



Y is for Yuri Kochiyama | ABC's of AAPIs

This lesson plan is about Yuri Kochiyama introducing her legacy through art and poetry.

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Poem by Mila Konomos

In partnership with the Asian American Advocacy Fund (AAAF), WQED Education took AAAF's ABC's of AAPIs coloring book project and created lesson plans for educators to use in the classroom to provide a creative activity and resource for AAPI Studies.

Time Allotment: 1 class period

Learning Objectives

- Learn about Yuri Kochiyama
- Learn about civil rights activists that aren't included in history perpetuated and taught by the patriarchy, white supremacy, and capitalism

Prep for Teachers

- Print enough copies of the coloring sheet and poem

Supplies

- "Y is for Yuri Kochiyama" coloring sheet
- Pencil
- Paper
- Coloring supplies

Learning Activities

2. Distribute copies of the coloring sheet and put students into small groups to read and analyze the poem: "Y is for Yuri Kochiyama."
3. Each group should write a reflection question for classmates to consider and respond to in regards to the poem.
4. Research about Yuri Kochiyama and her life and answer the following questions:
 - What aspects of Yuri Kochiyama's identities (race, ethnicity, class, sexuality, gender expression, religion) might shape her experiences to become a civil rights activist? What was her motivation? How did these identities come together to make her into the person she became?
 - Within an intersectional framework, what can you learn about her motivations and desired outcomes for organizing?

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- What specific political pressures was she facing during the time she was organizing? Do you see similar political pressures today?
- What were her aims? What tactics did she use? Was she working as an organizer, protestor, elected official, and activist to achieve her aims? What are the distinctions between these approaches?
- How did these organizers and civil rights activists work together to achieve their goals? Were they all advocating for the same thing or different? How did they support and learn from one another?
- How does continually organizing to advance social, civil, and economic rights open organizing opportunities for the next generation?

5. Discuss as a group: Have you heard the names of or seen the faces of the women of color introduced in the clip? Are their efforts documented in schools and classrooms? How do patriarchy, white supremacy, and capitalism prevent their histories from being fully acknowledged?

Lesson Extension:

Have students pick another female civil rights activist to research to learn about their life and organizing efforts. Answer the same questions from above (under question 4) in the context of their chosen person.