



Colorful Pages

LESSON PLANS

AAPI Leaders in History

Grades K-5 AAPI Studies Unit Plan

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AAPJ Leaders in History

Grades K-5 AAPJ Studies

Unit Plan

By: Kaitlin Kamalei Brandon

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Grade Levels: K-5	Content Areas: ELA, Social Studies, Ethnic Studies
<p>Featured Books: Select a Book from the “Books About AAPJ Leaders” Article on Colorful Pages (Link: https://colorfulpages.org/2021/05/03/books-about-aapi-leaders/)</p> <p>Section on <i>The Spectrum of Multicultural Literature</i>: Dependent on the Book</p>	
<p>Lesson Summary: In this unit, students will start to learn more about AAPJ History through researching different AAPJ Leaders.</p> <p>In each lesson, students will participate in research by reading and discussing a book from the Colorful Pages article “Books About AAPJ Leaders”. The class will make an anchor chart about the facts they are learning from the book. Then, they will be asked to complete a worksheet where they will write about the facts that they learned about the AAPJ Leader.</p> <p>In the last lesson of the unit, the teacher will have multiple ideas to pick from in order to meet the needs of their learning community and celebrate learning about AAPJ Leaders in History!</p> <p>This is a great lesson to START to talk about AAPJ History and introduce students to some key AAPJ Leaders. Please make sure the conversations do not just stop here!</p>	

Common Core State Standards:

- Reading: Informational Text - CCSS.ELA-Literacy.RI.K.1; CCSS.ELA-Literacy.RI.K.2; CCSS.ELA-Literacy.RI.1.1; CCSS.ELA-Literacy.RI.1.2; CCSS.ELA-Literacy.RI.2.1; CCSS.ELA-Literacy.RI.2.2; CCSS.ELA-Literacy.RI.3.1; CCSS.ELA-Literacy.RI.3.2; CCSS.ELA-Literacy.RI.4.1; CCSS.ELA-Literacy.RI.4.2; CCSS.ELA-Literacy.RI.5.1; CCSS.ELA-Literacy.RI.5.2

Lesson Objectives:

- Students can retell and explain facts about AAPJ Leaders in History using key details from a text.
- Students can write facts and key details they learn in full sentences.

Assessment: “AAPI Leaders in History” Worksheet

Rubrics:

Grades K/1

	1	2	3	4
Recalling Facts	Student did not recall any facts.	Student started to recall key words.	Student recalled 1-2 facts.	Student recalled more than 2 facts.
Full Sentences	Student did not write anything.	Student wrote some words.	Student wrote full sentences.	Student wrote full sentences creatively.

Grades 2/3

	1	2	3	4
Writing Facts	Student did not write any facts.	Student wrote 1-2 facts from the text.	Student wrote 3 facts from the text.	Student wrote 4 or more facts from the text.
Full Sentences	Student did not write anything.	Student wrote some words.	Student wrote full sentences.	Student wrote full sentences creatively.

Grades 4/5

	1	2	3	4
Writing Facts Using Key Details or Quotes	Student did not write any facts.	Student wrote 1-2 facts from the text using key details or quotes.	Student wrote 3 facts from the text using key details or quotes.	Student wrote 4 or more facts from the text using key details or quotes.
Full Sentences	Student did not write anything.	Student wrote full sentences with 4 or more grammar mistakes.	Student wrote full sentences with only 2-3 grammar mistakes.	Student wrote full sentences creatively and with 0-1 grammar mistakes.

Materials:

- A Book About an AAPI Leader
 - Select a book from the “[Books About AAPI Leaders](https://www.colorfulpages.org/2021/04/20/books-about-aaapi-leaders/)” Article on Colorful Pages
 - Prepare with sticky notes of discussion questions
- “Facts About [AAPI Leader’s Name]” Anchor Chart
- Blank Paper (just for First Lesson)
- Picture of the AAPI Leader chosen from book with their name written below their picture
- Markers (for teacher)

- Grade Level “AAPI Leaders in History” Worksheets (see blog post at www.colorfulpages.org)
- Pencils, crayons (for students)

LEARNING PLANS

FIRST “AAPI LEADER IN HISTORY” LESSON

1. Introduction: Introduce lesson topic and activate students’ prior knowledge
 - a. Share that we will be learning about many Asian American Pacific Islander Leaders in History throughout these next few days/weeks
 - b. Ask students: *What are the names of some Asian American Pacific Islander Leaders you know of? What are some AAPI Leaders we’ve learned about before?*
 - i. Give students time to think and then call on 2-5 students
 - ii. Record their ideas down on a blank paper for the class to see
 - c. Tell students that we are going to be adding to this list through the next few days/weeks to learn more about AAPI Leaders and AAPI History
2. Introduce the AAPI Leader: Use the Picture of the Leader and the “Facts About ____” Anchor Chart to Introduce the Leader and Purpose of the Lesson
 - a. Get students excited to learn about the AAPI Leader you chose
 - i. Teacher: *Are you ready to see who our first AAPI Leader is for today?? Drum roll please!*
 - b. Show students the Picture of the AAPI Leader and tell them their name
 - c. Have students say the name with you and practice saying the AAPI Leader’s name correctly
 - d. Put up the “Facts About [AAPI Leader’s Name]” Anchor Chart and put the Picture next to the chart
 - i. Explain that you all are going to research the AAPI Leader to find out facts about their life
3. Read Aloud: Read the Book About the AAPI Leader
 - a. Introduce the read aloud (title, author, illustrator, and a short summary of the book to activate prior knowledge)
 - b. Give students their job of listening for facts about the AAPI Leader
 - c. Read the Book aloud to students
 - d. Pause reading in order to ask questions to promote understanding. During each pause, (1) ask students the question (2) give think time and do a turn and talk

(3) have students return attention to the front (4) call on 1-3 students to share
(5) Record their ideas on the “Facts About [AAPI Leader’s Name]” Anchor Chart

i. Some questions you can ask are:

1. *What are some facts you learned so far?*
2. *What did ____ contribute to history? What was ____ famous for?*
3. *What was ____’s childhood like?*
4. *What did ____ do as an adult?*
5. *How did ____ help our world/people?*
6. *What happened so far?*
7. *What did you learn about ____?*

4. Application: Model how to complete the Grade Level AAPI Leaders in History Worksheet

- a. Praise students for ALL the things they learned about the AAPI Leader that were recorded on the “Facts About [AAPI Leader’s Name]” Anchor Chart
- b. Share that they will now be writing what they learned about the AAPI Leader
- c. Project the worksheet so students can see it
- d. Read the directions together and review the grade-level-specific rubric if necessary (this makes expectations transparent for students)
- e. Fill out the worksheet together as a class by asking:
 - i. *What is the name of the leader in history we learned about?*
 - ii. *What facts did we learn about them?*
 - iii. *For Older Kids: Where did it say that in the text? What is a specific quote I can add to my writing to support my thinking?*
- f. Remind students quickly about everything they need to do on the worksheet and how much time you are going to give them

5. Student Work Time: Have students work on their Grade Level AAPI Leaders in History Worksheet

- a. Pass out the worksheets to students and have them go back to their desks to work on it
- b. While they are working:
 - i. Confer with students and:
 1. If students have a hard time with writing down their thoughts, remind them that they can copy down and use the Anchor Chart

2. Remind them to check the Anchor Chart and/or ask a friend if they need help
3. Ask them about what they learned about the AAPI Leader and why they thought this was important
4. Share positive and corrective feedback
- ii. Give the whole class specific praise about what you are noticing them doing correctly or as a community

6. Closing: Close the lesson

- a. Have students turn in their worksheets
- b. Gather students to carpet
- c. Have 2-4 students share by passing them back their worksheet (if there is time)
- d. Review the “Facts About [AAPI Leader’s Name]” Anchor Chart and what they learned about
- e. Tell students that you are proud of how they are starting to learn more about AAPI History by learning about AAPI Leaders. Share that you all are going to learn about more leaders throughout the next few days/months

REOCCURRING “AAPI LEADER IN HISTORY” LESSONS

Repeat 4-10 times depending on desired unit length

1. Introduction: Introduce lesson topic and activate students’ prior knowledge
 - a. Share that you all have been learning about AAPI Leaders in History
2. Introduce the AAPI Leader: Use the Picture of the Leader and the “Facts About ____” Anchor Chart to Introduce the Leader and Purpose of the Lesson
 - a. Get students excited to learn about the AAPI Leader you chose
 - i. Teacher: *Are you ready to see who the next AAPI Leader we’re learning about is? Drum roll please!*
 - b. Show students the Picture of the AAPI Leader and tell them their name
 - c. Have students say the name with you and practice saying the AAPI Leader’s name correctly
 - d. Put up the “Facts About [AAPI Leader’s Name]” Anchor Chart and put the Picture next to the chart
 - i. Explain that you all are going to research the AAPI Leader to find out facts about their life

3. Read Aloud: Read the Book About the AAPI Leader

- a. Introduce the read aloud (title, author, illustrator, and a short summary of the book to activate prior knowledge)
- b. Give students their job of listening for facts about the AAPI Leader
- c. Read the Book aloud to students
- d. Pause reading in order to ask questions to promote understanding. During each pause, (1) ask students the question (2) give think time and do a turn and talk (3) have students return attention to the front (4) call on 1-3 students to share (5) Record their ideas on the “Facts About [AAPI Leader’s Name]” Anchor Chart
 - i. Some questions you can ask are:
 1. *What are some facts you learned so far?*
 2. *What did ____ contribute to history? What was ____ famous for?*
 3. *What was ____’s childhood like?*
 4. *What did ____ do as an adult?*
 5. *How did ____ help our world/people?*
 6. *What happened so far?*
 7. *What did you learn about ____?*

4. **Application:** Model how to complete the Grade Level AAPI Leaders in History Worksheet (**you may NOT have to do this depending on how independent students are with the Worksheet Format**)

- a. Praise students for ALL the things they learned about the AAPI Leader that were recorded on the “Facts About [AAPI Leader’s Name]” Anchor Chart
- b. Share that they will now be writing what they learned about the AAPI Leader
- c. Project the worksheet so students can see it
- d. Read the directions together and review the grade-level-specific rubric if necessary (this makes expectations transparent for students)
- e. Fill out the worksheet together as a class by asking:
 - i. *What is the name of the leader in history we learned about?*
 - ii. *What facts did we learn about them?*
 - iii. *For Older Kids: Where did it say that in the text? What is a specific quote I can add to my writing to support my thinking?*
- f. Remind students quickly about everything they need to do on the worksheet and how much time you are going to give them

5. Student Work Time: Have students work on their Grade Level AAPI Leaders in History Worksheet
 - a. Pass out the worksheets to students and have them go back to their desks to work on it
 - b. While they are working:
 - i. Confer with students and:
 1. If students have a hard time with writing down their thoughts, remind them that they can copy down and use the Anchor Chart
 2. Remind them to check the Anchor Chart and/or ask a friend if they need help
 3. Ask them about what they learned about the AAPI Leader and why they thought this was important
 4. Share positive and corrective feedback
 - ii. Give the whole class specific praise about what you are noticing them doing correctly or as a community
6. Closing: Close the lesson
 - a. Have students turn in their worksheets
 - b. Gather students to carpet
 - c. Have 2-4 students share by passing them back their worksheet (if there is time)
 - d. Review the “Facts About [AAPI Leader’s Name]” Anchor Chart and what they learned about
 - e. Tell students that you are proud of how they are starting to learn more about AAPI History by learning about AAPI Leaders. Share that you all are going to learn about more leaders throughout the next few days/months

LAST “AAPI LEADERS IN HISTORY” LESSON IDEAS

There are so many ways you can capstone your unit about AAPI Leaders in History! Please select the best one for your community of learners:

1. Independent Research: Have students independently research an AAPI Leader and then present to the class what they learned about them.
2. “AAPI Leaders in History” Class Book: Collect one worksheet from each student about the different leaders you learned about (it’s okay to have multiple copies of a leader). Put them together with a Title Page and make them into a Class Book. Read your Class Book together or to a different grade level/class.
 - a. Consider making copies for your students to take home or gift to other classrooms.

3. Personal “AAPI Leaders in History” Books: Have students keep each of their worksheets. Have them make and color a title page that says “AAPI Leaders in History Book”. Staple them together to make a book for them to take home and keep in their own library.
4. “AAPI Leaders in History” Showcase: Have students practice presenting about the heroes. Then, invite their families and/or other classrooms to watch their presentation.
5. AAPI Studies: Combine these lessons with other AAPI Studies lessons to have students access a quality and full AAPI Studies Program.

Notes:

- This is a great lesson to START to talk about AAPI History and introduce students to some key AAPI Leaders. Please make sure the conversations do not just stop here!
- Do NOT put your AAPI students on the spot during this lesson just because you are teaching about AAPI Leaders in History. Let them share if they want to, but do not force them to share just because they share a racial identity with the leader – that can lead to racial harm and will not empower them.
- Make sure to alter the learning plan and directions in order to account for health and safety or virtual components.
- Feel free to adjust the rubric depending on your grade level, state standards, and learners.
- Scripted language is a SUGGESTION! Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style 😊