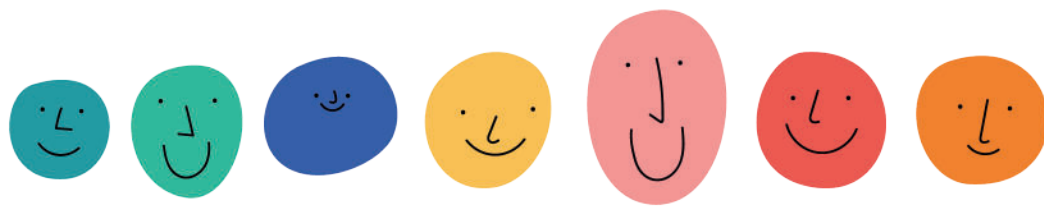




Hello there!



2025 Heritage Month Kit Guide 4th–5th 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.

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

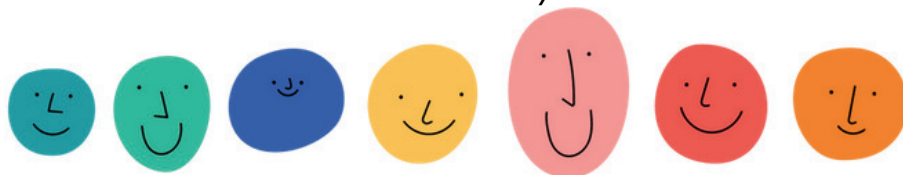
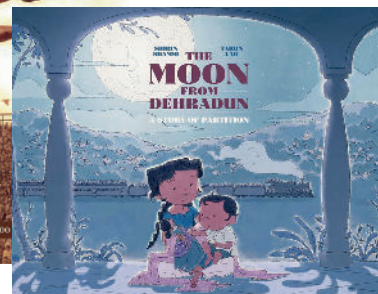
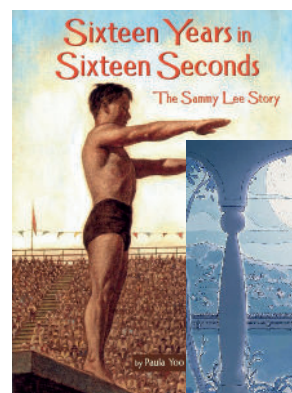
Big Idea

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

Books

Each kit contains one of the following books:

- *Sixteen Years in Sixty Seconds: The Sammy Lee Story*
- *The Moon from Dehradun: A Story of Partition*



AANHPI Heritage Month Kit

Discussion Prompts

16 Years in 16 Seconds: The Sammy Lee Story

Suggestions:

- Prepare visuals of athletes from different Olympic sports that the children are familiar with.
- Read a timeline about the efforts to desegregate public pools and the experiences of Asian Americans who were prohibited from using public pools before World War II.



Public Pool
Desegregation
Timeline



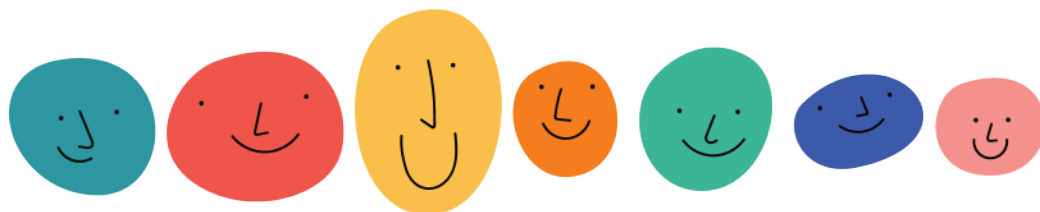
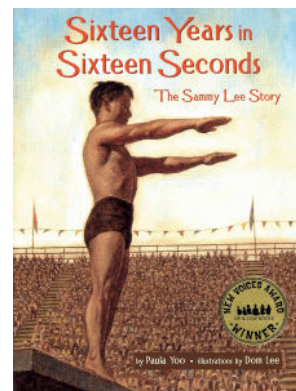
Segregated
Swimming: Oral
History of Japanese
Americans

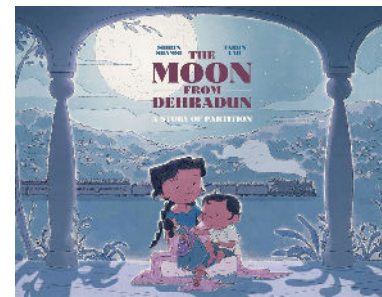
Before Reading:

1. What sports do you like to play? Where do you go to play it?
2. Has anyone heard of the Olympics? Why are they special?
3. What does it take to become an Olympic athlete? Tell me about any athletes you know who have won an Olympic medal.
4. This story is about Sammy Lee, the first Asian American male athlete to win an Olympic gold medal. Sammy Lee was an Olympic diver.

After Reading:

1. Why were Sammy and his friend, Hart Crum, not allowed to use the public pool except on Wednesdays?
2. Some of you enjoy playing in our playground. What if our class was only allowed to use the playground once a week while other classes could use it every recess? In what ways would that affect you physically and emotionally?
3. Why did Sammy's father want him to become a doctor and not a diver?
4. Sammy's father would say to him, "You can achieve anything if you set your heart to it". What does this mean? Do you agree that as long as you work hard, you can achieve your dreams? Why or why not?
5. Sammy Lee had a coach, Jim Ryan, who helped him train for diving competitions. Later, Sammy would coach other diving athletes who would win medals in the Olympics. Think of people who have been like a coach to you. Share how they have helped or inspired you.





Discussion Prompts

The Moon from Dehradun: A Story of Partition

Suggestions:

- Show a map of South Asia featuring India, Pakistan, and Bangladesh.

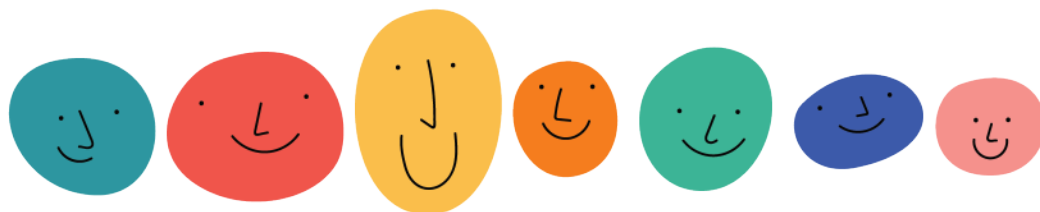
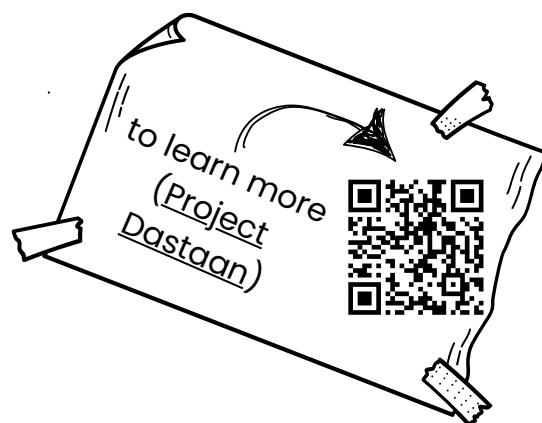
Background: The story is set in 1947, when the British colonial government partitioned India into two independent states: India (with a predominantly Hindu population) and Pakistan (where the majority of residents were Muslim).

In 1946, the Muslim population voted overwhelmingly to establish a separate Muslim homeland in the event of independence. The nation would be called Pakistan. Violence erupted as the British colonial government made plans to partition territory for the new nations, especially in regions where Muslims lived in predominantly Hindu communities. In August 1946, more than 4000 people were killed. Unable to stop the violence, the British colonial government moved up the timeline for partition, assigning a civil servant who had never been to India the task of drawing borders between India and Pakistan.

August 1947 saw the largest human migration in history, with 10 million people forced to flee their homes to start new lives in distant places. The Partition of 1947 led many South Asians to leave the region altogether, heading to South Africa, Australia, the Middle East, and North America. Today, over 7.3 million South Asians live in Canada and the United States.

Some words may need definitions:

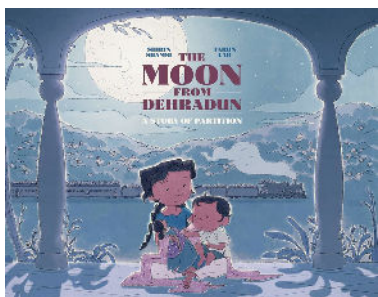
- **abba** - father
- **aami** - mother
- **gurya** - doll
- **partition** - to divide territory (or property)
- **refugee** - a person who has fled their home country because of war, violence, or fear of persecution



AANHPI Heritage Month Kit

Before Reading:

1. Imagine that your family is suddenly forced to leave your home and live in another country.
2. How would you feel? What questions would you ask your grown-up (like mom, dad, grandparent, etc)?
3. This is based on a true story that happened in 1947, when millions of people in South Asia were forced to leave their homes because their land was divided into two countries: one for Hindus and another for Muslims.



After Reading:

1. In the book, Azra was expecting her family to leave in five days. Why do you think they had to leave that night?
2. Azra was upset because she left her gurya (doll). What would you miss the most if you had to leave your home?
3. In our class, some of us come from families who migrated from other places. In what way is your family's story similar to Azra's family? In what way is your family's story different?
4. The story showed a family welcoming Azra's family to their new home. In our school, there are students who are new to the school and/or new to this country. How can we help them feel welcome?
5. Azra's story shows the Partition of India and Pakistan that separated people because they had different religions. Partition was based on the belief that people of different backgrounds cannot live together. Think of our school. How are we different from each other? Give an example to show how people of different backgrounds make our school better.

Post Card Activity

16 Years in 16 Seconds: The Sammy Lee Story

Write a letter to Sammy Lee telling him what you learned from his story. You can also tell him about where you want to be in 16 years' time. What can you do to achieve your dream? What challenges stand in your way?

The Moon from Dehradun: A Story of Partition

Write a letter to Azra telling her about the most memorable part of her story. Tell her your ideas to make new students in your class or school feel welcome.



AANHPI Heritage Month Kit

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!

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!](#)

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.

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!



Fourth Grade Lesson on Women's Suffrage Movement

GA Social Studies Standards

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

When you think about women's suffrage, what comes to your mind? Susan B. Anthony, Elizabeth Cady Stanton, Seneca Falls? You are not alone.

A traditional narrative of women suffrage often begins with the Seneca Falls where Elizabeth Cady Stanton and other activists gathered in 1848 to discuss women's rights. From there, the story goes, Susan B. Anthony and other white women waged decades-long fights until finally the 19th Amendment gave all women the right to vote.

Well, the story of women's suffrage is more complex, richer, and longer than the traditional narrative. Also, there are many nonwhite women who helped make the right to vote a reality for all women. For example,



Zitkála-Šá was a Native American musician, writer and activist who fought for women's suffrage and Indigenous voting rights in the early 20th century. Her writings and activism led to citizenship and voting rights for not only women, but all Indigenous people.



Jovita Idár (1885–1946) was a Mexican American journalist, activist, and suffragist who helped found the League of Mexican Women to demand women's suffrage and equal education for Mexican American children. She dedicated her life to fight to expose and fight against anti-Mexican discrimination.

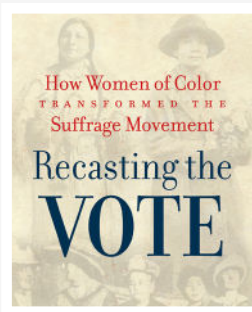
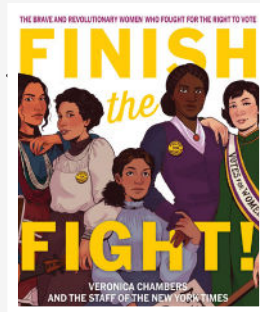


Ida B. Wells (1862–1931) was an African American journalist, activist, and researcher. She highlighted the link between racial and gender discrimination and saw woman suffrage as a means for Black women to become politically involved and elect African Americans to influential offices.





Mabel Ping-Hua Lee (1896–1966) was a Chinese immigrant activist who helped lead over 10,000 people in the 1912 New York suffrage parade on horseback when she was in high school. She published many articles about women's suffrage, led another New York suffrage parade in 1917, and served the Chinese American community in New York.



Introduce these women while teaching Susan B. Anthony and Elizabeth Stanton, so that students appreciate diverse groups of women who made the right to vote a reality for all women.

Use QR code for the complete article and teaching resources!

Do you want to include more stories of Asian America into your lessons? Check out this fabulous book, *Teaching Asian America in Elementary Classrooms* by Noreen Naseem Rodríguez, Sohyun An, & Ester June Kim.

Complete Article and Lesson Plan



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Written by Sohyun An
Design by Justine Chung

Photo credit:

(Top to Bottom, Left to Right)

1. Gertrude Kasebier, Zitkala Sa, Sioux Indian and activist, c. 1898. National Museum of American History, Smithsonian Institution.
2. Portrait of Ida B. Wells from the 1893 book, "Women of Distinction." Public Domain.
3. Jovita Idar portrait c. 1905
Unknown author - General Photograph Collection/UTSA Libraries Special Collections via NYT
4. Photo of Mabel Lee from the New York Tribune article.
From the Library of Congress' Chronicling America website. Public domain.
5. Chambers, Veronica et al. *Finish the Fight! : The Brave and Revolutionary Women Who Fought for the Right to Vote.* Versify/Houghton Mifflin Harcourt 2020.
6. Cahill, Cathleen D. *Recasting the Vote : How Women of Color Transformed the Suffrage Movement.* University of North Carolina Press 2020.



Teaching history from **DIVERSE PERSPECTIVES:** Fifth Grade Lesson on Filipino Farmworkers

GA Social Studies Standards

SS5H6 Describe the importance of key people, events, and developments between 1950–1975.
b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.

In the early 1900s, immigrants from all over the world sought work in the United States. Many agricultural workers labored in California's valleys, where they followed the life cycle of various crops, then started the cycle over with another crop in another region.

Like many low-paying jobs that are often described as "unskilled," farm work required great skill and was very physically demanding. Laborers worked long hours in grueling heat and did not always have access to water and restroom breaks. They were paid by piece rate - that is, by certain quantities of the crop, such as a bushel of apples or a bucket of sweet potatoes, which incentivized workers not to take breaks, and allowed growers, or farm owners, to avoid paying a minimum wage, and to change how crop quantities were measured.

Filipino laborers began arriving on the U.S. mainland in large numbers in the 1920s. Along the West Coast, they organized for fair working conditions, launching their first strike in Watsonville, California in 1930. In 1959, the American Federation

of Labor chartered the Agricultural Workers Organizing Committee (AWOC), which heavily recruited Filipino workers in Stockton, including an organizer named Larry Itliong. In late summer 1965, Itliong and fellow Filipino organizer Pete Velasco won a wage increase for grape workers in the Coachella Valley; as the next grape harvest was to take place further north in Delano, they set their sights there.

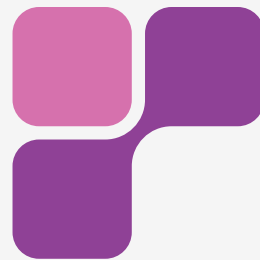
Seasonal workers from the Coachella grape fields expected to be paid the same wage in Delano, but they were not. So on September 8, 1965, Filipino grape workers, all members of AWOC, went on strike at nine farms. The growers responded with violence and shut off the gas, lights, and water in the camps where they lived. They also hired



Mexican workers to replace them. A week later, Itliong persuaded the mostly Mexican National Farm Workers Association (NFWA), led by César Chávez and Dolores Huerta, to join the Filipinos' strike. Together, the workers went on strike at 30 farms and set up roving pickets. Chávez and Huerta asked the public to stop buying grapes without a union label, leading to a national boycott on grapes and a secondary boycott on stores that sold grapes.

All this happened during the Civil Rights Movement, which helped the striking AWOC and NFWA workers gain the support of people across the nation. In March 1966, NFWA organized a march from Delano to the state capitol of Sacramento. The grape strike was officially in the national spotlight, with Senator Robert F. Kennedy in attendance. By the time the pilgrimage arrived in Sacramento, an agreement had been negotiated between the growers and the union. In August 1966, members of AWOC joined with NFWA to form the United Farm Workers (UFW), with Chávez as director and Itliong as assistant director. In time, the UFW would create a hiring hall, health services, a credit union, community center for members, and a retirement village. The UFW continues to operate in support of farmworkers' rights, alongside other organizations that push for similar cross-racial advocacy, such as the Farm Labor Organizing Committee and the Coalition of Immokalee Workers.

To learn more about Filipino farmworkers, watch Marissa Aroy's documentary *The Delano Manongs* and read *Journey for Justice* by Dawn Mabalon and Gayle Romasanta.



Complete Article and Lesson Plan



Photo credit:

(Top to Bottom, Left to Right)

1. Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University
2. Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University
3. Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University
4. Library of Congress

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