

2025 Heritage Month Kit Guide 1st – 3rd Grade

This suggested guide can be modified as needed. It is provided to give context and assistance in using and facilitating the Heritage Month Kit materials.

Hello there!

May is the federally recognized Asian American, Native Hawaiian & Pacific Islander (AANHPI) Heritage Month. At Asian American Voices for Education, we see history as more than the past. It is a critical tool for Georgia's students from various heritages to understand how our stories are connected so that they can become change-makers in their local and global communities.

2025 is our third Heritage Month Kit, and this year, our Georgia preK–5 students will see how shared experiences and stories can lead to communities **working together**. Designed for Georgia classrooms, you will find:

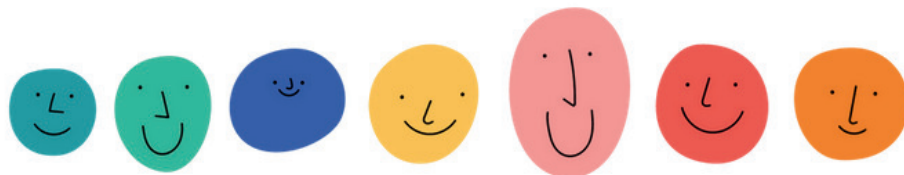
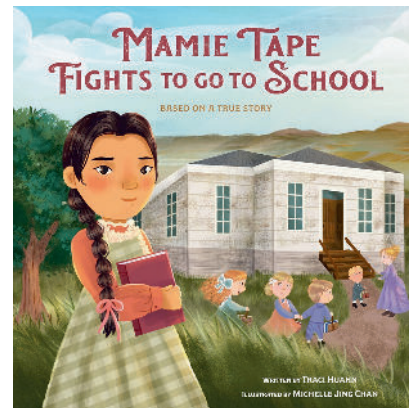
1. A book for your classroom
2. Discussion prompts for some deep-thinking conversations
3. A lesson guide aligned with GA Standards of Excellence with an example of different communities **working together/having a shared experience**.
4. A postcard for each student who can write a letter to the main character
5. Classroom poster activity designed by local artist, Jenny Zhou
6. Educator Resource Guide to help our teachers explore Asian American Studies
7. "Did You Know?" sheet on Asian American History

Big Idea

Shared experiences or understanding one another's stories can lead to communities **working together**.

Book

- *Mamie Tape Fights to Go to School*



AANHPI Heritage Month Kit

Discussion Prompts

Mamie Tape Fights to Go to School

Before Reading:

1. Look at the cover—what do you see?
What do you think this story will be about?
2. Have you ever heard of Ruby Bridges?
What do you remember about her? You learned about her in first grade!
(Explain: Ruby Bridges was a brave African American girl who helped everyone go to school, even when some people didn't want her there.)
3. This story is about a Chinese American girl named Mamie Tape who wanted to go to school, but some people didn't want her there. Let's learn about her story.

After Reading:

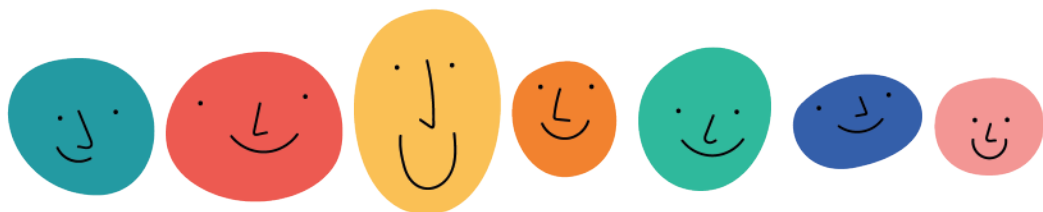
1. How would you describe Mamie Tape and her family?
2. Can you think of ways that Mamie Tape and Ruby Bridges are similar? How were they both brave?
3. Can you think of ways that Mamie Tape is like you? What would you do if someone said you couldn't go to school because you are different?
4. How does Mamie Tape's story show the importance of working together?
5. Just like Mamie Tape, Chinese Americans and Asian Americans have often been treated unfairly, but they've stood up for what's right. Have you learned about other brave Asian Americans in history? If not, I can recommend more books for you to read at home!

Post Card Activity

Write a letter to Mamie Tape telling her how brave you think she is and what you learned from her story. You can also ask her a question about her experience or share how her story made you feel.

Poster Activity

As a class, students include a picture/drawing of themselves/character on the poster (draw on the provided sticker paper, cut out the figure, and paste it on the poster). **Work together** to create a classroom masterpiece!



AANHPI Heritage Month Kit

About the Art

Title: "Community Gathers Around White Lily Amidst the Plum Blossom Grove"
White lilies in Chinese tradition represent unity, harmony, and solidarity (the characters also mean "100 together"), while plum blossoms represent resilience and hope.

Meet the Artist

Jenny Zhou is an illustrator, project coordinator, and frontend software developer based in Atlanta, driven by a passion for **visual storytelling**. They studied Computational Media at the Georgia Institute of Technology, where they explored the intersection of **technology, media, and visual design**.

Drawing inspiration from traditional Chinese mythology, impressionism, nature, and sustainable practices, Jenny aims to create products that are both visually compelling and culturally meaningful. They believe that by incorporating diverse cultural perspectives, even the most fantastical worlds can feel rich, authentic, and grounded.



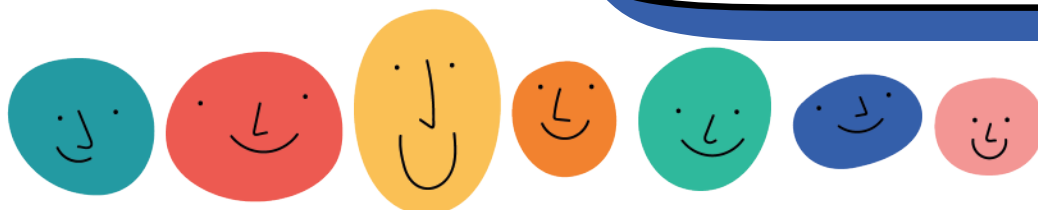
View more of Jenny's work on their [website](#) and social media at [@jenquanzen!](#)

Enter
to Win

Take a photo of your class using/with the kit, tag [@aaved_org](#) 
[@aaved.org](#) 
The post with the most likes by **May 20** will win books for your classroom library!

Thoughtful Tips

- Be sure to talk about how vast Asian American communities are. They are people of **Asian descent from 48 countries and over 60% of the world's population**. Asian Americans come from many different backgrounds and can be first-generation immigrants or have roots in America since the 1700s.
- Most of us in the US have roots in other countries. Discuss what **your student population's roots may be**.
- Celebrate **more than food, fun, and festivals**. Give space for students to **explore deep thinking skills** by relating the books to current events and personal experiences.



Teaching history from **DIVERSE PERSPECTIVES:**

First Grade Lesson on Ruby Bridges

Written by Sohyun An

GA Social Studies Standards

SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and **Ruby Bridges** (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

Alice Piper – 1924,
Piper v. Big Pine: Paiute
high school student



Mamie Tape – 1885,
Tape v. Hurley: Chinese
American elementary
school student



Sylvia Mendez – 1946,
Mendez v. Westminster:
Puerto Rican and Mexican
American middle school
student



This standard includes the historical figure, Ruby Bridges. Using Ruby Bridges as a starting point, similar cases involving segregation in public schools can be taught in conjunction with the following historical figures:



According to Nigerian author Chimamanda Ngozi Adichie, telling a single story is dangerous because it makes the story the only story and, thus, presents an incomplete story.

Among the stories lost if we focus only on the Brown case are the struggles and actions of Indigenous, Asian, and Latinx communities regarding schooling. Although their struggles are not widely known, Asian, Latinx, and Indigenous children are no strangers to the history of school (de)segregation.

For example,

- **Mamie Tape** was an eight-year-old Chinese American girl who was denied attendance at a San Francisco public school because of her Chinese descent. In 1884, Mamie and her family went to court to fight against discrimination.

- **Alice Piper** was a fifteen-year-old Paiute girl who was denied entrance to the Big Pine public school in California because of her Native American descent. Alice and her community protested this unjust action by taking the case to the California Supreme Court in 1924.

- **Sylvia Mendez** was a Mexican-Puerto Rican American girl who was forced to attend a segregated school for Mexican children in Westminster, California. Sylvia's and other Mexican families fought against discrimination by filing a group lawsuit against the school district in the 1940s.

The stories of these three girls are among more than one hundred school (de)segregation cases in state and federal courts that began as early as the 1840s and involved various groups of color. In sum, an exclusive focus on Brown in teaching about school segregation hides the long multicolored history of school.

Adding Chinese, Latinos or Latinx, and Indigenous peoples' struggles for equal education to our teaching of history would not diminish the importance of Brown as the groundbreaking Supreme Court decision in this area. Instead, it would be an exercise in telling multiple truths to reveal the complicated yet connected narratives of various groups and their efforts over more than a century.

This is an excerpt from:

An. (2020). First Graders' Inquiry into Multicolored Stories of School (De)Segregation. *Social Studies and the Young Learner*, 32(3), 3–8.

Complete Article and Lesson Plan



Ready to implement
multi-perspectives in your
classroom?

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