Introduction

Discuss the word “reflected” with the students, explaining that it can be physical as in reflection of a mirror, or mental. A person who reflects on something is thinking deeply about it—telling themselves a story, shaking or distorting events in their lives.

Lesson

Discuss the idea of having their reflections in a mirror, where a person can see what they look like and how they might be perceived by others. Ask the students to think of a situation in which they felt reflected on or reflected on themselves. Do they have any stories to tell?

Objective 1

Reading Comprehension: Students will practice their comprehension skills by reading and analyzing various essays on the Hal Baron Project website.

Objective 2

History: Students will learn about Dr. King’s role in Chicago and the Chicago Freedom Movement.

Objective 3

Vocabulary: Students will learn the legal terms de jure and de facto, and how they differ from each other.

Activity 1: De jure vs. De facto

Explain to the students that people can preserve their reflections in many different ways. They might write an essay about their life, draw a picture, or make a video. However, people can also use legal terms to describe their reflections. Ask the students to identify which terms they think are best to describe their reflections.

Activity 2: The Civil Rights Movement

Have students go through the “Webs of Urban Racism” essay and identify the facts about the movement. Ask them to write a brief narrative about one of the events that influenced the movement.

Activity 3: Reflections on the History: Student Writing

Ask the students to write a reflection on the history of the civil rights movement and how it has affected their lives.

Activity 4: Conclusion

Ask the students to reflect on what they have learned about the Civil Rights Movement and how it has affected their lives. Do they feel reflected on or reflected on themselves?

The Hal Baron Project

This lesson plan was created by Madeleine McGuirk as part of The Hal Baron Project. For more information, visit our website at halbaronproject.com.
Hal Baron Lesson Plan - 6th Grade Social Studies

Objectives:

1. Reading Comprehension: Students will practice their comprehension skills by reading and analyzing various essays on the Hal Baron Project website.

2. History: Students will learn about Dr. King's year in Chicago and the Chicago Freedom Movement more broadly.

3. Vocabulary: Students will learn the legal terms de jure and de facto, how they differ from each other, and how to use them in a sentence.

Introduction
Ask the students if they have ever heard stories from their grandparents. Ask if anyone wants to share a brief anecdote. In what ways are stories told by grandparents similar or different from stories told by other people? Fish for answers that pertain to reflexivity.

Lesson
Discuss the word “reflective” with the students, explaining that it can be physical as in reflection of a mirror, but also mental. A person who reflects on something is thinking deeply about it—but their thoughts are reflected off of, shaped or even distorted by events in their lives.

Step One - Reading
Have students read the “Reflections” page by Hal Baron, and ask them to identify elements in the text that are perspectival, and elements that are factual.

Step Two - Independent Work
Have students go through the “Who Was Hal Baron” collection, to find the five facts about his life they feel probably had the biggest impact on the personal perspective they identified in the previous step.

Step Three - Reading
Zero-in on the “Chicago Freedom Movement” page by Donald Planey. How many of the students listed “meeting Dr. King” as a formative event in Baron's life? Have students read Planey's webpage and chapter 28 of Dr. King's autobiography.

Step Four - Discussion
Were any of the students surprised by the sharp contrasts between Dr. King's Chicago campaign and the more famous campaigns he led in the south? Did they expect northern cities to be easier to desegregate than Jim Crow America? Introduce the legal
terms *de jure* and *de facto* to explain these two different models. Explain that *de jure* is Latin for “in law,” and describes things explicitly defined by law as either legal or illegal. *De facto*, on the other hand, is Latin for “in fact,” and it describes things that exist through nebulous, paralegal reasons. Illustrate this point with a story about one family that always keeps an iPad on the coffee table, but has strict rules forbidding children from using the iPad before bedtime. Another family does not have any rules about the iPad, but the parents lock it in a cupboard every night before bedtime. Ask the students to identify which iPad policy is *de jure* and which is *de facto*. Then have students watch this video in which Alan Anderson explains the difference between southern *de jure* segregation and northern *de facto* segregation.

**Step Five - Independent Work**

Ask students to write a sentence using the phrase “*de jure*,” and another sentence using the phrase “*de facto*.” See if anyone wants to share their sentences with the class.

**Step Six - Reading**

Have students read the synopsis of Baron’s “Web of Urban Racism,” paying attention to Baron’s use of the terms *de jure* and *de facto*. Ask if students agree or disagree with Baron’s claim that *de facto* segregation is worse than *de jure* segregation.

**Step Seven - Reflection**

Remind students of the earlier discussion on reflexivity and ask them all to share one reflection about the lesson with the class.

**Conclusion**

Explain to students that people can preserve their reflections in many different ways. They might write an essay like Hal Baron’s “Reflections” page or they might write an autobiography like Dr. King’s. Point out to the students that the Alan Anderson video on *de jure* vs *de facto* segregation was recorded as an oral history project and explain that some people preserve their reflections simply by telling their family and friends or recording a video. Explain that in the materials used in this lesson, the respective authors emphasize fact over perspective, but another medium known as a memoir emphasizes perspective over fact. Ask the students which method they would be more likely to use for their own reflections.