**Taking Informed Action**

- Students will develop a proposal for resolving the current issue related to podcast content.
- Resolution to reduce the number of arrest-related deaths in the United States. How can local law enforcement and the community resolve this current issue?
Buried Truths AC Hall
Listening Guide

Episode 1: “Impulse”

<table>
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<tr>
<th>Questions</th>
<th>Analysis</th>
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<tbody>
<tr>
<td>What is the significance of Cotton Avenue in Macon, Ga?</td>
<td>The podcast goes into great detail concerning the musical history of Macon, Ga. Why do you think this might be the case?</td>
</tr>
<tr>
<td>Summarize the musical history of Macon, Ga.</td>
<td>Why do you think the host goes into such detail here?</td>
</tr>
<tr>
<td>Summarize the life of AC Hall as described in the podcast.</td>
<td>What details about the case seem important to you after listening to the first episode?</td>
</tr>
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</table>

Create a timeline of the events leading up to the shooting of AC Hall on the line below:
### Questions

The second episode of Buried Truths spends a lot of time on the context concerning race relations in Macon and the South more generally. Briefly summarize the podcast.

Summarize the Macon Bus Boycott.

Summarize the evolution of rural police departments in the South, including the implementation of convict leasing.

### Analysis

Citing specific examples, examine the importance of southern segregation policies to events surrounding the shooting death of AC Hall.

How might this have increased racial tensions in the months leading to AC's death?

How might this shape the relationship between white police and African-Americans in 1962?

After listening to the first two episodes, try to make some predictions. The preview mentions an “inquest.” What do you think that means? How do you think that will end? Why do you think this?

What else might happen in the next episodes? What makes you think this?
<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>What is a coroner’s inquest?</td>
<td>Why is the coroner’s choice to hear AC’s death so significant?</td>
</tr>
<tr>
<td>Why is it so controversial that the prosecutor sat with the police officers and not Howard Moore?</td>
<td>Why would it have been controversial if he had not?</td>
</tr>
<tr>
<td>What evidence is missing from the host’s investigation? (minute 11:50)</td>
<td>What might this change about the case?</td>
</tr>
<tr>
<td>Summarize the inquest transcripts read out loud beginning about 15:30 and ending about 23:00.</td>
<td>How does this create doubt concerning the officer’s story?</td>
</tr>
<tr>
<td>What information does Dr. Campbell give in his testimony?</td>
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### Episode 4: Call Him Up

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<tr>
<th>Questions</th>
<th>Analysis</th>
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<tr>
<td>How does Eloise’s testimony compare to previous testimony?</td>
<td></td>
</tr>
<tr>
<td>How does Moore use Eloise’s shoes to “humanize and sympathize” Eloise’s story?</td>
<td></td>
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<tr>
<td>How does Pauline Thomas describe AC Hall?</td>
<td></td>
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<tr>
<td>The host describes a re-creation of AC Hall’s actions the night he was killed. According to the host, could AC have been the one to ransack the car?</td>
<td></td>
</tr>
<tr>
<td>Why is the host convinced that AC did not steal the gun from the Hopper’s car?</td>
<td></td>
</tr>
<tr>
<td>The next episodes offer more testimony from the inquest trial. Based on what you’ve heard so far, what do you think will happen? What makes you think this?</td>
<td></td>
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</table>
For students listening to episodes 5 and 6:

Based on what you know already, what will we learn in these episodes? What will the inquest jury decide in this case? What makes you think this?

**Episode 5: As Traditional as Grits**

<table>
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<tr>
<th>Questions</th>
<th>Analysis</th>
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<tbody>
<tr>
<td>What controversy concerning the gun is proposed by the host?</td>
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<tr>
<td>Explain how poor police training in the South contributes to the investigation of AC Hall’s killing.</td>
<td></td>
</tr>
<tr>
<td>Summarize the testimony of Barnett Hopper.</td>
<td>How does the fact that Barnett Hopper does not recognize the gun found at the scene complicate the inquiry?</td>
</tr>
<tr>
<td>How does Hopper’s testimony more generally help the case for the police?</td>
<td></td>
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<tr>
<td>In what ways does his testimony complicate the case for the police officers?</td>
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### Episode 6: The Shirttail

<table>
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<tr>
<th>Questions</th>
<th>Analysis</th>
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<tbody>
<tr>
<td>Summarize Doris Hopper’s testimony.</td>
<td>How does this compare to that of Barnett Hopper?</td>
</tr>
<tr>
<td>How does Hallowell discredit Doris Hopper as an eyewitness?</td>
<td></td>
</tr>
<tr>
<td>Why is eyewitness testimony often unreliable?</td>
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<tr>
<td>What is cross-racial identification? Define the “other race effect.”</td>
<td>Why is the “other race effect” so important to this case?</td>
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<td></td>
<td>Why is cross-racial identification so problematic in 1962 Macon?</td>
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Episode 7: Unsworn

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<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>Where were the officers during the inquest trial?</td>
<td>Why were they allowed to give unsworn testimony?</td>
</tr>
<tr>
<td>How does the unsworn testimony of the officers differ from that of Eloise Franklin?</td>
<td>Why were they allowed to give testimony without cross examination?</td>
</tr>
<tr>
<td>How does the officer testimony differ from that of Doris Hopper?</td>
<td>In what ways did the officers have a distinct advantage during the inquest hearing?</td>
</tr>
<tr>
<td>What decision must the jury make in this case?</td>
<td>Why do you think they came to this decision?</td>
</tr>
<tr>
<td>What did the jury ultimately decide?</td>
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<td>What happened next?</td>
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## Episode 8: A Gift

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<thead>
<tr>
<th>Questions</th>
<th>Analysis</th>
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<tbody>
<tr>
<td>Summarize the context explained in the beginning of the episode.</td>
<td>Why do you think the host discusses this?</td>
</tr>
<tr>
<td>What is the purpose of the grand jury?</td>
<td></td>
</tr>
<tr>
<td>Define a federal grand jury.</td>
<td></td>
</tr>
<tr>
<td>Why are grand jury proceedings secret?</td>
<td>What are the benefits and down sides to this?</td>
</tr>
<tr>
<td>What is an indictment?</td>
<td>How does that differ from a “true bill”?</td>
</tr>
<tr>
<td>Why did the grand jury return a no bill?</td>
<td>Why does the host find this controversial?</td>
</tr>
<tr>
<td>What happened in Macon in reaction to the no bill in AC Hall’s case?</td>
<td></td>
</tr>
<tr>
<td>What happened in 2006 when the Justice Department reopened the case?</td>
<td></td>
</tr>
<tr>
<td>In what ways did recollections change between 1962 and 2011?</td>
<td>Why do you think this is the case?</td>
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Day 1: The Context of the Civil Rights Movement in 1962

Students should have listened to Episodes 1 and 2 from the Buried Truths Season 2 series on the A.C. Hall case prior to these Day 1 activities.

Opener: (10 minutes total)
Show the clip (1:28) from the WSBTV newsreel coverage of the 1962 Macon Bus Boycott (Link Below)
http://crdl.usg.edu/cgi/crdl?format=_video;query=id:ugabma_wsbw_wsbw35814

- Provide students with the Handout “Macon and Montgomery Comparison”
- The handout contains a detailed summary of the content from the Macon Bus Boycott video clip and a memorandum from the Director of Public Information in the US Attorney General’s Office regarding the status of the Bus Boycott that took place in Montgomery, Alabama in 1956.
- After viewing the Macon Boycott clip and reading the Montgomery Boycott Memorandum, students will complete the Double Bubble comparison activity included at the end of the handout. This would be a good whole class activity or used with small groups of students.

Class Activity #1 (20 minutes)
Casing History: Brown v. Board of Education
- Provide students with the “Casing History Brown v. Board of Education Majority Opinion Excerpt”
- Students should complete the “Casing History Graphic Organizer” using the Opinion Excerpt

Class Activity #2 (20 minutes)
Georgia’s Resistance to Federal Integration Requirements
- Emphasize to students that while the Brown v. Board of Education case was decided in 1954, Georgia had still not integrated its schools by 1960. However, a federal ruling issued in a Georgia case (Calhoun v. Latimer) was pressing the state to integrate. The case was related to Atlanta Public Schools’ plan to integrate their schools.
- Students should read the attached excerpt from Governor Ernest Vandiver’s State of the State Address delivered to a joint session of the Georgia General Assembly on January 11, 1960. The excerpt included here is the Governor’s response to the federal ruling and publicity created regarding the Atlanta Public School plan to integrate their schools in 1960.
- Students should then analyze the attached political cartoon from the Atlanta Journal Constitution’s editorial cartoonist, Clifford H. Baldowski. The cartoon appeared in the January 27, 1960 Atlanta Journal Constitution newspaper.
- Students should answer the following related to the speech and cartoon: (Either pairs or individually)
  o How does Gov. Vandiver’s speech to the General assembly relate to the cartoon’s content?
  o Who is the cartoonist’s intended audience?
  o What is the purpose or message of this cartoon?
  o What point of view is the cartoonist presenting?

HOMEWORK: Students will listen to assigned podcasts to prepare for Day 2’s Structured Academic Controv.
- Divide the class in half.
- Half A will listen to Episodes 3 and 4, which presents one side of case (Eloise Franklin)
- Half B will listen to Episodes 5 and 6, which presents the opposite side of case (Hoppers)
- Students should jot down some of the main aspects of the testimony given in each podcast
Macon and Montgomery Bus Boycotts in Comparison

1. The Macon Bus Boycott took place in February 1962. Watch the clip below and read its description.

http://crdl.usg.edu/cgi/crdl?format=_video;query=id:ugabma_wsbn_wsbn35814

Description of Video Clip from the Digital Public Library of America

In this WSB newsfilm clip from Macon, Georgia, in February 1962, William P. Randall, civil rights leader and president of the local chapter of the National Association for the Advancement of Colored People (NAACP) speaks at a mass meeting about a boycott against Macon's segregated bus system.

The clip begins with a bus heading toward “East Macon”; movement seems to indicate people are boarding the bus. However, they are not visible. The bus pulls away from the sidewalk and drives through a downtown street. Next African American women stand in a line along the sidewalk. The women are all dressed in warm clothes. Several cars are parked along the sidewalk, and at one point African American women get into one of the cars.

After this, the clip focuses on William P. Randall as he speaks to an audience at a mass meeting supporting the bus boycott. Randall declares that African American civil rights efforts in Macon will continue “until Macon is the best place to live in Georgia.” The audience cheers and applauds. The camera pulls back to show other African American men sitting behind Randall on the dais. Randall assures the audience that they can have confidence in the leaders of the boycott (who are sitting behind him). He asserts “they cannot be intimidated, they cannot be browbeaten, and you just can’t scare them.” The audience applauds this declaration. Randall expresses pity for people who choose not to join the boycott and proclaims that the boycott will be successful because it is right; because the African American community is willing to fight; and because God is on the side of the boycott. The audience applauds again and the clip ends by focusing on African American men sitting in the front of the church.

On February 9, 1962 four African American ministers from Macon sat down in the front of a bus and were arrested when they refused to move to the back. Macon African Americans organized an extremely effective bus boycott against the Bibb Transit Company beginning February 12. Groups of white Macon citizens tried to counteract the effects of the boycott by participating in “ride-ins” and by buying tokens from bus drivers who sold them door-to-door. On February 27, 1962, the United States Supreme Court declared all segregation in travel within or between states to be illegal. On March 2, United States district court judge William A. Bootle overturned a number of Georgia laws calling for the separate seating of races in buses. Bootle also restrained the Bibb Transit Company from enforcing segregated travel. The bus boycott ended March 4, 1962.

SOURCE CITATION:
2. Read the memorandum below from the Director of Public Information in the US Attorney General’s Office regarding the status of the protest movement in Montgomery, Alabama. The Montgomery Bus Boycott took place in 1956.

SOURCE CITATION:

3. Create a “Double Bubble” Comparison Organizer relating the circumstances of the Bus Boycotts held in Macon and Montgomery.

The Double Bubble Comparison Organizer allows you to identify similarities and differences between the two main topics in an unrestricted fashion.

- Label the main circles of the organizer with the topics: Macon Bus Boycott and Montgomery Bus Boycott
- Watch the video and read the description related to the Macon Bus Boycott.
- Read the report from the US Attorney General’s Director of Public Information related to the Montgomery Bus Boycott.
- Create links to “similarity circles” between the main topic circles. Create as many similarity circles as you can identify.
- Create links to “unique feature circles” outside of each main topic circle. Create as many circles as you can identify. The “unique features” can be thought of as “differences” in the comparison of the Macon & Montgomery boycotts.
- Write a summary statement regarding the information you created on the graphic organizer that indicates the broad areas of similarity and differences between the Macon and Montgomery bus boycotts.
**Brown v. Board of Education Topeka, Kansas (1954)**


**The Situation:**

Case Background from Street Law, Inc.  [http://www.streetlaw.org/en/Page/491/Background_Summary__Questions](http://www.streetlaw.org/en/Page/491/Background_Summary__Questions)

In Topeka, Kansas in the 1950s, schools were segregated by race. Each day, Linda Brown and her sister, Terry Lynn, had to walk through a dangerous railroad switchyard to get to the bus stop for the ride to their all-black elementary school. There was a school closer to the Brown's house, but it was only for white students.

Topeka was not the only town to experience segregation. Segregation in schools and other public places was common throughout the South and elsewhere. This segregation based on race was legal because of a landmark Supreme Court case called *Plessy v. Ferguson*, which was decided in 1896. In that case, the Court said as long as segregated facilities were equal in quality, segregation did not violate the Constitution.

However, the Browns disagreed. Linda Brown and her family believed that the segregated school system did violate the Constitution. In particular, they believed that the system violated the Fourteenth Amendment guaranteeing that people will be treated equally under the law.

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**No State shall . . . deny to any person within its jurisdiction the equal protection of the laws.**

*—Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution*

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The National Association for the Advancement of Colored People (NAACP) helped the Browns. Thurgood Marshall was the attorney who argued the case for the Browns. He would later become a Supreme Court justice.

The case was first heard in a federal district court, the lowest court in the federal system. The federal district court decided that segregation in public education was harmful to black children. However, the court said that the all-black schools were equal to the all-white schools because the buildings, transportation, curricula, and educational qualifications of the teachers were similar; therefore the segregation was legal.

The Browns, however, believed that even if the facilities were similar, segregated schools could never be equal to one another. They appealed their case to the Supreme Court of the United States. The Court combined the Brown's case with other cases from South Carolina, Virginia, and Delaware. The ruling in the *Brown v. Board of Education* case came in 1954.

**Dissenting Opinion Excerpts:**

None – The decision was unanimous.

**Majority Opinion Excerpts:**

*The decision was unanimous 9-0. Chief Justice Earl Warren delivered the opinion of the Court.*

(This Decision is known as Brown I and was issued in 1954 at the conclusion of the case.)

... Here . . . there are findings below that the Negro and white schools involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications, and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of these cases. We must look instead to the effect of segregation itself on public education. . . .

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. . . . Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. . . .

To separate them [children in grade and high schools] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone. . . . Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. . . .

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and other similarly situated . . . are . . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

**Notes on the Opinion**

*After the decision in Brown was reached, the Court decided a companion case Bolling v. Sharpe regarding the same issue of segregation in the District of Columbia. The Court notes first that although the Fourteenth Amendment is only applicable to states, the Fifth Amendment is applicable to the District of Columbia. The Court then held that while the Fifth Amendment does not contain an equal protection clause it does contain a due process clause, the concepts both stemming from the American ideal of fairness, and discrimination can be so unjustifiable it can be deemed violative of due process.*
Majority Opinion Excerpts...  Follow Up Decision Known as Brown II Issued in 1955

The decision was unanimous. Chief Justice Earl Warren delivered the opinion of the Court.

These cases [Brown and others] were decided on May 17, 1954. The opinions of that date, declaring the fundamental principle that racial discrimination in public education is unconstitutional, are incorporated herein by reference. All provisions of federal state, or local law requiring or permitting such discrimination must yield to this principle. There remains for consideration the manner in which relief is to be accorded . . . .

Full implementation of these constitutional principles may require solution of varied local school problems. School authorities have the primary responsibility for elucidating, assessing, and solving these problems; courts will have to consider whether the action of school authorities constitutes good faith implementation of the governing constitutional principles . . . .

While giving weight to . . . public and private considerations, the courts will require that the defendants make a prompt and reasonable start toward full compliance with our May 17, 1954, ruling. Once such a start has been made, the courts may find that additional time is necessary to carry out the ruling in an effective manner. The burden rests upon the defendants to establish that such time is necessary in the public interest and is consistent with good faith compliance at the earliest practicable date. To that end, the courts may consider problems related to administration, arising from the physical condition of the school plant, the school transportation system, personnel, revision of school districts and attendance areas into compact units to achieve a system of determining admission to the public schools on a nonracial basis, and revision of local laws and regulations which may be necessary in solving the foregoing problems.

. . . [T]he cases are remanded to the District Courts to take such proceedings and enter such orders and decrees consistent with this opinion as are necessary and proper to admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to these cases.
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<thead>
<tr>
<th>CONTEXT (within 10 years of case):</th>
<th>CASE BACKGROUND:</th>
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<tbody>
<tr>
<td>Related Events, Legislation, or Rulings</td>
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**LAW, AMENDMENT, or CONSTITUTIONAL TEXT in question:**

**VOTE:**

<table>
<thead>
<tr>
<th>MAJORITY OPINION</th>
<th>DISSENTING OPINION</th>
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<tbody>
<tr>
<td>AUTHOR:</td>
<td>AUTHOR:</td>
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<tr>
<td>Key Arguments Justifying the Ruling:</td>
<td>Key Arguments in Opposition to the Ruling:</td>
</tr>
<tr>
<td>- Paraphrase in your own words</td>
<td>- Paraphrase in your own words</td>
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**REACTION:**

(Societal, Political, Regional, and/or Future Implications)

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Brown v. Board of Education was a unanimous decision.
1. Read the attached excerpt from Governor Ernest Vandiver’s State of the State Address delivered to a joint session of the Georgia General Assembly on January 11, 1960.


3. Answer the following related to the speech and cartoon:
   o How does Governor Vandiver’s speech to the Georgia General assembly relate to the cartoon’s content?
   o Who is the cartoonist’s intended audience?
   o What is the purpose or message of this cartoon?
   o What point of view is the cartoonist presenting?
"During recent weeks events have moved us closer and closer to the threat of open conflict between Federal authority and State authority over operation of Georgia’s public schools.

Georgians do not want to see a head-on collision between Federal and state sovereignty which will harm all and benefit none.

It can be avoided by the exercise of good judgment and common sense by our people – with the races in Georgia working in harmony and voluntarily under our traditional pattern of segregation for concrete advancement in those programs which I have outlined to you today.

I call upon the responsible people of this State through unified public opinion – both white and colored – to make it certain that Georgia will not be the victim of conditions like those which exist in Washington, D.C.; Detroit, Michigan; New York; Chicago; that even now are plagued by racial tension, conflict, hatred, bitterness and violence. A people distraught by internal upheaval cannot make any kind of progress.

Let me assure the mothers and fathers of Georgia that this General Assembly and the Vandiver administration are dedicating their full talents and energies toward permitting the continued education of your children in segregated schools and, if it should become necessary, I will keep this Legislature in session constantly to help me in protecting the welfare of our children.

Let me assure the teachers of Georgia that this General Assembly and the Vandiver administration will see to it that our State’s contractual obligations to them will be carried out.

Let there be no mistake about this on the part of anyone: The Georgia Constitution and the laws of the State require that if the Federal Courts should finally order integration in any Georgia school - - State funds for operations of that school would be shut off.

Let us hope that the NAACP will not force the closing of a single school in Georgia. If those few who are agitating so vigorously, and so vociferously, for mixed schools – would join us and would work just as vigorously for separate schools – we would have segregated education in Georgia without any conflict.

But if they do persist, mark this and mark it well: It is my duty to – and I will – uphold the Constitution and laws of Georgia. We are going to resist - and - We are going to resist again and again and again. We will exhaust every legal means and remedy available to us –

And when I say, EVERY LEGAL MEANS AND REMEDY, I mean EVERY LEGAL MEANS AND REMEDY! For the children of Georgia! For our heritage! For our fathers!

To paraphrase the poet – we may be bloody but our heads will be held high, unashamed and unbowed – Georgians will continue to be masters of their fate, and captains of their soul.

Georgia children – their welfare – their destiny – their education – stand uppermost in our minds and in our hearts as we approach the vicissitudes and struggles of tomorrow. Let us hark back almost a hundred years – The tragic reconstruction era, and the historic days through which we are now passing, when a second reconstruction is being forced upon us – certainly, these are the most critical times in Georgia history.

Surely future historians will record the actions of this Legislature and this administration. Let it be written that we were men of courage. Let it be written that we were men of faith. Let it be said, yes, let it be written, let it ring out through the annals of time that we stood solidly on the rock of that hallowed parchment – the Constitution of the United States, as molded by its framers.

Let it be recorded down through the ages that the sovereign state of Georgia has been, is, and will forever remain the good land – free from tyranny – a repository of justice – the palladium of liberty.

The eyes of the South are focused on Georgia today. With firmness in the right, as Almighty God gives us to see that right, appealing to the remainder of the nation for justice and for understanding, let us be on with the task at hand.”

**** Image to be included here once copyright permission is acquired from the Richard Russell Library.

[http://dlg.galileo.usg.edu/dlg/bald/jpgs/chb2228lo.jpg](http://dlg.galileo.usg.edu/dlg/bald/jpgs/chb2228lo.jpg)

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Day 2: Structured Academic Controversy

Directions for Conducting a Structured Academic Controversy (SAC)

Should the Inquest Jury deliberating A.C. Hall’s cause of death rule that the police officers murdered the suspect?

What is a SAC?
SAC is a form of discussion that allows students in small groups to wrestle with the many sides of a controversial issue. By functioning in a small group, all students participate rather than a few students dominating a discussion. Ultimately, there will be multiple groups of 4 students within a classroom engaged in deep discussion. This approach was originally created by Professors David W. Johnson (Education Psychology) and Roger T. Johnson (Curriculum and Instruction), both from the University of Minnesota. Paula McAvoy of North Carolina State University adapted this research to create format used in this SAC activity.

Procedure for SAC on the Buried Truths Podcast series: A.C. Hall case

1. **Background:** All students have received shared background information about the A.C. Hall case during Episodes 1 and 2 of the podcast series Buried Truths (Season 2). The background should help create a common starting point for discussion.

2. **Assigned Homework:**
   - **Preparing the arguments:** Students are assigned to groups of four, which are then broken up into two pairs within each group. One pair is assigned the Murder position (Group Pair A) and the other pair takes the Self-Defense position (Group Pair B). It is best if the teacher makes those assignments, so that students are asked to defend views that they might not agree with.
     - a. Pairs listen to the podcasts corresponding to their assigned position in order to create supporting arguments. Group Pair A is assigned podcasts 3 and 4. Group Pair B is assigned podcasts 5 and 6. Group Pairs A and B must not discuss with each other during preparation!
     - b. Each student should be given an “SAC Capture Sheet” to document compelling information to support their assigned position while listening to the podcasts.
     - c. Group Pairs should plan how they will use their two minutes of presentation time.

3. **In Class the Following Day:**
   - **Presenting the arguments:** The teacher should project a count-down timer in order for the discussions to be structured and equitable for both Group Pairs. Each group of 4 contains Group Pair A and Group Pair B. There will be multiple groups of 4 within the classroom- all presenting at the same time.
     - a. Pair A has 2 minutes to present to Pair B (B listens and takes notes – no challenge allowed).
     - b. Pair B has 2 minutes to present to Pair A (A listens and takes notes – no challenge allowed).

4. **Reversing the arguments:** Pairs within each Group of 4 now reverse their positions and have a few minutes to develop an additional reason to support the other pair’s view. In other words: Group Pair A now develops a Con argument and Group Pair B develops a Pro argument.
   - a. Each team now has 1 minute to present their new arguments.
   - b. Use the count-down timer again to maintain structured discussion and equitable time for presentation.
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<tr>
<td><strong>5. Open discussion:</strong></td>
<td>All participants drop their assigned roles and have a free discussion about what they think about the issue.</td>
</tr>
</tbody>
</table>
| **6. Consensus Building:** | Each group of 4 should come to a consensus —  
  a. Is there common ground anywhere concerning the issue?  
  b. The group writes their consensus paragraph using evidence to support sound arguments. |
| **7. Debrief:** | Whole class discussion. What consensus did each group develop? Are there groups within the classroom that differ in their consensus view? What arguments were the most compelling? Did anyone change their mind about the issue? |
| **Assessment of SAC:** | a. The “SAC Capture Sheet” used by students to prepare their SAC arguments can be submitted for the teacher to assess understanding of the evidence presented in the podcast.  
  b. Final Group Consensus paragraph submitted to the teacher to assess the use of evidence to support an argument. |

** Adapted from Paula McAvoy’s work on Structured Academic Controversy.**
2. Listen to your assigned podcasts for homework
   a. Group Pair A (Police Murdered A.C. Hall) listen to Podcasts 3 & 4 (Eloise Franklin testimony)
   b. Group Pair B (Police Acted in Self-Defense) listen to Podcasts 5 & 6 (The Hopper’s testimony)

3. Use the table below to document testimony / evidence from your assigned podcasts that support your assigned position in the inquest hearing concerning the death of A.C. Hall.

<table>
<thead>
<tr>
<th>Group Pair A</th>
<th>What DETAILS SUPPORT your position from the testimony given in the podcast?</th>
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<tbody>
<tr>
<td>Podcast 3</td>
<td>OR</td>
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<td></td>
<td>Group Pair B</td>
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<td>Podcast 5</td>
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</tbody>
</table>

<table>
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<tr>
<th>Group Pair A</th>
<th>What DETAILS SUPPORT your position from the testimony given in the podcast?</th>
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</thead>
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<td>Podcast 4</td>
<td>OR</td>
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</tr>
<tr>
<td></td>
<td>Group Pair B</td>
</tr>
<tr>
<td>Podcast 6</td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC CONTROVERSY:

1. Work with your Group Pair partner to summarize the arguments for your assigned position using the supporting documents you found above.

2. You and your partner will present your position to the opposing Group Pair. When your pair is finished, you will then listen to your opponents' position.
   - While you are listening to your opponents' position, write down the main details of their argument here.
   - What clarifying questions do you need your opponents to answer about their position?
   - How did they answer your questions?

CONSENSUS BUILDING:

3. Now forget about your assigned position. What side of the issue makes the most sense TO YOU? You may now argue for either side. Look at the evidence and make the most fair, unbiased judgment possible. Pretend you are living in the time period and do not know what the future might hold.

With the help of your sources, discuss the question with both sides of your group. Use the space below to answer the main question, and using evidence, explain why your answer is correct. It is acceptable to write in bullet points.
   - 
   - 
   - 
   - 

4. **SUMMARIZATION:** (To be completed by the entire Group of 4 students)
   Directions: Write a paragraph to answer the question below. Use 3 pieces of evidence from the SAC.
   
   *Should the Inquest Jury deliberating A.C. Hall’s cause of death rule that the police officers murdered the suspect?*
**Instructional Activities/Assessments**

**Day 3: Comparing the 14th Amendment and Georgia Inquest Law**

Students should have listened to Episodes 7 and 8 from the Buried Truths Season 2 series on the A.C. Hall case prior to this Day 3 activity.

**Opener: (10 Minutes Total)**
- Debrief students on Buried Truths Episodes 7 and 8.
- Use the attached Listening Guides to direct discussion.
- Make sure students understand the concept of the Georgia Inquest Law and its role in the A.C. Hall case.

**Activity: (40 Minutes Total)**

**Overview:**
- Students will read various components of the 14th Amendment, including Section 1 and the Equal Protection Clause. They will then read and compare with the 5th Amendments provision of Due Process.

**Directions:**
- Distribute the “Comparing the 14th Amendment and Georgia Inquest Law Comparison” Activity Sheet.
- Students will examine the extent to which the Inquest trial, and particularly the testimony of the police officers, violated both the due process and the equal protection clause in the 14th Amendment.
- The excerpts of Constitutional text needed for the comparison are included in the attached Activity Sheet. Guiding questions for analyzing the concepts are included on the Activity Sheet.
- Students will complete the Comparison Graphic Organizer on the Activity Sheet.

**Introduce Final Assessments:**
- Introduce both the Performance Task and Taking Informed Action assessments related to Buried Truths Season 2.
- Provide a timeline for students to complete.
Comparing the 14th Amendment and Georgia’s Inquest Law:

Read Section 1 of the 14th Amendment and complete the questions that follow.

Context: (ourdocuments.org)

Following the Civil War, Congress submitted to the states three amendments as part of its Reconstruction program to guarantee equal civil and legal rights to black citizens. The major provision of the 14th amendment was to grant citizenship to “All persons born or naturalized in the United States,” thereby granting citizenship to former slaves. Another equally important provision was the statement that “nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” The right to due process of law and equal protection of the law now applied to both the Federal and state governments. On June 16, 1866, the House Joint Resolution proposing the 14th amendment to the Constitution was submitted to the states. On July 28, 1868, the 14th amendment was declared, in a certificate of the Secretary of State, ratified by the necessary 28 of the 37 States, and became part of the supreme law of the land.

Transcript of 14th Amendment to the U.S. Constitution: Civil Rights (1868)

AMENDMENT XIV

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.


1. What is the historical context of the 14th amendment?

2. What is the stated purpose of section 1 of the 14th amendment? What is the implied purpose?

3. Section 1 of the 14th amendment has two very important clauses: The due process clause and the equal protection clause.
Read the following interpretation of the due process clause and put into your own words in the space provided:

**From Cornell Law School, Legal Institute:**

The Fourteenth Amendment, ratified in 1868, ..., called the Due Process Clause, to describe a legal obligation of all states. These words have as their central promise an assurance that all levels of American government must operate within the law ("legality") and provide fair procedures.

**Distinguishing Due Process**

In *Bi-Metallic Investment Co. v. State Board of Equalization* (1915), the Supreme Court held that only politics controlled the state's action setting the level of taxes; but if the dispute was about a taxpayer's individual liability, not a general question, the taxpayer had a right to some kind of a hearing. This left the state a lot of room to say what procedures it would provide, but did not permit it to deny them altogether.

*Bi-Metallic* established one important distinction: the Constitution does not require “due process” for establishing laws; the provision applies when the state acts against individuals “in each case upon individual grounds” — when some characteristic unique to the citizen is involved. Of course there may be a lot of citizens affected; the issue is whether assessing the effect depends “in each case upon individual grounds.” Thus, the due process clause doesn't govern how a state sets the rules for student discipline in its high schools; but it does govern how that state applies those rules to individual students who are thought to have violated them — even if in some cases (say, cheating on a state-wide examination) a large number of students were allegedly involved.

Even when an individual is unmistakably acted against on individual grounds, there can be a question whether the state has “deprive[d]” her of “life, liberty or property.” The first thing to notice here is that there must be state action. Accordingly, the Due Process Clause would not apply to a private school taking discipline against one of its students (although that school will probably want to follow similar principles for other reasons).

Whether state action against an individual was a deprivation of life, liberty or property was initially resolved by a distinction between “rights” and “privileges.” Process was due if rights were involved, but the state could act as it pleased in relation to privileges. But as modern society developed, it became harder to tell the two apart (ex: whether driver's licenses, government jobs, and welfare enrollment are "rights" or a "privilege." An initial reaction to the increasing dependence of citizens on their government was to look at the seriousness of the impact of government action on an individual, without asking about the nature of the relationship affected. Process was due before the government could take an action that affected a citizen in a grave way...

(https://www.law.cornell.edu/wex/due_process)

What does the term “due process” mean in legal terms?
Now read this excerpt about the equal protection clause:

The Equal Protection Clause is one of the most litigated and significant provisions in contemporary constitutional law. The meaning of the clause is bound up with the entire drama of the Civil War and Reconstruction and, in particular, with slavery and emancipation. Thus the Equal Protection Clause can be understood only as an organic part of the Fourteenth Amendment and in the broader context of all the Reconstruction amendments.

Considered textually, the Privileges or Immunities Clause, the Equal Protection Clause, and the Due Process Clause of the Fourteenth Amendment can be read to form a coherent triad. A state's legislature could not deny to any citizen within its jurisdiction any privilege or immunity (however defined). Once a law was validly passed, the state or its agents could not arbitrarily enforce it against any person within the state's jurisdiction without violating the Equal Protection Clause. Finally, every person accused of violating a law would enjoy the full panoply of procedural rights before the courts of the state. However, early Court involvement, such as in the Slaughter-House Cases (1873), as well as the ambiguity of much of the congressional debates, has led to debate and disagreement as to the original understanding of the three clauses.

Debate on the original understanding of the Equal Protection Clause became intense in more recent times after the Supreme Court ordered briefing and reargument on the question in Brown v. Board of Education (1954), the school desegregation case. Scholarly debate on the original intention of the Equal Protection Clause and, more broadly, on Section 1 of the Fourteenth Amendment, continues to the present day. Controversy centers on two primary questions. The first is how far, or in relationship to what rights, did the framers intend the command of equality to apply? In other words, equal as to what? The second is what does it mean to treat persons equally? In other words, what is equal treatment? Although these two questions have been answered by the Court since Brown, the original intention of the framers remains subject to ongoing dispute.

The scope of equal protection today is as broad as governmental action under the State Action doctrine. Thus in current constitutional law, the command to treat persons equally extends to all actions by the government.

- Taken from https://www.heritage.org/constitution/#!/amendments/14/essays/171/equal-protection

In legal terms, and in your own words, what does the equal protection mean?

Amendment 5:
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

How does the 5th amendment’s due process clause compare to that of the 14th amendment?

How are they different?

Which one is more relevant to the AC Hall case? Why?
After listening to the podcast, create an argument on the following prompt. Put your ideas in the chart below and prepare for class discussion.

Examine the extent to which the Inquest trial, and particularly the testimony of the police officers, violated both the due process and the equal protection clause in the 14th amendment.
## Performance Task

### Linking the Past to the Present

**Linking the Past to the Present**
- Students will analyze news coverage of the A.C. Hall investigation.
- Students will also research the news coverage of a current arrest related death.

The Performance Task requires students to write a 5-paragraph essay comparing the current case they researched with the A.C. Hall case. Focus of the essay should include comparison of media coverage and outcomes of the investigations.

**Procedure:**
- Distribute copies of the 2 articles from 1962 coverage of the A.C. Hall shooting from the *Macon Telegraph* newspaper.
- Have students choose a current case of arrest related deaths from the list provided on the attached Performance Task Instruction sheet.
- Provide students with a variety of locations to research the current case.
- Set a deadline for completing the 5-paragraph essay (approximately 1 week)

**Assessment:**
- Assess students related to their use of comparison.
- How were the cases of A.C. Hall and the current case similar and how were they different in the way the news coverage portrayed the incidents?
- The attached rubric may be used or modified to help in assessing the Performance Task.
Buried Truths Season 2: AC Hall
Linking the Past to the Present
Performance Task Instruction Sheet

1. Read the news reports of AC Hall’s death as printed in the newspapers in 1962. Take notes on each.

2. Research ONE of the following recent police shootings. Be sure to check your sources. They should be mainstream reports, from national sources such as ABC News, CBS News, CNN, Fox News, NPR, NBC News, or PBS. You should also refer to local coverage of the event.

   a. Philando Castile, St. Paul
   b. Eric Garner, New York City
   c. Freddie Gray, Baltimore
   d. LaQuan McDonald, Chicago
   e. Walter Scott, Charleston

3. You must write a 5-paragraph essay comparing the news coverage of the case you chose and AC Hall’s case. Compare how newspapers covered Hall in 1962 and how your choice was covered. What’s different? What is the same?

4. Your paper should also compare outcomes in each case. What happened to the police officers charged? Why? How does your case compare to AC Hall?

5. Write a conclusion summing up your argument.
Police Shots Kill Youth

A 17-year-old Negro boy who was believed to have stolen a gun was shot to death by a Macon police officer last night near the Carver School at 652 Hazel St.

The youth was listed by Macon detectives as A. C. Hall of 1484 Jackson St. He was dead on arrival at the Macon Hospital.

Chief W. H. Bargeron of the Detectives Bureau said the shooting was still under investigation and not too much was known about the circumstances. The bluecoat officers involved were still being questioned by Detective Capt. J. D. Newman and Detective J. E. Brooks, as were witnesses.

Bargeron said that a couple had pointed the youth out to police officers as the one who had just stolen a pistol from their car.

The officers said they tried to get the youth to stop, but he ran. While being pursued, Bargeron said, he turned and made a motion which the officer interpreted as an attempt to draw a weapon. It was then that the officer fired, Bargeron said.

Coroner A. R. King and the detectives are attempting to establish all the facts in the case, Bargeron said, and when this is accomplished they will be made available.
Macon Policemen Ordered Held On Murder Charges

By HOWARD GORDON

-- A Bibb County coroner's jury ruled yesterday that the fatal shooting of A.C. Hall, by two Macon policemen last Saturday night was murder.

Their verdict returned, said the Negro youth came to his death from a bullet fired by either J. L. Durden or J. T. Brown and that "in no justification for this boy to have been killed and I say it was murder.

The officers were booked on murder charges shortly after the verdict yesterday and lodged in Bibb County Jail.

The cases will be considered by a Bibb County grand jury, but exactly when was unknown last night. A grand jury is currently in session; if it decides to indict the officers, they will be tried on the charges in Bibb Superior Court.

The officers have admitted shooting Hall, 17, of 184 Jackson St., as he fled from their last Saturday night at the G.W. Carver School on Hazel Street. However, they testified in answers statements yesterday that they shot only after calling on him to stop and when he appeared to be pulling a weapon to fire at them. They said they didn't know who he was.

At the time, they were seeking a Negro who had shot a man in the 1000 block of Commerce Street. The Negro was hiding in the house of a man who had been shot.

Hall, 17, of 184 Jackson St., was found lying on the street in the 800 block of Commerce Street last Saturday morning, and police investigators said they were still seeking the man who shot him.

The officers are: J. L. Durden and J. T. Brown.

D. D. Roberson, attorney for the city, said that after the shooting, the officers returned to the scene and were accompanied by a detective. They were later taken to the police station and booked on murder charges.

-- Macon Telegraph, October 20, 1962

Legal Wrangling On Votes-Spreads

ATLANTA (API) -- Legal entanglements resound in Fulton County's election of state senators and representatives.

Superior Court Judge Darwood Pye ruled in a Fulton County suit that under present constitutional provisions, ballots for senators in a reapportioned Senate must be on a proportional basis.

A three-judge federal court earlier Friday ruled that an election for the Senate in last Tuesday's special primary election should be conducted on a proportional basis.

The move would result in Georgia's first Negro state senator since Reconstruction Days.

DeKalb County Attorney George Dillard, who ran third in county-wide voting in DeKalb's 3rd District, appealed to Pye to order direct vote counting in DeKalb.

Dillard's attorney, Benjamin Blount, said the action was taken in Fulton County because a Negro state Democratic party senator is a candidate.

Pye set a hearing for Dillard's case tomorrow.

The judge also heard the opposing Fulton County's elections assistant, who said it was unnecessary to conduct a recount.

Pye said he would consider the matter a matter of law.

The hearing will be held at the Fulton County Court House.

-- Macon Telegraph, October 20, 1962

The Vandive

By GENE BRITTON

Part 7

-- Atlanta Bureau Chief

The onslaught of 1960 had been seven days. Two men were killed. The first was a Negro youth who was shot in the head while running from the police. The second was a white officer. The second was a white veteran of the police force.

Police were unable to find a gun that might have been used in the shooting. However, D. H. Copper testified yesterday it was not the gun which was seen. Detective James Bowers gave the same testimony yesterday. The first white officer was shot in the head. He was taken to the hospital and died. Bowers also said he and the police were attacked shortly after the shooting and when he told them that the gun was "a C. O. man's.

Dr. Leonard Campbell, Bibb County coroner, testified yesterday that he would have to make a determination of cause of death before he could give an opinion. Campbell's. report was expected to be given today.

As December was winding up its affairs, John Kennedy, the President-Elect, was on a vacation in Palm Beach, Fla. He was in the process of selecting the men who would become his closest associates and advisers. The man who had been his choice for the Commerce Secretary's position was Attorney General Robert Kennedy. Kennedy was expected to be named for the post.

Kennedy's chief of staff was an old friend of the President-Elect. Kennedy was expected to be named for the post.

The idea of Kennedy as President of the United States was something like it would be like. Kennedy had been a close associate of President Roosevelt's. Kennedy was expected to be named for the post.

Residen, Van Buren, was appointed in his place. Van Buren was the last of the 7 Commanders of the U.S. Army. It was a new post for the President-Elect. Kennedy was expected to be named for the post.

The Vandive was named after a Vietnamese village. Kennedy was expected to be named for the post.
Linking the Past to the Present
Performance Task Rubric

Name: _______________________________

Current Case Chosen for Comparison to A.C. Hall case: ________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>1 Developing</th>
<th>2 Proficient</th>
<th>3 Exemplary</th>
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<tbody>
<tr>
<td>Identifies similarities between the chosen current case to the A.C. Hall Case</td>
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<tr>
<td>Identifies differences between the chosen current case to the A.C. Hall Case</td>
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<td>Essay Conventions</td>
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<td>• Thorough</td>
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<td>• Well Researched</td>
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<td>• Logical Rationale</td>
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# Developing a Proposal for Resolving a Current Issue

Students will develop a proposal for resolving the current issue related to podcast content.

- Resolution to reduce the number of arrest-related deaths in the United States. How can local law enforcement and the community resolve this current issue?

Instruction Sheets are attached
Taking Informed Action
Buried Treasures: Season 2 – The A.C. Hall Case

- Follow the steps to develop a proposal for addressing the controversial issue.

**Controversial Issue**

- Develop a proposal to reduce the number of arrest-related deaths in the United States. How can local law enforcement and the community resolve this current issue?

_The following exercise is adapted from the Smithsonian National Museum of the American Indian student materials for “Taking Informed Action” NK360° Framework for Action.”_

**Part A: Issue and Perspectives**

Summarize and explain the issue you will be investigating and for which you will develop a resolution.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

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<table>
<thead>
<tr>
<th>Your Perspective on the Issue</th>
<th>Opposing Perspectives on the Issue</th>
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**Identify points of agreement or opportunities to find common ground.**
**Part B: Collecting Information**

In order to take action, you must be informed. What sources will you cite in defense of your position? How can these sources also help to refute potential claims asserted by an opposing perspective?

*(From the Smithsonian Museum of the American Indian Student Materials for Taking Informed Action)*

<table>
<thead>
<tr>
<th>Source and Summary</th>
<th>Source Notes: Support Your Agreement</th>
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**Part C: Planning Action**

Use the graphic organizer below to list and categorize the steps necessary to effect change. For example, if a group decides to gather signatures for a petition, they would have to inform their community about the issue and get individuals to join their cause. This might involve using social media or circulating flyers. They would have to find a way to collect signatures. Use the examples below to help you determine and categorize actions.

*(From the Smithsonian Museum of the American Indian Student Materials for Taking Informed Action)*

<table>
<thead>
<tr>
<th>Direct Action</th>
<th>Give</th>
<th>Serve</th>
<th>Advocate</th>
<th>Inform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and/or attend a march about the issue</td>
<td>Start a “Go Fund Me” for charity</td>
<td>Join a coalition</td>
<td>Put a sign in window</td>
<td>Tweet</td>
</tr>
<tr>
<td>Get signatures on a petition</td>
<td>Donate nonperishables</td>
<td>Volunteer</td>
<td>Write elected official</td>
<td>Discuss the facts</td>
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Part D: Identifying Barriers

Citizens organizing to take action often encounter barriers. Make inferences about the possible barriers you might encounter and brainstorm possible solutions to those barriers. An example from the 1965 March on Selma is provided in the graphic organizer below.

(From the Smithsonian Museum of the American Indian Student Materials for Taking Informed Action)

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor Wallace refused to protect the marchers and Judge Frank Minis Johnson issued a restraining order prohibiting the march.</td>
<td>Example: Voting rights coalitions attempted to get a court order to allow a peaceful protest march. The order was delayed. As an expression of resolve to conduct the march, Dr. King led a group of marchers to the Edmund Pettis Bridge, kneeled in prayer, and then turned around. After pressure from the public, President Johnson had no choice but to permit the march. Judge Johnson then passed an order to allow the march to proceed with protection.</td>
</tr>
</tbody>
</table>

Part E: The Proposal

- Develop a proposal to address the controversial issue below:
  - A proposal to reduce the number of arrest-related deaths in the United States.

- Your proposal should include the following:
  - Plan presented in the format best suited for your issue
  - Explanation of how both sides of the issue will find consensus
  - Timeline for implementation