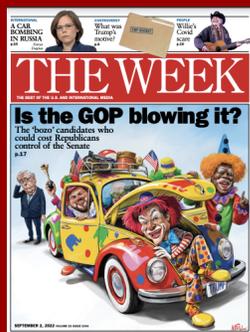


THE WEEK

**The Week
at a
Glance**



5	Biden cancels \$10,000 in student loan debt	News	President Biden signed an executive order this week to forgive \$10,000 in federal student debt for each borrower earning under \$125,000 a year.	Government Economics
5	Election battlegrounds take shape	News	Florida Democrats nominated Charlie Crist over a more liberal opponent to take on Republican Gov. Ron DeSantis, who ran unopposed but whose hard-right politics proved popular in GOP primaries across the state, and establishment Democrats prevailed in New York, although two powerful House stalwarts were pitted against each other in a redrawn Manhattan district.	Politics
11	Not enough teachers	News	An epidemic of teacher burnout has many school districts struggling to fill positions. Why are teachers unhappy?	Economics Business
17	The border: Abbott ships migrants north	Opinion	A stunt by Texas Gov. Greg Abbott has “overwhelmed” New York City and Washington, D.C., with an influx of thousands of border-crossing migrants, said Herb Scribner in <i>Axios</i> .	Government Civics
32	Twitter: Whistleblower levels security charges	Business	Twitter’s former security chief dropped bombshell accusations that the social networking service is bursting with security issues severe enough that they “pose a threat to its own users’ personal information, to company shareholders, to national security, and to democracy,” said Donie O’Sullivan in <i>CNN.com</i> .	Business Cyber Security

BRIEFLY: Quick Questions & Ideas To Engage Students

Riyadh: 34 years for tweeting PAGE 9	<ol style="list-style-type: none"> 1. According to the article, why was a Saudi woman recently sentenced to 34 years in prison? 2. What does this story illustrate about human rights in Saudi Arabia? 3. What questions do you have after reading this article? 4. In what instances, if at all, should someone’s right to free speech be limited?
Cheney’s ‘kamikaze’ mission PAGE 12	<ol style="list-style-type: none"> 1. What do you know about Congresswoman Liz Cheney? 2. What is the author’s point of view about Cheney? 3. What evidence does he use to support his point of view? 4. Would you consider voting for Cheney for President? Why or why not?
Wall Street’s TikTok dilemma PAGE 32	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What do you think the term, “confidentiality is bred in the bone” means? 3. How, if at all, could work-related videos on Tik Tok be both positive and negative for Wall Street firms? 3. How, if at all, could a video on Tik Tok influence where you choose to work?

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"> 1. Describe the illustration on this week’s cover. 2. What story from this week’s issue does the illustration represent? 3. What political leader is featured in the illustration? Who do you think the clowns represent? Why do you think the illustrator chose to use clowns in the illustration? 4. What do you think the illustrator’s viewpoint on the story is, based on the illustration? 5. How does he or she use techniques like symbolism and exaggeration to express his or her viewpoint?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, <i>Biden cancels \$10,000 in student loan debt</i> " (p. 5)	
VOCABULARY	executive, disproportionately, debt forgiveness, vast, unsustainable, progressives, implicit, paradigm, chumps, freebie, skyrocketing, naive, resentment
DISCUSS	1. Why do you think that some people choose to go into debt in order to receive a college education? 2. What do you think are the pros and cons of canceling federal student debt loans through executive action?
DO	1. Write the following two sentences on the board; (1) "I understand that not everything I'm announcing is going to make everybody happy, but I believe my plan is responsible and fair." (2) "This plan makes "absolute chumps" out of those who didn't go to college, or who scrimped to pay back what they owed." 2. Ask students if they know what news story both quotes are referring to. Invite them to read the story, "Biden cancels \$10,000 in student loan debt" on page 5. What do students know about this news story? Why do you think some students borrow money in order to receive a college education? Why do they think some might support President Biden's plan to relieve some college debt for borrowers? Why might others oppose it? Ask: How does examining both viewpoints help you better understand a news story? Invite students to highlight information from the article that supports Biden's plan in one color and information that opposes it in another. Challenge them to determine which side they support, and why. Additional information can be found here . 3. Then, invite students to select another article from the issue about a controversial topic. Before reading the article, direct them to summarize what they know and their opinions about the topic or news event. Challenge them to research online to find four different people's opinions on the topic. These opinions can come from the article itself or from other sources. Along with the opinions, direct them to list information about each person, any relevant affiliations, and why they might have that opinion. 4. Invite each student to summarize whether any of the opinions they researched changed their own and with which person's viewpoint they most agree and most disagree, and why. 5. Finally, create an "agree" and a "disagree" wall or online slide, and invite students to write the opinions they most agree and disagree with on literal or digital sticky notes to post on the walls or online slide. Challenge students to draw conclusions, based on the opinions that are selected.
EXTEND	Invite students to write a Week-style "Talking Points" article that supports one of the opinions they selected.

MAIN ACTIVITY OF THE WEEK #2: Based on several articles from throughout the issue	
VOCABULARY	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
DISCUSS	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
DO	1. On a large sheet of butcher paper in the center of the room, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper, but their conversation must be done in complete silence. They may silently write what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, challenge them to list the consequences of othering. Encourage them to consider consequences within a school building, a community, and even global consequences. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to go through this week's issue and identify at least three articles that illustrate othering. The articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
EXTEND	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

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