

Title of Lesson: *Change of View: George C. Wallace*
(Suggested grade level: 4th)

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Background Information:

- The teacher should be familiar with the life of George C. Wallace. The Encyclopedia of Alabama has an article on [George Wallace](#).
- George Wallace's speech at the University of Alabama
http://digital.archives.alabama.gov/cdm4/item_viewer.php?CISOROOT=/voices&CISOPTR=2050&CISOBX=1&REC=6
- Background information about the White Citizens' Council can be found at http://orig.jacksonsun.com/civilrights/sec2_citizenCouncil.shtml
- Information about Wallace's Stand in the Schoolhouse Door can be found at <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1872>

Overview of lesson: This lesson will use primary sources to compare and contrast the perspectives of George C. Wallace at the beginning and in the latter part of his life as a political figure in Alabama. The students will develop a hypothesis about the effect that Wallace's views and actions had on the image of Alabama and the changes in his character over time.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)
Fourth Grade: Standard 14, p. 33

[National Standards for History, 1996](#)

Standards in History for Grades K-4 (p. 29)

Topic 2, Standard 3 – The people, events, problems, and ideas that created the history of their state.

3D – The student understands the interactions among all these groups throughout the history of his or her state.

3E – The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

[Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Standard 5: Individuals, Groups, and Institutions (p. 78)

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Primary Learning Objective(s):

- The student will compare and contrast different perspectives of George C. Wallace as a political figure in Alabama.
- The student will hypothesize how the image of Alabama was affected by Wallace's views and actions.

Additional Learning Objective:

- The students will identify common character traits needed to be successful as a boxer and as a politician and how these qualities may change over time.

Time allotted: 45 minutes

Materials and Equipment:

- Cup
- Red strips of paper
- Blue strips of paper
- Enough pencils for the class
- T-chart and rubric (one for each student)

Technological Resources:

- Computer
- LCD projector
- PowerPoint presentation: [George C. Wallace: A Change of View](#)
- PowerPoint (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.

Background/Preparation:

- The students should have an understanding of the role of a governor in state government.
- The students should be familiar with [Brown v Board of Education](#).

Procedures/Activities:

Engagement/Motivation Activity:

Start by placing red and blue strips of paper in a cup. Ask each student to select a strip of paper. Ask all of the students with blue slips to stand. Explain to the students that they are special and will each receive a brand new pencil. Pass out the pencils and note the expressions of the other students. Lead a class discussion on the fairness of the activity. Ask questions such as “Was it fair for me to give pencils only to the holders of blue slips? or How did you feel as a holder of a red slip when this happened?” Say, “As a holder of the red slips, you felt that you were treated unfairly. Now imagine how much greater would be your reaction to not being allowed to attend a certain school because of your race.” Explain, “As the leader in the classroom, I could have made a different decision concerning who got a pencil. Now we will study the decisions made by George Wallace while he was governor of Alabama.” Conclude the activity by giving holders of the red slips pencils.

Step 1	Introduce and discuss the first three slides of the PowerPoint, George C. Wallace: A Change of View to provide students with an introduction to George C. Wallace.
Step 2	Show slide four, and ask students to discuss character traits that are needed by both a boxer and a governor. The teacher will list and display these common qualities as the students generate ideas.

Step 3	Show slide 5. Remind students that Wallace’s defense of school segregation would be in conflict with the Supreme Court ruling in <i>Brown v Board of Education</i> .
Step 4	Show slide six. Define words that students do not understand. Ask, “How was Wallace appealing to the segregationists who elected him? How was he challenging the federal government in this quote?”
Step 5	The teacher will then show slides seven and eight. Ask the students to describe the actions of Wallace as he stood at the school house door and how these actions reflected his views. Ask students to imagine how Vivian Malone and James Hood felt as they tried to register to attend the University of Alabama. Model the use of a t-chart by listing the student responses.
Step 6	Show slide nine. Ask, “What do you think would have caused George Wallace to change his views about segregation?”
Step 7	Show slides ten and eleven. Point out to students that Wallace began to reach out to the African American Alabamians and to actively seek the support of African American voters.
Step 8	Show slides twelve and thirteen. Ask students to compare the image shown on slide twelve to the image of Wallace in the schoolhouse door. Also ask students to compare the older Wallace with the images on slide three.
Step 9	Ask, “How do you think Wallace’s beliefs in the 1960s affected the image that people throughout the United States had of Alabama? Do you believe that Wallace’s change of heart changed the way Americans perceived Alabama? Why or why not?”

Assessment Strategies:

Imagine you are an Alabama voter in 1982 when George Wallace ran for governor the third time. Write a journal entry in which you tell if you would vote for Wallace and why or why not.

Extension:

Students will research the attempted assassination of George C. Wallace and discuss how this may have led to his changing views toward segregation.

Remediation:

The teacher may upload copies of the *PowerPoint* on class computers for students to view as they complete the journal entries or provide hand-outs of the *PowerPoint* to students.

Accommodation:

The following accommodations may be provided as well as those that align with individual student IEPs.

- Provide extended time for student to process information when necessary.
- Provide extended time for student to complete assignment when necessary.
- Provide on-going feedback.

Modification:

The following modification may be made as well as those addressed in individual student IEPs.

- Include student in the lesson but individualize the expectations and materials according to his or her disability.

Journal Entry Assignment and Rubric

Student Name _____

Directions: Imagine you are an Alabama voter in 1982 when George Wallace ran for governor the third time. Write a journal entry in which you tell if you would vote for Wallace and why or why not.

Category	4 Points	3 Points	2 Points	1 Point	Total
Focus	The entire journal entry is focused on one topic.	Most of the journal entry is focused on one topic.	Some of the journal entry is focused on one topic.	The journal entry is not focused at all.	
Support	Every idea is supported with detail.	Most ideas are supported with detail.	Some ideas are supported with detail.	No ideas are supported with detail.	
Organization	Essay is organized in a meaningful manner.	Most of the essay is organized in a meaningful manner.	Some of the essay is organized in a meaningful manner.	The essay is not organized.	
Creativity	Essay is well thought out and interesting.	Most of the essay is interesting	Some of the essay is interesting.	The essay is not interesting.	
Conventions	Entry has no errors in spelling, punctuation, and capitalization.	Entry contains one or two errors in spelling and/or punctuation which do not distract from the quality of the entry.	Entry contains three or more errors in spelling and/or punctuation which do not distract from the quality of the entry.	Entry contains several errors in spelling and/or punctuation which distract from the quality of the entry.	

TOTAL _____