



Unit Plan for **African American Registry**: Early Childhood Education

Title: Birthdays

Overall goal: to help children learn about African American History through the lens of personal connection.

Minnesota Standards: Minnesota Indicators of Progress.

SS1.7 Identifies similarities and differences in people.

SS1.8 Identifies self as part of the family, spiritual group, culture, community, and/or other group to which the family belongs.

K4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories.

SS4.5 Compares own cultural traditions with others to understand similarities and differences

L3.16 Shares information about experiences, people, places, and things in sequence.

S1.5 Demonstrates or describes personal skills, likes, or dislikes

S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments

S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities

S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others

Objectives: Students will be able to:

Recognize their connection to famous people from the past

Compare themselves to people who share their birthday

Assist teachers to choose birthday partners for other students (K-1only)

Materials.

Picture of student

Construction paper

Markers or colored pencils

Access to African American Registry site and printer.

Pictures of each child in your group.

Day 1:

A few days before each child's birthday, look up their birthday using the [African American Registry Birthday Search](#) tool.

Find people who share the child's birthdate and who have positive attributes that are similar to the child's.

Cut and paste pictures of those people from the Registry site onto a birthday card for the child, along with a picture of the child. There is a sample birthday card attached so you can see how the card might look.

Days 2 and 3.

Put out the card in your writing center or on an out of the way table and ask other children in the group to "sign" it. Children can draw a picture, print their names or write a few letters from the names. You may need to attach additional pieces of paper for the children to write on.

Day 4

Bring the card to circle time on the child's birthday. Show the card to the group, pointing out all the friends who signed it and then give it to the child. Tell the group briefly about the other people who share this child's birthday and why they are similar to the child.

Give a few short examples of the strengths you chose to highlight for that child. For example, if you said the birthday child valued fairness you might give an example of a time they stood up for a peer. If you said they liked science, you might talk about a time they spent time experimenting with classroom materials.

Remind the class that other group members share those attributes as well ("I notice that _____ is not the only one in our group who cares about fairness. Lots of you care about making sure everyone gets what they need!")

Invite the class to acknowledge the child's birthday in some way (sing a birthday song, give the child a handshake or fist bump at the end of circle time, cheer for them....)

Extension,

Invite older children in your group to help you select people from the [African American Registry](#) for a friend's birthday card. Ask them to help you think about the child whose birthday is approaching. What things are they good at? Look up the child's birthday on the AA registry site with them. Tell them briefly about people who share this child's birthday (you should read the biographies ahead of time so you can give a brief overview of each person). Have them help you choose which person or people you will highlight on their card.

