

# THE WEEK

**The Week  
at a  
Glance**



4	A white supremacist massacre in Buffalo	News	An 18-year-old gunman fueled by his belief in “replacement theory” shot and killed 10 Black people at a supermarket in Buffalo, casting a spotlight on the spread of a once-fringe racist ideology.	Legal Studies Government
6	Baby formula: How a nationwide shortage was born	News	“Is my baby getting enough food?” It’s a fear every new parent has, said David Leonhardt in <i>The New York Times</i> , but one that’s become “acute” for millions of Americans caught up in a nationwide shortage of baby formula.	Business Economics
7	Montgomery, Ala. Trans health care:	News	A federal judge blocked Alabama’s first-in-the-nation law restricting gender-affirming treatment for minors, saying it would cause “severe physical and/or psychological harm” to trans youth and their families and likely violate their constitutional rights.	Civics Government
13	The doctrine of stare decisis	News	The Supreme Court follows a tradition of honoring precedent—most of the time. What is stare decisis, and when can precedent be overturned?	Legal Studies American History
21	Privacy: Abortion laws meet the surveillance society	Tech	With the prospect of <i>Roe v. Wade</i> being overturned, privacy experts have raised the alarm about data collection from tech giants like Google and Facebook, as well as innumerable apps, that “could become a major liability for people seeking abortions” in states that prohibit them.	Civics Legal Studies Technology

**BRIEFLY: Quick Questions & Ideas To Engage Students**

The doctrine of stare decisis PAGE 13	<ol style="list-style-type: none"> <li>1. What is stare decisis, what is precedent, and what is super precedent?</li> <li>2. What do you know about the landmark Supreme Court case, <i>Roe v. Wade</i>, that guarantees women access to abortion? What questions do you have? Why do many believe it is about to be overturned?</li> <li>3. In what cases can precedent be overturned?</li> <li>4. Do you believe that more precedents will be in jeopardy? Why or why not?</li> </ol>
Abortion: Protesting outside justices’ homes PAGE 18	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, why have pro-choice activists protested outside select Supreme Court justices homes? Why do you think it is illegal to do so?</li> <li>3. What issues, if any, would cause you to publicly protest?</li> <li>4. What does the quote, “mob rule for thee, not for me” mean?</li> </ol>
E-reading apps face new bans PAGE 21	<ol style="list-style-type: none"> <li>1. What is the culture war, and why are e-reader apps being drawn into it?</li> <li>2. According to the article, why do some parents want schools and districts to shut down e-reader apps?</li> <li>3. Do you think parents should be able to control what books their children have access to in schools? If so, in what instances and/or for what ages? If not, why not? How would you feel about your parents deciding what books you have access to at school?</li> <li>4. Which persons or groups should decide what books are available to students in a school system?</li> </ol>

**FEATURE OF THE WEEK: The Cover**

Invite students to look at this week’s cover and answer the questions.	<ol style="list-style-type: none"> <li>1. Describe the illustration on this week’s cover. Who is represented in the image? What symbolism is used as part of the illustration, and why?</li> <li>2. What story from this week’s issue does the illustration represent?</li> <li>3. What do you think the illustrator’s point of view is on this story, based on the illustration?</li> </ol>
--	--

<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, "A white supremacist massacre in Buffalo" (p. 4)	
<b>VOCABULARY</b>	replacement theory, racist, ideology, predominantly, manifesto, cabal, globalist, immigrants, radicalized, repel, white supremacy, mainstream, pundits, critical race theory, domestic terrorism, prominent, minority, demographic
<b>DISCUSS</b>	1. What is the nature of hate? 2. How might society be different if people and groups didn't hate one another? 3. To what extent do you think people's political views are influenced by the news sources they choose?
<b>DO</b>	1. Write the word, "hate" on one large sheet of butcher paper and the word, "crime" on a second large sheet of butcher paper. Place the papers on the floor, and place a set of markers next to them. Divide students into two groups, and ask each group to define, illustrate, or write examples of the words on their sheets of paper without talking. After a few minutes, invite groups to switch papers and repeat the exercise. Read the descriptions for each word, and challenge students to identify those they believe best describe each word. Ask students how, if at all, they think the words relate to one another. Ask: Can hate be a crime? 2. Put the papers together to create the phrase, "hate crime." Challenge students to define/describe what a hate crime is. Explain that the Federal Bureau of Investigations (FBI) defines a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate itself is not a crime – and the FBI is mindful of protecting freedom of speech and other civil liberties. Challenge students to share examples of hate crimes they have heard or read about. 3. Ask students what they know about the mass shooting that happened in Buffalo last week. Invite students to read the article. Discuss: What is replacement theory? What is white supremacy? Do they believe the Buffalo massacre constitutes a hate crime? Explain. 4. Challenge student groups to identify and research a <a href="#">hate crime from recent American history</a> . Direct them to summarize what happened, explain why it is a hate crime, and research what happened to the victim and the person or people charged or convicted with the crime. 5. Invite students to present their cases and to note any trends in the penalties for those who committed the crimes. Explain that state hate crimes are typically "penalty enhancement" statutes, which means that they increase the penalty for an offense if the victim or target is intentionally selected for violence because of a personal characteristic. Further explain that the federal hate crime statute called the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, allows the federal government to provide assistance in the investigation and prosecution of hate crimes and, in some cases, to investigate and prosecute hate crime cases if the locality is unable or unwilling to.
<b>EXTEND</b>	Invite students to learn more about the <a href="#">victims</a> of the Buffalo massacre.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the feature, "Pick of the week's cartoons" (p. 20)	
<b>VOCABULARY</b>	symbolism, exaggeration, labeling, analogy, irony, persuasive
<b>DISCUSS</b>	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
<b>DO</b>	1. Direct students to the "Pick of the week's cartoons" featured on p. 20. Challenge groups to answer the following questions about all five cartoons: What do you see? What news story is being illustrated? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the <a href="#">following techniques</a> to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and <a href="#">create a political cartoon</a> that illustrates their points of view and tries to persuade others to feel the same. Challenge them to use at least two techniques they learned about.
<b>EXTEND</b>	Invite students to review and analyze <a href="#">additional cartoons</a> from <i>The Week</i> .

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.