

# **IndyKids Teacher's Guide**

## **Issue #9, May/June 2007**

### **PAGE 1**

- Imagine you were in detention at Hutto. Write a letter to someone who might be able to help.
- Questions about immigration: Why would people want to leave their home country? Should immigrants without documents be detained? Have students write a letter to the editor.
- Historical comparison: Compare the issue of immigrant families being detained with the Japanese who were detained during World War II.

### **PAGE 2**

#### **Meet Tamar, an Armenian-American Girl**

- Have students locate Armenia on a map. Lead a discussion asking students to imagine what their lives would be like in the U.S. if, like Armenia, the U.S. were landlocked and blockaded.
- Have students construct their family tree using guidelines provided here:  
<http://www.teachnet.com/lesson/misc/familytrees040199.html>
- Have students do profiles of each other.

#### **Where Our Taxes Go**

Have students draw a pie chart indicating how they would choose to spend tax money.

#### **Congress Investigates Firings of U.S. Attorneys**

Consider the issues of loyalty and bullying in this article. Have students talk about or write about examples of loyalty and bullying they have experienced.

### **PAGE 3**

#### **McDonald's Agrees to Higher Pay**

- Math: How many buckets does it take to make \$10 worth of tomatoes?
- Think about ways in which students have power to change things, like how they helped here.

#### **Saved Lives**

- Why is the number of Blacks and Latinos in prison so much higher than whites?
- Have students research online and make a report about people like Beaver who have been freed thanks to DNA evidence.

### **PAGES 4 and 5: Journalism**

- What's the difference between what the girl is doing in the picture and what the boy is doing? Explain how they're both doing their job as journalists.
- Create a classroom newspaper or newsletter with student reporting.
- Have students interview someone about their hobby or something they know a lot about.
- Imagine you run a newspaper. How does it get the money to sustain itself?
- Math: Take a newspaper and measure the space devoted to ads vs. the space devoted to articles.

### **PAGE 6**

#### **Should the Military be Recruiting in Schools?**

- How would you feel if a military recruiter approached you? Do a role play.
- How would you advise a friend who's thinking about joining the military?
- Historical comparison: In some wars, like the Revolutionary War, many youth wanted to join in the revolution. Can you think of any circumstance where you would want to join a revolution or military and risk your life for something?

- Historical comparison: During the Vietnam War there was a draft and people were forced to join the military. How was this time different and how did it affect public opinion of the Vietnam War?
- Do you see military recruiters in your neighborhood? How about recruiters for other kinds of jobs? What kind of job options do people from poorer cities and communities have?

### **Hungry People**

- Have you ever had to skip a meal? How did it feel?
- Organize a trip to a soup kitchen
- What do you think about or do when you see a hungry person on the street? What kind of person does it take to ask for food from others when he or she is hungry?
- Download your state's application for food stamps and have students try to fill it out. For NY State, the application can be found at: <http://www.foodstampshelp.org/pdf/app.pdf>

### **Turkish Denial of the Armenian Genocide**

Organize a classroom discussion about other genocides in history. Which ones have and have not been formally acknowledged by the perpetrators and the world? Which ones have and have not provided reparations and right of return to the victims? The Facing History and Ourselves site has a section about genocide denial here: <http://www.facinghistory.org/campus/reslib.nsf/all/C8DA494906B70997852572650062FF78?Opendocument>

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#### **Melting Ice: A Report from Alaska**

Write a letter to the editor as if you were a polar bear. What would be your concerns and demands?

### **Malaria**

- Research activity: find out how malaria is spread and in what countries it exists.
- What illnesses would you like to cure? How would you choose?
- When people are sick, should they have to pay to get better? What if they don't have enough money? Should companies be allowed to make a profit by selling drugs to people who are sick?

### **Resources:**

*Teaching for Change* provides teachers and parents with the tools to transform schools into centers of justice where students learn to read, write and change the world. [www.teachingforchange.org](http://www.teachingforchange.org)

In New York City:

Invite *Children's PressLine* to your school to conduct a media workshop. [www.cplmedia.org](http://www.cplmedia.org)

In New York City: *CultureKidsDowntown.org* – an online resource for family cultural and field trip activities in lower Manhattan

### **Event:**

*Creating Balance in an Unjust World, Conference on Math Education & Social Justice. April 27-29, 2007, Brooklyn, NY.* [www.radicalmath.org/conference](http://www.radicalmath.org/conference)

- Join educators, students, and activists from around the world for a 3-day conference to explore the connections between math and social justice. Workshops, panels, networking, speakers, action group
- Speakers include: Bob Moses, founder of The Algebra Project; Rico Gutstein, author of "Rethinking Mathematics"; Marilyn Frankenstein, College of Public & Community Service; Luis Garden Acosta, founder of El Puento

**INDYKIDS NEEDS STUDENT LETTERS TO THE EDITOR!** Please send them to us at: P.O. Box 1417, New York, NY 10276; We are also seeking student bilingual essays and student book reviews.

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