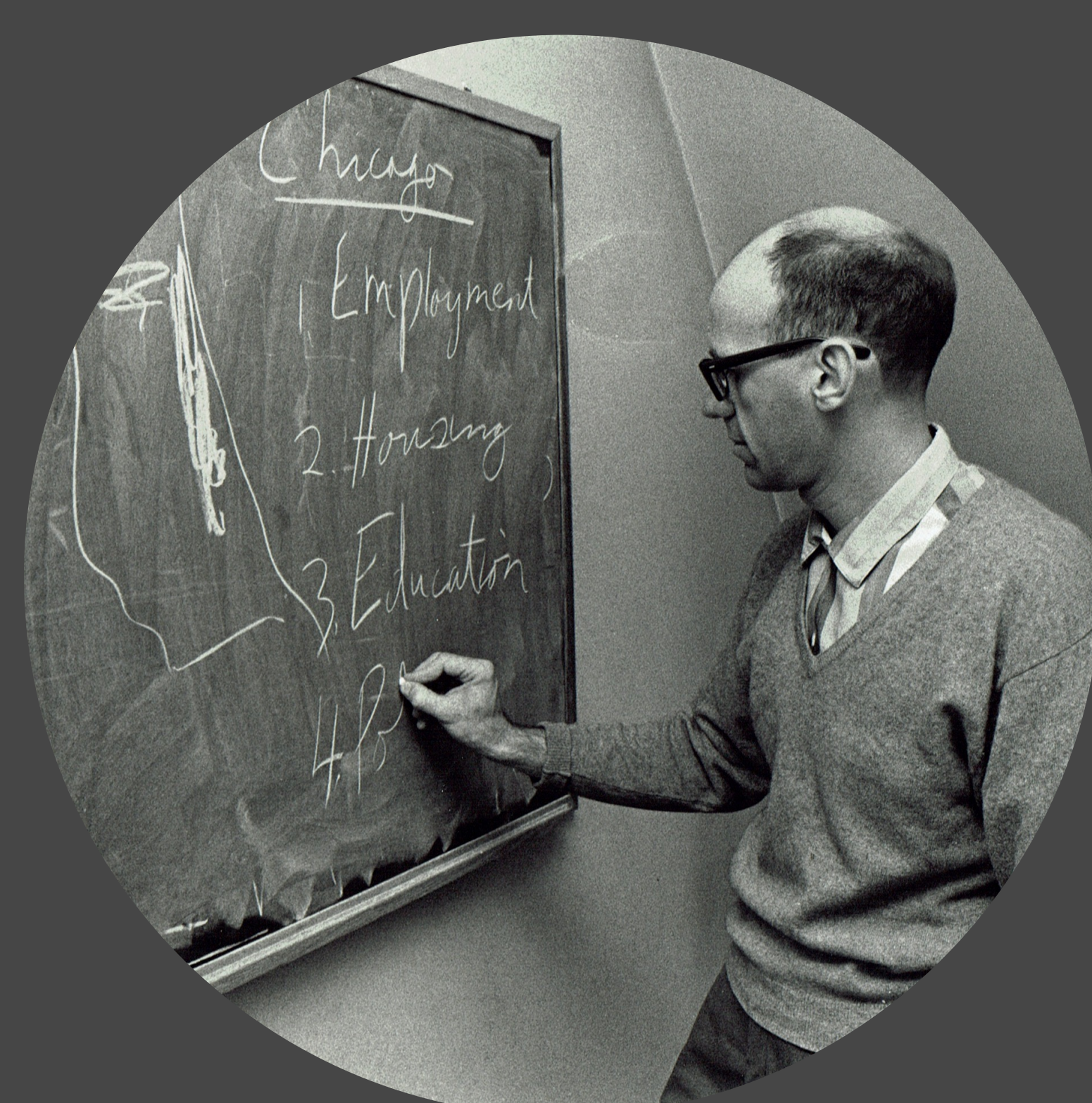
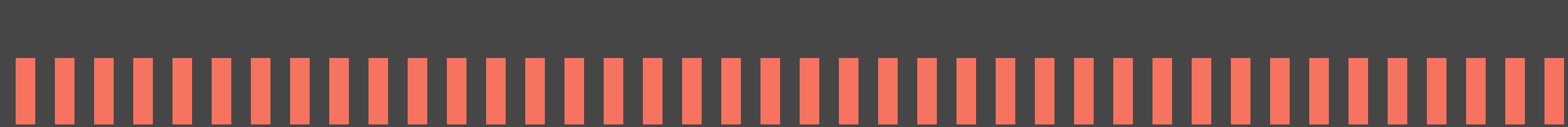


Hal Baron Lesson Plan



Sixth Grade Social Studies



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 year in Chicago and the Chicago Freedom Movement more broadly.

Objective 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.

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.

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.

Reading

Zero-in on the [“Chicago Freedom Movement” page by Donald Planey](#). Which 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](#).

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.

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.

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 students what they think of Baron's claim that *de facto* segregation is worse than *de jure* segregation.

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.



The
Hal Baron
Project

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.