HRL Sample Lessons

Lesson Sample

**Identity:** Students will learn about their own blueprints in life.
*(personal identity)*

**Skills:**
- **English/Language Arts:** Students will produce clear and coherent writing (personal narratives) in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Science:** Students will understand the pattern of inheritance, analyze Punnett squares, and statistically analyze data results on inheritance.
- **Math:** Students will examine measurement and scale for designing blueprints.
- **Social Studies:** Students will examine the history of America’s blueprint and who built this country.

**Intelect:** Students will learn about architecture and blueprints.

**Criticality:** Students will learn the barriers that inhibit people from overcoming adversity and reaching their life’s goals.
HRL Sample Lessons

Lesson Sample

**Identity:** Students will connect their identities as (future) travelers. (traveling identity)

**Skills:**

- **English/Language Arts:** Students will determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **Math:** Students will measure and calculate distance.
- **Science:** Students will examine vehicle emissions as a cause of air pollution.
- **Social Studies:** Students will investigate the history of travel and the construction and design of highways/interstates.

**Intellect:** Students will investigate the history of the Green Book.

**Criticality:** Students will identify ways African Americans experienced racial violence while traveling in the 1940s and 1950s.
Lesson Sample

**Identity:** Students will learn the significance of water to living a healthy life and examine the water quality in their communities. (environmental identity)

**Skills:**
- **English Language Arts:** Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Math:** Students will be able to understand the concept of a ratio and use ratio language to describe the relationships between lead poisoning, race, and income.
- **Science:** Students will define environmental justice and name the importance of water quality for humans.
- **Social Studies:** Students will investigate the history of water and its significance to civilizations throughout time.

**Intellect:** Students will examine the concept of marginalization and investigate the water crisis in Flint, Michigan.

**Criticality:** Students will identify ways in which the state government made decisions regarding the source and treatment of Flint’s drinking water and the oppression/marginalization that such decisions caused.
Lesson Sample

**Identity:** Students will consider their own preference for roller coasters and amusement parks. (*risk or thrill identity*)

**Skills:**
- **English Language Arts:** Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **Math:** Students will graph proportional relationships, interpreting the unit rate as the slope of the graph, and compare different proportional relationships represented in different ways.
- **Science:** Students will learn about the kinetic energy of roller coasters.
- **Social Studies:** Students will learn the history and context of amusement parks.

**Intellect:** Students will learn about the history of the first roller coaster and the timeline of its evolution.

**Criticality:** Students will learn about the segregation of amusement parks and other recreational facilities.
Lesson Sample

**Identity:** Students will think of Haitian family culture and consider their own family when there is adversity. (*familial identity*)

**Skills:**
- **English/Language Arts:** Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **Mathematics:** Students will learn about measuring the strength or magnitude of an earthquake and understand a Richter scale and seismograph.
- **Science:** Students will study earthquakes and natural disasters.
- **Social Studies:** Students will learn about the history of Haiti and Haitian people.

**Intellect:** Students will learn about the country of Haiti and the earthquake that struck in 2010.

**Criticality:** Students will learn about the concept of resiliency and how it relates to the history and people of Haiti.

Layered Texts:
- *Eight Days: A Story of Haiti* by Edwidge Danticat
- Audio interview with author Edwidge Danticat
- Informational text/article and a video on earthquakes
- Map of Haiti
- Images of earthquakes, Haiti, and Haitian culture
- Primary source documents related to Haiti and Haitian culture
2nd Grade Literacy
Teacher: Daray Simmons

HRL Learning Goals: Change Makers

Identity: Students will consider their community identities and decide upon an issue in their community that needs attention.

Skill: Students will be able to write a persuasive essay.

Intellect: Students will learn what it means to be a change maker.

Criticality: Students will come up with an action plan to solve the identified problems in their communities.

Layered Texts:
- *Change Makers* by Libby Martinez
- article, “How Did Martin Luther King’s Vision Change the World?”
- Kelvin Doe at TEDxTeen
HRL Sample Lessons

3rd–5th Grade Computer Science
Teacher: Patricia Wong

HRL Learning Goals: A Name Is Just a Name, Right?

Identity: Students will become more self-aware of their own identities and learn ways to respect other individualities.

Skill: Students will use the computer as a tool for generating ideas using computerized devices and systems through coding and programming.

Intellect: Students will learn the concepts of identity, diversity, and inclusion.

Criticality: Students will understand how diversity affects the world and how inclusion can build a better world for all.

Layered Texts:
- YouTube video on names (https://www.youtube.com/watch?v=0EP80JcJHuU)
- My Name Is Sangoel by Karen Lynn Williams and Khadra Mohammed
- short biographies of Michelle Obama, Sonia Maria Sotomayor, and Post Malone
- TED Talk on facial recognition software by Joy Buolamwini
6th Grade English Language Arts
Teacher: Leo Singleton

HRL Learning Goals: Writing the Fantasy Genre

Identity: Students will think about the identities of people of color and their experiences with the genre of fantasy.

Skill: Students will learn about setting and describe fantasy settings.

Intellect: Students will learn about potential setting locations outside of Europe and the history of fantasy writers who are not European and their setting choices.

Criticality: Students will consider the negative impact of the privileging of certain settings in the genre of fantasy on people of color.

Layered Texts:
- Black Panther movie clip
- multiple images of fantasy film scenes
- map of the world
- images of Wonders of the World
- book covers of fantasy fiction written by authors of color
- short excerpts of fantasy fiction
- student writing
8th Grade English Language Arts
Teacher: Perez Beltethon

**HRL Learning Goals:** Colorism—“God Help the Child”

**Identity:** Students will think about their physical appearance, specifically their skin tone, and discuss how they navigate society through perception of their skin tone.

**Skill:** Students will read and comprehend images, clips, and an excerpt from “God Help the Child” by Toni Morrison, and write a journal entry to demonstrate comprehension.

**Intellect:** Students will learn about the concept of colorism.

**Criticality:** Students will learn about structures set up to oppress people based on skin color, even within their own race and ethnicity.

Layered Texts:
- *God Help the Child* excerpt by Toni Morrison
- Meme that is based on colorism, a clip from *Black-ish* (https://www.youtube.com/watch?v=fB812yqDwPM)
9th Grade Dance Survey
Teacher: DeAngelo Blanchard

**HRL Learning Goals:** Artistic Perspective

**Identity:** Students will connect with their artistic insight and ability.

**Skill:** Students will analyze and interpret artistic work.

**Intellect:** Students will connect their understanding of dance with opera and Leontyne Price.

**Criticality:** Students will find agency in their skills to critically analyze art.
HRL Sample Lessons

10th–12th Grade World Literature
Teacher: Evan Braunschweiger

**HRL Learning Goals:** Telling Our Stories

**Identity:** Students will think about themselves as writers and consider the stories in their lives that were most influential shaping their sense of self.

**Skill:** Students will learn narrative writing techniques.

**Intellect:** Students will learn more about life and times of the person written about in their selected narratives.

**Criticality:** Students will learn about the powers and barriers that impede success, academic or otherwise, in communities of color.

Layered Texts:
- “Learning to Read” (excerpt from *Autobiography of Malcolm X*, as told to Alex Haley)
- excerpts from *The Freedom Writers’ Diary* by Erin Gruwell and the Freedom Writers
- “Mixtapes Saved My Career” (excerpt from *The Autobiography of Gucci Mane* by Gucci Mane with Neil Martinez-Belkin)
- “The House on Mango Street” and “My Name” (vignettes from *The House on Mango Street* by Sandra Cisneros)
- “How to be Black” (excerpt from *How to Be Black* by Baratunde Thurston)
- “Little Things Are Big” (short story by Jesús Colón)
- Selected film clips from *Freedom Writers* (2007)
11th Grade English
Teacher: Keeyah Hicks

HRL Learning Goals: Character Development in “I Know Why the Caged Bird Sings”

Identity: Students will explain the interconnected role race and power play in society.

Skill: Students will learn how complex characters develop over the course of a text and write a response to examine and convey their ideas clearly and accurately.

Intellect: Students will learn about the concept of adversity.

Criticality: Students will analyze and justify the character’s (Momma) actions when faced with a racially tense/life threatening encounter.

Layered Texts:
- music video of Tupac’s “Brenda’s Got a Baby”
- *I Know Why the Caged Bird Sings* by Maya Angelou
- video clip from movie *I Know Why the Caged Bird Sings*
- various images related to the book and videos
- plot diagrams