Here are two comprehensive lesson plans for 7th and 8th-grade students, integrating the Let Me Learn (r) advanced learning system with New Jersey's Equity standards and the AAPI history and contributions mandate. These lessons aim to foster an inclusive and informed understanding while leveraging students' awareness of their own and others' learning patterns.

Lesson Plan 1: AAPI Innovators – Diverse Minds, World-Changing Contributions

Grade Level: 7th & 8th Grade
Time Allotment: 60-75 minutes
Subject: Social Studies, Integrated Studies, SEL
Learning Objectives:
- Students will identify significant contributions of Asian American and Pacific Islander (AAPI) individuals in various fields.
- Students will analyze how different Let Me Learn (r) patterns might have influenced the achievements and approaches of these innovators.
- Students will reflect on how learning about diverse individuals and their unique ways of thinking enriches our understanding of history and human potential.

NJ Equity Standards Connection (N.J.A.C. 6A:7 & AAPI Mandate): This lesson directly addresses the mandate by integrating AAPI history and contributions. It promotes consideration of diverse experiences and perspectives by highlighting the achievements of individuals from various AAPI backgrounds and connecting their unique approaches to the universal concept of learning patterns, fostering dignity and respect for all.

Materials:
- Whiteboard or projector
- Markers/Pens
- "AAPI Innovator Profile Cards" (pre-prepared, one per student in each "Expert Group" set, see Individual Activity for examples)
- Chart paper or large sticky notes (one per "Home Group")
- Optional: Access to devices for quick research (if time allows for deeper dives).

Anticipatory Set: "Hidden Figures & Diverse Minds" (10 minutes)

1. **Introduction (5 min):** "Good morning/afternoon! Today, we're going to embark on a journey to discover some incredible individuals who have shaped our world. Often, when we learn about history or great achievements, we might only hear about a few well-known figures. But history is full of 'hidden figures' – brilliant people from all backgrounds whose contributions are just as vital, but sometimes less recognized. We'll also think about *how* these people achieved what they did, using our understanding of learning patterns."
2. **Quick Brainstorm (5 min):** "Think for a moment: Who is an inventor, scientist, artist, or leader you admire? Share their name and one thing they are known for." (Briefly collect 2-3 examples). "Great! Today, we're going to spotlight some amazing Asian American and Pacific Islander innovators whose work has had a huge impact, and we'll connect their achievements to the unique ways their minds might have worked."

Individual Activity: "AAPI Innovator Profile" (15 minutes)

1. **Jigsaw Setup (5 min):** Explain the Jigsaw process:
   ○ "First, you'll be in 'Expert Groups' where you'll become an expert on one AAPI innovator."
   ○ "Then, you'll return to your 'Home Groups' to teach your peers about your expert."
   ○ Divide students into Home Groups (4-5 students per group). Assign each student in the Home Group a different AAPI Innovator Profile Card (A, B, C, D, etc.).
2. **Individual Research/Reading (10 min):** Students move to their "Expert Groups" (all students with Card A together, all with Card B together, etc.).
   ○ Provide each Expert Group with their assigned "AAPI Innovator Profile Card." Each card should contain a brief biography and a summary of their key contribution.
   ○ **Instructions:** "Individually, read your AAPI Innovator Profile Card. As you read, think about:
      ■ What was their major contribution?
      ■ Based on their work, which Let Me Learn pattern(s) (Sequence, Precision, Technical Reasoning, Confluence) do you think might have been strong for them? Why? (e.g., 'If they built complex machines, maybe Technical Reasoning. If they organized large movements, maybe Sequence.')"
   ○ Students should jot down notes on their card or a separate paper.

   Sample AAPI Innovator Profile Cards (Teacher Pre-prepares):
   ○ **Card A: Dr. Chien-Shiung Wu (Physicist)**
      ■ *Contribution:* A groundbreaking experimental physicist who worked on the Manhattan Project and disproved the Law of Parity, fundamentally changing the understanding of physics. Known for meticulous experimental design and

precision.
- ■ *Potential LML Connection:* Precision, Technical Reasoning.
  - ○ **Card B: I. M. Pei (Architect)**
    - ■ *Contribution:* World-renowned architect known for his geometric designs and precise execution, including the Louvre Pyramid and the Bank of China Tower. His work emphasized structure, order, and visual harmony.
    - ■ *Potential LML Connection:* Sequence, Precision, Technical Reasoning.
  - ○ **Card C: Yuri Kochiyama (Civil Rights Activist)**
    - ■ *Contribution:* A powerful advocate for human rights, known for her ability to connect diverse movements (Black liberation, Puerto Rican independence, Asian American rights) and inspire collective action. She built bridges between communities and envisioned new possibilities for justice.
    - ■ *Potential LML Connection:* Confluence, Sequence (for organizing movements).
  - ○ **Card D: David Ho (AIDS Researcher)**
    - ■ *Contribution:* A leading AIDS researcher who pioneered combination antiretroviral therapy, transforming HIV/AIDS from a death sentence into a manageable condition. His work involved innovative thinking and rigorous scientific method.
    - ■ *Potential LML Connection:* Technical Reasoning, Confluence, Precision.

Team Activity: "Innovation Gallery Walk & Pattern Match" (25 minutes)

1. **Expert Group Discussion (10 min):** Students remain in their Expert Groups. "Now, discuss your innovator. Share what their contribution was and why you think certain Let Me Learn patterns might have been strong for them. Make sure everyone in your Expert Group understands the innovator and their potential LML connections, because you'll be teaching this to your Home Group."
2. **Return to Home Groups & Teach (15 min):** Students return to their original Home Groups.
   - ○ **Instructions:** "Now, each of you will take turns teaching your Home Group about your AAPI Innovator. Explain their contribution, and then share your ideas about which Let Me Learn patterns might have been strong for them, explaining *why*."
   - ○ As each student presents, the Home Group collectively records the innovator's name, contribution, and the group's agreed-upon potential LML patterns on their chart paper.
   - ○ **Discussion Prompt:** "As you listen to each other, think about how different patterns might have led to different types of innovation. How does this diversity of thought strengthen our world?"

Closure Activity: "The Power of Diverse Minds" (10 minutes)

1. **Reflection (5 min):** "Look at the chart paper your group created. We've just learned about incredible contributions from AAPI individuals, and we've seen how diverse learning patterns might have played a role in their success. What's one key takeaway from today's lesson about the power of diverse minds?"
2. **Share Out (5 min):** Invite each Home Group to share one key takeaway.
   - **Teacher Summary:** "Today, we celebrated the brilliance and impact of Asian American and Pacific Islander innovators. Their stories remind us that amazing contributions come from all backgrounds, and that understanding how different minds work – whether through LML patterns or cultural perspectives – helps us appreciate the full richness of human achievement. When we foster an inclusive environment, we unlock incredible potential for everyone."

Reflection Questions (for individual journaling or brief discussion):

1. What was one surprising contribution you learned about from an AAPI innovator today?
2. How might understanding the learning patterns of historical figures help us better appreciate their achievements and the challenges they might have faced?
3. How does learning about diverse individuals, like AAPI innovators, broaden your understanding of history and human potential?

Formative Assessments:

1. **Expert Group Notes/Discussions:** Circulate during the "Individual Activity" and "Expert Group Discussion." Listen to students' reasoning for connecting LML patterns to the innovators. This assesses their ability to apply LML concepts to new information.
2. **Home Group Chart Paper:** Collect the chart papers from the "Team Activity." Review the accuracy of the AAPI innovator information and the thoughtful connections made to potential LML patterns. This assesses both content understanding and application of LML.

Lesson Plan 2: AAPI Voices – Empathy, Perspective, and Understanding

Grade Level: 7th & 8th Grade
Time Allotment: 60-75 minutes
Subject: Social Studies, ELA, SEL
Learning Objectives:
- Students will explore diverse experiences and perspectives of Asian American and Pacific Islander individuals through primary or secondary source excerpts.
- Students will practice empathetic listening and consider how different Let Me Learn (r) patterns might approach understanding and communicating these experiences.
- Students will articulate the importance of respecting diverse voices and perspectives for building an inclusive community.

NJ Equity Standards Connection (N.J.A.C. 6A:7 & AAPI Mandate): This lesson directly addresses the mandate by integrating diverse AAPI histories, experiences, and perspectives. It promotes dignity and respect of all individuals by fostering empathy and understanding for varied viewpoints, which are foundational for interacting respectfully with people from all backgrounds.

Materials:

- Whiteboard or projector
- Markers/Pens
- "AAPI Voice Excerpt Cards" (pre-prepared, one per student in each "Expert Group" set, see Individual Activity for examples)
- Chart paper or large sticky notes (one per "Home Group")
- Optional: Access to devices for quick research on context.

Anticipatory Set: "Seeing Through Different Lenses" (10 minutes)

1. **Introduction (5 min):** "Today, we're going to think about how we see the world. Imagine you're looking at a painting. One person might focus on the colors, another on the shapes, and another on the story it tells. We all have different 'lenses' through which we view things – our experiences, our beliefs, and even our learning patterns. Today, we'll use these lenses to understand diverse voices, especially from Asian American and Pacific Islander experiences."

2. **Visual Prompt (5 min):** Show a simple image that can be interpreted in multiple ways (e.g., an optical illusion, a picture of a common object from an unusual angle). Ask: "What do you see?" After a few responses, ask: "Did anyone see something different? How can two people look at the same thing and see it differently?" "This is true for stories and experiences too."

Individual Activity: "AAPI Voice Reflection" (15 minutes)

1. **Jigsaw Setup (5 min):** Explain the Jigsaw process (same as Lesson 1).
   - Divide students into Home Groups (4-5 students per group). Assign each student in the Home Group a different "AAPI Voice Excerpt Card" (A, B, C, D, etc.).
2. **Individual Reading & Reflection (10 min):** Students move to their "Expert Groups."
   - Provide each Expert Group with their assigned "AAPI Voice Excerpt Card." Each card should contain a short excerpt (a quote, a few sentences from a personal narrative, a poem stanza) from an AAPI individual, focusing on a specific experience, perspective, or contribution.
   - **Instructions:** "Individually, read your AAPI Voice Excerpt Card. As you read, think about:
     - What is the main message or feeling conveyed in this excerpt?
     - What questions does this excerpt raise for you?
     - How might someone with a different Let Me Learn pattern (e.g., a Precision learner, a Confluence learner) approach understanding or reacting to this excerpt? (e.g., 'A Precision learner might want to know all the exact dates/facts mentioned.')"
   - Students should jot down notes on their card or a separate paper.

     Sample AAPI Voice Excerpt Cards (Teacher Pre-prepares):
   - **Card A: Grace Lee Boggs (Chinese American Activist)**
     - *Excerpt:* "You don't make a revolution by fighting the old system. You make a revolution by building a new way."
     - *Potential LML Connection:* Confluence (new ways), Technical Reasoning (building a new way).
   - **Card B: Miné Okubo (Japanese American Artist & Author)**
     - *Excerpt:* (Describing internment during WWII) "It was a strange, sad, and bewildering experience. We were Americans, but we were treated like enemies."
     - *Potential LML Connection:* Precision (details of experience), Sequence (chronology of events).
   - **Card C: Dwayne "The Rock" Johnson (Samoan American Actor/Wrestler)**
     - *Excerpt:* "Being a man is about taking care of your family and being there for them. That's the core of my Samoan culture."
     - *Potential LML Connection:* Sequence (following cultural steps), Technical

Reasoning (how to care for family).
- **Card D: Malala Yousafzai (Pakistani Activist - while not AAPI, her global advocacy for education and being a prominent voice from Asia can be used as a bridge if AAPI specific content is limited, or replace with a different AAPI voice focused on advocacy/education)**
  - *Excerpt:* "One child, one teacher, one book, one pen can change the world."
  - *Potential LML Connection:* Confluence (big picture change), Sequence (steps to change).
  - *(Self-correction: Malala is Pakistani, which is South Asian, so she fits AAPI. Good.)*

Team Activity: "Empathy Circles: Sharing Perspectives" (25 minutes)

1. **Expert Group Discussion (10 min):** Students remain in their Expert Groups. "Now, discuss your AAPI voice excerpt. Share the main message/feeling, the questions it raised for you, and your ideas about how different Let Me Learn patterns might approach understanding this perspective. Make sure everyone in your Expert Group understands the excerpt and its potential LML connections."
2. **Return to Home Groups & Teach (15 min):** Students return to their original Home Groups.
   - **Instructions:** "Now, each of you will take turns teaching your Home Group about your AAPI Voice Excerpt. Explain the message/feeling, share a question it raised for you, and discuss how different Let Me Learn patterns might help someone understand this perspective."
   - As each student presents, the Home Group should actively listen and then briefly discuss: "How does this perspective connect to your own experiences or what you already know?" and "How can we use our LML understanding to be more empathetic listeners?"
   - **Discussion Prompt:** "Think about how each of these voices adds to the rich tapestry of human experience. How does truly listening to different perspectives, even if they're unfamiliar, help us grow?"

Closure Activity: "Building Bridges of Understanding" (10 minutes)

1. **Reflection (5 min):** "Today, we've explored powerful voices and perspectives from the AAPI community. We also thought about how our own learning patterns, and those of others, shape how we understand these stories. What is one way you can commit to being a more empathetic listener or a more open-minded learner in our classroom

community?"

2. **Share Out (5 min):** Invite students to share their commitment. Each student completes the sentence: "To build bridges of understanding, I will try to _____." (e.g., "To build bridges of understanding, I will try to ask more questions when I don't fully understand someone's perspective," or "I will try to remember that everyone has a unique story and way of learning.")

3. **Teacher Summary:** "Thank you for sharing your commitments. Learning about diverse histories and experiences, like those of Asian Americans and Pacific Islanders, is not just about facts; it's about building empathy and respect. By understanding that everyone has unique ways of learning and unique stories to tell, we create a classroom, and a world, where every individual is seen, heard, and valued. That's the foundation of a truly equitable and inclusive community."

Reflection Questions (for individual journaling or brief discussion):

1. How did reading about an AAPI individual's experience make you feel or think differently about the world?
2. How can understanding different learning patterns help us be more empathetic listeners when someone shares a perspective that is different from our own?
3. Why is it important for us to learn about and respect the diverse stories and experiences of all people, including Asian Americans and Pacific Islanders?

Formative Assessments:

1. **Individual Reflection Notes:** Collect the notes students took during the "Individual Activity." Review their responses to the questions about the excerpt's message/feeling, questions raised, and their initial thoughts on LML pattern connections. This assesses their comprehension of the text and initial application of LML.
2. **Home Group Discussion Observation:** Circulate during the "Team Activity." Observe how students share their excerpts, how they listen to their peers, and their ability to discuss the connection between diverse perspectives and LML patterns. Note instances of empathetic communication and respectful dialogue. This assesses their social awareness and collaborative skills.