



GRADES K-12

9 Ideas for Teaching Asian American Pacific Islander (AAPI) Heritage Month

OVERVIEW

In commemoration of Asian American Pacific Islander (AAPI) Heritage Month, we offer this resource to help educators engage students in thinking broadly and critically about the AAPI experience in all its diversity and complexity. In highlighting the significant events and people who

have made a substantial contribution to the Asian American Pacific Islander experience, instruction should incorporate history, literature, perspective, politics, first-person experience, the arts, and the struggle for inclusion and equity.

COMMON CORE STANDARDS: Reading, Writing, Speaking and Listening, Language

SEL STANDARDS: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

INDEX

Planning	2
1 Read and Discuss Literature by and about AAPI People	4
2 Identify and Learn about Important People and Events in AAPI History.....	5
3 Learn about Different Countries Where AAPI People Have Roots	6
4 Reflect on the Immigration Experience of the AAPI Community.....	7
5 Watch and Discuss Films about the AAPI Experience	8
6 Explore AAPI Art.....	9
7 Learn about AAPI Music and Dance.....	10
8 Discuss Bias, Discrimination and Injustice.....	11
9 Examine the Origins of AAPI Heritage Month.....	12
Common Core Standards	13
CASEL’s SEL Competencies.....	14

Planning

As you begin planning, we suggest the following:

- **Define Terminology.** Throughout this resource, we use the terms “Asian American Pacific Islander,” and “AAPI” to refer to the AAPI community. This term refers to those who live in the U.S. and who identify as East Asian, South Asian, Southeast Asian, and Pacific Islander ([Defining Diaspora: Asian, Pacific Islander, and Desi Identities](#)). AAPIDA (Asian Pacific Islander Desi American) is also sometimes used to include people who identify as Desi—the people, cultures, and products of India, Pakistan, and Bangladesh and their diaspora.
- **Integrate the history, accomplishments and culture of AAPI people into instruction throughout the school year.** Although AAPI Heritage Month takes place during May, it is important to keep in mind and acknowledge that, like other racial and ethnic groups that comprise U.S. society, the history of AAPI people in the United States is part of U.S. history. Consider ways to introduce history, culture, knowledge and information about the current contributions of AAPI people into multiple aspects of the curriculum throughout the school year.
- **Consider the racial/ethnic composition of your classroom.** Even if you have students who are Asian American Pacific Islander in your classroom, don’t assume that your AAPI students are interested in or knowledgeable about AAPI history, culture and heritage. Be mindful not to put AAPI students in the role of being the “authority” on AAPI history and culture. Avoid asking or expecting any one AAPI student to speak for all AAPI students. Your students will probably have a range of thoughts and feelings about AAPI Heritage Month: pride, embarrassment, annoyance, excitement, boredom—or they may not think much about it at all. In addition, keep in mind that there may also be AAPI students in your classroom who are adoptees; there are estimated to be more than 200,000 AAPI adoptees in the U.S. Many AAPI adoptees are transracially adopted into



Web Related Connections

Lessons

[Identity-Based Bullying](#)
[Microaggressions in Our Lives](#)

Other Resources

[10 Great Books to Read for Asian American Pacific Islander \(AAPI\) Heritage Month](#)
[Asian American Pacific Islander \(AAPI\) Heritage Month Resources](#)
[Challenging Anti-Asian Bias and Acting as an Ally](#)

families who are not Asian American Pacific Islander. Therefore, those students may have different experiences, access and resources compared to other AAPI students with many AAPI family members.

- **Foster empathy.** AAPI Heritage Month provides an opportunity to foster empathy among your students for the accomplishments, joys and struggles of all people. Make connections to other members of identity groups, people of color and marginalized people and find ways to connect their history, culture and struggle with AAPI history and culture.
- **Provide a balanced perspective.** In teaching Asian American Pacific Islander Heritage Month, balance the positive exploration of culture, art, history and individual and group accomplishments with the important but sometimes difficult learning about the struggles for inclusion and equity of AAPI people throughout history. While it is essential to acknowledge the struggles of AAPI people for access, rights, representation and opportunity, it is equally important to avoid sending the message that AAPI history is all about oppression and the fight for justice, which can be a “deficit-centered” approach. Try to strike a balance between the trials and triumphs experienced throughout AAPI history.

1 Read and Discuss Literature by and about AAPI People

1. Have students read and discuss literature by and about people who are Asian American Pacific Islander and about the AAPI experience including short stories, fiction, non-fiction, plays, poems, graphic novels and speeches. Highlight contemporary work that incorporates voices from all parts of the AAPI community including East Asia, South Asia, Southeast Asia and Pacific Islands.
2. Read and discuss literature selection(s) as a whole class or create small group book clubs where each club reads a different book or collection together. Some general questions to guide literature discussions include:
 - What is the book/poem/story about?
 - What is the theme, meaning and message of the book/poem/story?
 - How are the characters developed?
 - What is the main conflict and how is it resolved?
 - What did you most like about the book? What did you like least about it?
 - What was your biggest takeaway?
 - What passage(s) were particularly impactful, important, meaningful or powerful for you?
 - What does the book/poem/story reflect about the AAPI experience? To what extent does it portray the AAPI in a complex and nuanced way?
 - What is the author trying to say in the piece?
3. Have small group book clubs discuss what they read and undertake a group project such as:
 - Write book reviews (and the class can create a blog of all the book reviews).
 - Act out a scene from a play they read.
 - Write poems, short stories, plays or the beginnings of a novel based on the particular genre that they have read.
 - Learn more about the author and compile and summarize book reviews.
 - Create a drawing or collage that illustrates their favorite or most impactful part or scene.
 - Conduct a mock “book talk” with the author and make a video of it to share.
 - Consider what comes next if the book/story/poem/play were to continue, and write that.

Resources

[12 of the Best Books by Writers of the Asian Diaspora \(Oprah Daily\)](#)
[A Reading List to Celebrate Asian Authors, From Members of TIME's Asian Community \(Time\)](#)
[Asian American & Pacific Islander Heritage Reading List \(New York Public Library\)](#)
[Asian/Pacific American Poetry \(Poets.org\)](#)
[Asian/ Asian American Children's Books \(Lee and Low Books\)](#)
[10 Great Books to Read for Asian American Pacific Islander \(AAPI\) Month \(ADL\)](#)
[Influential Asian American Literature \(Book Riot\)](#)

2 Identify and Learn about Important People and Events in AAPI History

1. Have students identify and study important people in Asian American Pacific Islander history. Both the process of identifying people and doing the actual research will be a learning experience. Begin with categories such as the following and have students brainstorm names of people with whom they are familiar.
 - Academics
 - Political Activists
 - Actors
 - Elected Officials
 - Public Service Workers
 - Artists and Performing Artists
 - Inventors
 - Scientists
 - Athletes
 - Musicians
 - Spiritual Leaders
 - Business People
 - Celebrities/Entertainers
 - Performing Artists
 - Writers
2. Have students conduct library and online research to identify more names. After brainstorming, have students interview their parents, family members and friends, asking them for additional names. Invite students to add the names they have collected to the list.
3. After compiling a long and comprehensive list of names within each category, have students pick a person they want to learn more about. Encourage students to consider all the categories to avoid having the majority of your students choose entertainment and celebrity figures, which young people are sometimes overly drawn to. Encourage students to choose figures from history as well as contemporary people. Give students options for presenting what they learned about the person they studied. Their learning can culminate in a variety of different projects: Write and perform a short skit about the person.
 - Write diary entries from their person's point of view.
 - Create a portrait of the person.
 - Write and deliver a speech/eulogy about the person.
 - Write an original speech that the person might give.
 - Write a short biography.
 - Create a sculpture of the person, using clay, wood, metals or found objects.
 - Create a timeline of their life.
 - Make a webpage about them, using photos and original written material.
 - Write a picture book (for young children) about the person.
4. You can use a similar process to have students identify and learn about important events and milestones in AAPI history which may include events abroad, in the U.S. or the immigration experience. Working alone or in pairs/triads, have students examine one of the events, time periods, or milestones and engage in a project to express and share what they learned. After conducting research, students can demonstrate what they learned by undertaking one or more of the following projects:
 - Create a mini-timeline for the event.
 - Provide biographical information about important people who participated in that event.
 - Draw or paint pictures of the event and write placards that go along with the pictures.
 - Create a mini-documentary or podcast about the event.
 - Write and perform a skit demonstrating something about the time period or event.

- Write and deliver a speech about the important aspects of the event or milestone.
- As a class, create a complete AAPI History timeline, using all of the mini-timelines from each group.

Resources

18 AAPI Athletes Who Changed Professional Sports Forever (BuzzFeed)
 23 Asian American Heroes Our Kids Need to Know About (Tiny Beans)
 10 Influential Asian American and Pacific Islander Activists (Biography)
 A People's History of Asian Americans (PBS)
 Asian American and Pacific Islander History (History)
 Asian American Milestones: Timeline (History)
 Asian American Pacific Islander (AAPI) Heritage Month Resources (ADL Education)
 Asian Americans Then and Now (Asia Society)
 Key facts about Asian origin groups in the U.S. (Pew Research Center)
 Smithsonian Asian Pacific American Center (Smithsonian)
 Understanding America: Asian American History, Contributions, and Current Challenges (U.S. Department of State)

3 Learn about Different Countries Where AAPI People Have Roots

1. Share with students that the first major wave of immigrants coming from Asia was in the mid-1800s. As of 2024, there are **24.7 million** people in the United States who have origins in East Asia, South Asia, Southeast Asia and the Pacific Islands and that Asian American people are the fastest growing racial or ethnic group in the U.S.
2. As a class, look at a map and identify all the countries from which AAPI people and their ancestors have come to the U.S. Have students work individually or in small groups to learn more about one of the following countries:

East Asia: China, North Korea, South Korea, Japan, Taiwan, Hong Kong, Macau, and Mongolia

South Asia: Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka

Southeast Asia: Burma, Brunei, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, Timor-Leste, Philippines and Vietnam

Pacific Island: Polynesia, Micronesia and Melanesia

Note: In addition to these countries, there are many Asian diasporas across the world representing many different languages, religions, cultures and faiths. These include Central Asia (the region consisting of the former Soviet republics of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) and West Asia, the countries that overlap with countries in the region commonly known as the Middle East.

3. Before launching into research projects, engage the class in brainstorming important and relevant aspects of the country to learn about and raise questions they may have. In small groups, have students select or assign to them to one of the countries to research and create a portfolio of information about that country. Students can then present their research and information to the class. The categories may include some or all of the following:
 - Geography
 - Healthcare
 - Government
 - History (Ancient, Past Current)
 - Political System and Structure
 - Entertainment/Sports/Leisure Activities
 - Languages
 - Cultural Traditions

- Food
- The Arts: dance, music, film, etc.
- Climate
- Education
- Economy, Products and Exports
- Population
- Migration and Immigration Patterns, History and Data

4. Have the research students conducted and the information they collected culminate in one of the following projects: research paper, photographic essay, video or PowerPoint/Google slides presentation about the country so that each student or group can present what they learned.

Resources

[Asia](#) (Britannica)

[Asia Facts for Kids](#) (World Travel Guide)

[Asian American and Pacific Islander Heritage Month: May 2024](#) (U.S. Census)

[Key facts about Asian Americans, a diverse and growing population](#) (Pew Research Center)

[Southeast Asian Countries](#) (Northern Illinois University Center for Southeast Asian Studies)

[Understanding What the Term AAPI — Asian Americans and Pacific Islanders — Means](#) (*Good Housekeeping*)

4 Reflect on the Immigration Experience of the AAPI Community

The Asian American Pacific Islander community has the highest proportion of immigrants of any other racial and ethnic group in the U.S. Since the elimination of Asian exclusion laws and changes in the immigration system, there has been a large increase in the number of immigrants to the United States from Asia. Approximately two-thirds of Asian Americans and one-sixth of Pacific Islanders were born outside of the U.S. As immigration to the U.S. plays a central and critical role in the AAPI experience, it is important to make it part of the conversation. You can do so in the following ways:

- Talk with students about the immigration process and explore the reasons why it is more difficult for some groups and easier for others, based on issues of race, ethnicity, access and equity.
- Explore the long history of immigration in the U.S., with a particular emphasis on the experiences (both historically and currently) of Asian American Pacific Islander people immigrating to the U.S.
- Discuss current and past immigration legislation, analyzing the challenges and opportunities and identifying the groups that are marginalized in the process.
- Examine what it means to be “documented” and “undocumented,” what DACA (Deferred Action for Childhood Arrivals) is, and what life is like for people who are undocumented.
- Share immigration and refugee narratives through news articles, fiction, poetry, short stories and children’s literature.
- Learn about and reflect on anti-immigrant bias, which manifests in policies and laws, rhetoric, media portrayals, stereotyping, scapegoating and more.
- In response to bias, discrimination and injustice, consider how to act as an ally, advocate and activist when it comes to addressing bias towards the AAPI community.
- Reflect on what it means to provide a welcoming and inclusive environment for those coming from other countries and what strategies are helpful to welcome others.

Resources

[Asian Americans Then and Now](#) (Asia Society)

5 Watch and Discuss Films about the AAPI Experience

1. Share with students that the first major wave of immigrants coming from Asia was in the mid-1800s. Currently, there are 23 million people in the United States who have origins in East Asia, South Asia, Southeast Asia and the Pacific Islands and that Asian American people are the fastest growing racial or ethnic group in the U.S.

1980s-1990s: *Chan is Missing* (1982), *Akira* (1988), *My Neighbor Totoro* (1988), *Kiki's Delivery Service* (1989), *The Joy Luck Club* (1993)

2000s: *Better Luck Tomorrow* (2002), *Whale Rider* (2002), *Saving Face* (2004), *The Grace Lee Project* (2005), *The Motel* (2005), *The Namesake* (2006), *American Pastime* (2007), *Slumdog Millionaire* (2009)

2010s: *Halmoni* (2016), *Moana* (2016), *The Big Sick* (2017), *The Farewell* (2017), *Bao* (2018), *Crazy Rich Asians* (2018), *Moana* (2017) *To All the Boys I Loved Before* (2018), *Always Be My Maybe* (2019), *Yellow Rose* (2019), *The Farewell* (2019)

2020s: *Definition Please* (2020), *The Half of It* (2020), *Minari* (2020), *Parasite* (2020), *Tigertail* (2020), *Finding 'Ohana* (2021), *Everything Everywhere All at Once* (2022), *Turning Red* (2022), *Past Lives* (2023), *Joy Ride* (2023), *A Great Divide* (2023), *Home Court* (2024), *Didi* (2024)

2. Students can explore, watch and learn about AAPI films in the following ways:

- Organize an AAPI film festival for the school. Create a program and a schedule and show films throughout AAPI Heritage Month (May) and beyond.
- For each week throughout May, choose a different film for all the students to watch (either in class or independently) and discuss. In addition to discussion questions particular to each film, here are some general questions you can ask about any of the films:
 - What is the film about?
 - What is the point of view of the film?
 - How did the director portray the AAPI experience?
 - Are the characters complex, stereotyped or a combination?
 - What did you learn about the Latino experience from the film?
 - For its time period when the film was made, was it ahead (or behind) of its time in terms of its portrayal of AAPI people?
 - How did the director develop the characters?
 - What is the director trying to show about time and place?
 - Did you enjoy the film? Why or why not?
 - If you were directing the film, what would you do differently?

- Have students choose one film to focus on and ask them to learn more about the context of the film and the director. Instruct them to (1) read reviews about the film, (2) gain background knowledge about the time period portrayed, (3) learn more about the director and their point of view and (4) write an analysis of the film with their own review.
- 3. As an alternative or in addition to movies, have students research and watch television shows that feature AAPI characters and/or are created by AAPI directors such as Kim's *Convenience*, *Fresh Off the Boat*, *Awkwafina is Nora from Queens*, *Never Have I Ever* and *Master of None*. Have students watch a few shows or the whole series and then engage them in a critical analysis of the show, using some of the questions above, having them read reviews, and engage in debates about the extent to which the shows are complex representations of the AAPI experience.

Resources

[7 films that show the vastness of Asian American experience](#) (Mic)
[11 Films that Highlight and Reflect Asian American Experiences](#) (Nerdist)
[17 Coming-of-Age Films to Watch During Asian American and Pacific Islander Heritage Month](#) (Sundance Institute)
[Best Bollywood Movies](#) (Times of India)
[Best Movies by Asian-American Directors You Can Stream Right Now](#) (Movieweb)
[Documentaries to Watch for Asian and Pacific Islander American Heritage Month](#) (International Documentary Association)
[Films about Adoption](#) (Harlow's Monkey)
[The Best Anime Movies of all Time, Ranked](#) (Timeout)
[The 100 Best Asian American Movies of All Time](#) (Rotten Tomatoes)

6 Explore AAPI Art

Have students explore Asian American and Pacific Islander art and artists by visiting online galleries and museums in your local area that have a collection of AAPI art and artists. Invite students to think broadly about different types of art including photography, painting, sculpture, architecture, drawing, craft/folk art as well as "street art" including graffiti and murals. Some suggested activities include:

- As a class, visit an Asian American Pacific Islander art museum or a museum that may be featuring AAPI art during AAPI Heritage Month. Give students some background information prior to the museum trip and provide activities and items to look for as they walk around the museum.
- Have students go to the museum on their own or with their family and then after everyone has visited the museum or exhibit, as a class, discuss what they saw and their reflections about the art. Use these questions:
 - What's going on in this piece of art?
 - How does it make you feel?
 - What thoughts come to mind when looking at this?
 - What was your first reaction upon seeing this piece of art?
 - How would you describe this to someone who hasn't seen it?
 - What 3 adjectives would you use to describe this piece of art?
 - If you could ask the artist anything, what would you ask?
 - Do you connect with or can you relate to this piece of art? How so?
 - What is this piece of art trying to say or convey?

- Have students select a time period, look at AAPI art produced over that time period and write a critical analysis of the art. They can also create their own art that reflects both the time period and that particular genre of AAPI art.
- Have students delve deeper into one specific artist, using the list of artists compiled from Activity #2 above or compile a list of artists by brainstorming and conducting online research. These can include artists who engage in visual arts such as painters, painting, drawing, printmaking, graffiti, murals, sculpture, ceramics, photography, video, filmmaking, design, crafts and architecture. Have the students learn about the artists' life, their motivation, their style, their message, the time period in which they were artists and then have students create some their own art in the same style as their selected artist.

Resources

[16 Rising Artists of the Asian Diaspora in the United States \(Artsy\)](#)
[Asia Society Museum](#)
[Asian American Artists and Selected Works \(Smithsonian\)](#)
[Asian Art Museum](#)
[Museum of Chinese in America](#)
[The Art of Asia's Diasporas and the Asian American Experience \(Princeton University Art Museum\)](#)
[National Museum of Asian Art](#)
[10 Best Museums to Learn About Asian American and Pacific Islander History and Culture \(Frommers\)](#)
[Virtual Asian American Art Museum](#)

7 Learn about AAPI Music and Dance

1. Have students learn about the historical significance of dance and music developed for and by the AAPI community over the years. Keeping in mind the full Asian diaspora, you can include a wide range of contemporary, historical and traditional music and dance. First have students brainstorm and conduct research to learn more about the different types of music and dance developed by the AAPI community.
2. As a class, watch videos of Asian, South Asian, Southeast Asian and Pacific Islander dance and listen to the different genres of music. Engage students in a discussion by asking questions such as:
 - How did it make you feel while listening and/or watching?
 - What instruments did you hear?
 - What dance moves did you notice?
 - What is the meaning of the lyrics?
 - How do you think the music and dance are influenced by Asian culture?
 - What other music do you think was influenced by it? What other music did it influence?
 - What do you think this music tells you about the country from which the artists come?
3. Have students work individually or in small groups to learn more about one genre of AAPI music or dance in history, originating from a particular country, how it was developed and famous artists in that genre.

Some suggestions for small group projects:

- Pick a decade in history and, in addition to the dance and music of that time period, research its significance to politics and culture, the social justice context of the music and/or dance and the genre's influence on clothing styles and other aspects of popular culture.
- Create a short documentary about one of the genres of dance or music that is part of AAPI history and culture.

- In small groups, assign students an AAPI dance style prominent during a certain time period or in particular countries. They can watch videos of the dance and discuss the movements as well as the similarities and differences compared to other dance styles. Students can do additional research on their assigned dance style and then perform the dance for the class.

Resources

[18 Asian Musicians to Listen To](#) (*Teen Vogue*)
[20 Traditional Chinese Musical Instruments You Should Know](#) (Hello Music Theory)
[100 Best Bollywood Dance Songs for Parties](#) (Spinditty)
[How K-pop became a global phenomenon](#) (Vox)
[Intro to Music of Asian America](#) (Music of Asian America Research Center)
[Steve Aoki, Tokimonsta, Yaeji & More Reflect on How Their Asian Heritage Has Influenced Their Music](#) (Billboard)
[Traditional Japanese Music: Your Complete Guide](#) (Audio Network)
[Asian American Pacific Islander Musicians](#)
[Spotlight on AAPI Musical Artists and Recommendations](#) (Massachusetts Daily Collegian)

8 Discuss Bias, Discrimination and Injustice

1. While it's important not to focus solely on issues of bias, discrimination and injustice during National AAPI Heritage Month, these are important aspects of the AAPI experience and it is critical to address them. Talk with your students about the history of bias, discrimination, hate and injustice towards the AAPI community including current and historical events. Issues may include: labor and employment issues; the Chinese Exclusion Act of 1882; San Francisco Plague outbreak; Japanese American Internment during WWII; Murder of Vincent Chin; “model minority” myth, stereotypes and tropes, the Sikh temple shooting in 2012; post-9/11 inspired bias/hatred including people of South Asian descent; surge of hate crimes and other bias/hate incidents during the COVID-19 pandemic; the Georgia spa shootings in 2021 and more.
2. Engage students in interactive exercises to help them learn about and distinguish between individual, institutional and internalized forms of discrimination and injustice. Develop a common language and a vocabulary for talking with students about these issues.
3. Make the connection between discrimination/oppression against AAPI people and other systems of oppression such as anti-immigrant bias, classism, sexism, religious bias, heterosexism, ableism, language bias—and provide the context of how bias escalates using the [Pyramid of Hate](#).
4. Invite students to share their own experiences with bias and discrimination. Help them understand the societal institutions and systems which support and reinforce bias and discrimination. Use art, literature, film and history to explore these issues in a deeper way. Along with examining bias, always provide information about how people worked together to fight injustice to make fundamental change. Brainstorm ways that people have [engaged in activism](#)—both past and present—to make a difference in their community and world.

Resources

[Living between worlds: Asian adoptees with white families experience racism in isolation](#) (Ms. Mayhem)
[The centuries-long history of anti-Asian racism and violence in the U.S.](#) (Axios)
[The long history of anti-Asian hate in America, explained](#) (Vox)
[The long history of racism against Asian Americans in the U.S.](#) (PBS News Hour)
[Timeline of Systemic Racism Against AAPI](#) (Stanford Libraries)
[Confronting the Invisibility of Anti-Asian Racism](#) (Brookings)
[Discriminations Experiences Shape Most Asian American Lives](#) (Pew)

9 Examine the Origins of AAPI Heritage Month

1. Have students investigate when, how and why AAPI Heritage Month was established, why it takes place in May, how many AAPI people are living in the United States and explore and share more demographic information about the AAPI community.
2. Have students find different ways to share this information with other students in the class, school and the community at large by writing articles, making posters, using social media or creating a website or Instagram page about what they learned about AAPI Heritage Month.
3. In pairs or small groups, have students engage in one or more of following projects:
 - Research different points of view about the benefits and disadvantages of dedicating a month as AAPI Heritage Month and dedicating similarly themed months (e.g., Black History Month, Women’s History Month). Read essays with multiple perspectives on the issue and have students share their own viewpoints in writing, citing evidence and including quotes from the texts they read. You can also engage students in a debate on the topic.
 - Design and conduct a survey with teachers in the school asking if they intend to teach about AAPI Heritage Month during the month of May and throughout the year—and if so, what they plan to teach.
 - Find out what events and activities in their neighborhood or community will be happening to commemorate AAPI Heritage Month. Share this information with the rest of the school community. Create a calendar with all the events, including school activities.
 - Learn more about how many Asian American Pacific Islander people live in the United States and other pertinent information about the AAPI community, either by examining individual states or the whole country. Invite students to share the information in a variety of interactive ways.
4. As a culminating project for the month of study, create a word cloud using the words and concepts from all the student projects. Publish this on the school’s website.

Resources

[Celebrate Asian-Pacific American Heritage Month](#) (Library of Congress)

[Key facts about Asian Americans, a diverse and growing population](#) (Pew Research Center)

[The story behind Asian Pacific American Heritage, and why it's celebrated in May](#) (NPR)

[What AAPI Means, and Why AAPIHM Falls in May](#) (*Oprah Daily*)

[What is AAPI Heritage Month? Learn About Its History and How to Celebrate Respectfully](#) (*Teen Vogue*)

[Asian Pacific American Heritage Month](#) (Asian Pacific Heritage)

Common Core Standards

CONTENT AREA/STANDARD
Reading
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.6: Assess how point of view or purpose shapes the content and style of a text.
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10: Read and comprehend complex literary and informational texts independently and proficiently.
Writing
W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Speaking and Listening
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language
L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CASEL's SEL Competencies

COMPETENCIES
Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.