Tuesday, February 10, 2015: BHP #6: Benjamin Mays

1. What does Mays have in common with another person we’ve profiled?
2. What two ideas are described as Mays’ “unwavering emphasis?”

Then, answer the question posed at the top of column three: *Why does the Georgia Department of Education require students to learn about this person?* In other words, how is the story inspiring, unique, or instructive?

Wednesday, February 11, 2015: BHP#7: Andrew Young

1. Explain Young’s involvement with the SCLC.
2. What political offices did Young hold?
3. How did Young “transform the basis of American foreign policy?”

Then, answer the question posed at the top of column three: *Why does the Georgia Department of Education require students to learn about this person?* In other words, how is his story inspiring, unique, or instructive?

**ALL CLASSES: PICK UP THE READING TITLED “The Reconstruction Period”**

**3rd, 5th, and 6th: PICK UP SHARECROPPER’S CYCLE OF POVERTY GLUE ON A NEW PAGE. LEAVE ROOM FOR A T-CHART**

Wednesday, February 18, 2015: BHP#8: Maynard Jackson



1. Why is Jackson’s term as Mayor notable?
2. List Jackson’s achievements as Mayor of Atlanta.

Then, answer the question posed at the top of column three: *Why does the Georgia Department of Education require students to learn about this person?* In other words, how is his story inspiring, unique, or instructive?

Tuesday, February 24, 2015: BHP #9: Charlayne Hunter and Hamilton Holmes

1. How did UGA officials initially exclude Holmes and Hunter from enrolling?
2. What was Judge Bootle’s ruling and his reasoning?
3. What was the reaction to Bootle’s decision?
4. How did Holmes and Hunter go on to contribute to society?

Then, answer the question posed at the top of column three: *Why does the Georgia Department of Education require students to learn about these people?* In other words, how is the story inspiring, unique, or instructive?