

# KID POWER: CHANGING PUBLIC POLICY

## Introduction

Read aloud the “Editor’s Note” on pages 2–3. Ask students to look at the background photo. Does this group of students look like a mob or a crowd? What is the difference between the two? Allow students to explain their answers. On the board list the names of the young activists featured in the issue: Ryan White, Trevor Ferrell, Raymi Dyskant, Mary Beth Tinker, John Tinker, Christopher Eckhardt, Frieda Yoder, George Liddell, Jr., Anthony Ferreira, and Franne Levine. Introduce them as the young people the students will meet in the magazine.

## Mark It on the Map

Locate these places on a map of the United States: Kokomo, Indiana; San Ramon, California; Cicero, Indiana; Des Moines, Iowa.

## Questions for Discussion

- ➔ What is an activist? What kind of personal traits make a person an effective activist?
- ➔ What did the Kokomo school board members do when they discovered Ryan White had AIDS?
- ➔ How did students in Kokomo react when Ryan White returned to school?
- ➔ Why did Ryan White say, “We have to fight,” referring to the situation in Kokomo?
- ➔ How did the people of Cicero treat Ryan White?
- ➔ What is Ryan White’s “legacy”?
- ➔ What is Trevor’s Place? What can a homeless person find there?
- ➔ Who are some of the famous people Trevor has met?
- ➔ How old was Raymi Dyskant when he first announced that he was going to “break all the bombs”?
- ➔ What was near Raymi’s new home in San Ramon, California?
- ➔ What does CARE stand for?
- ➔ What is the role of the Nuclear Regulatory Commission?
- ➔ What was special about the Boston Newsboys’ Republic? Why didn’t it last?
- ➔ Why did the Supreme Court call the classroom “a marketplace of ideas”?
- ➔ What are the National Archives? When was the agency established? Who was the U.S. president when it opened?
- ➔ Why did Anthony Ferreira write to President Gerald Ford in 1974?

## Viewpoints

- ➔ If you had an illness, would you fight to be able to attend school as Ryan White did? Why or why not?
- ➔ How would you feel if you found out one of the kids in your class was homeless? Would you try to do something about it? If so, what would you do?
- ➔ How do you think a person might become homeless?
- ➔ What is your opinion of school uniforms? Explain your answer. Give at least three reasons for your opinion.
- ➔ Choose one of the Supreme Court cases mentioned in “The Supreme Court Needs You” (pages 27–31). Explain why you agree or disagree with the Supreme Court’s decision in the case.

## Vocabulary

AIDS	picketed
campaign	radioactive
desegregation	waste
hemophilia	redress of
infectious	grievances
irradiated	transmitted
landfill	volunteer
landmark case	walk-a-thon
legacy	
non-profit	
organization	

## Writing Workout

*Students make complete one or more of the following activities:*

- Read the time line on pages 24–26. Choose three events from the time line and explain how each one has benefited America’s children.
- List at least three ways citizens can express their opinions legally. Tell which method you think is the most effective and why.
- Write a report describing a typical day in the life of a resident of Trevor’s Place. Tell what activities there might help the residents to rebuild their lives.
- Have students read “Helping the Homeless” (pages 12–15) and “Make Yourself Heard” (pages 35–38). Have each student choose one organization listed and write a letter to it asking for more information. Have students share replies with the class.
- Read “Write a Petition” (page 39) and follow the directions for drawing up a petition of your own. If you don’t have a cause to write about, make one up. Use your imagination. Maybe you think that your local playground needs new equipment. Whatever issue you choose, keep in mind that a petition has to be persuasive if you want people to support and sign it. Decide who would be the best person to whom to present your petition. (This might be used as an activity in the unit summary.)

## Get Into Art

Design a flyer or poster requesting donations for Trevor’s thrift shop. Rely mostly on illustrations and color. Limit yourself to 25 words.

## Then and Now

*Students may complete one or both of the following activities:*

- Have people’s attitudes about AIDS changed since Ryan White was banned from school in Kokomo? If so, how have they changed? If not, why do you think they haven’t changed? What do we know now that we didn’t know in 1983?
- What worldwide political changes have occurred since Raymi Dyskant protested Livermore Laboratory’s dumping of radioactive waste into the ground and water near San Ramon, California? Read about the progress being made by logging on to the Internet at [www.epa.gov/superfund/index.htm](http://www.epa.gov/superfund/index.htm).

## Follow These Footsteps

Mother Theresa  
Mary Beth Tinker  
Chief Justice Earl Warren  
Ryan White