

THE WEEK

**The Week
at a
Glance**



4	DOJ bolsters its Trump obstruction case	News	Donald Trump's legal jeopardy deepened when the Department of Justice said in a court filing that he and his team "likely concealed" top-secret government records stored at Mar-a-Lago from federal investigators.	Government Legal Studies
5	Ukraine begins southern counteroffensive	News	Ukrainian forces launched a high-stakes counteroffensive to take back southern territory occupied by Russia and quickly reclaimed four villages in the Kherson region.	World Studies
7	Harris County, Texas: First U.S. fatality	News	With monkeypox cases now reported in all 50 states, Texas announced the country's first suspected monkeypox-related death.	Health
16	Biden's student loan bailout: Is it unfair?	Talking Points	President Biden's executive order forgives up to \$10,000 in federal student debt for borrowers making less than \$125,000 annually, or \$250,000 per couple—"nearly quadruple the median family income." Low-income recipients of Pell Grants can get up to \$20,000 canceled. Is this executive order fair or unfair, and why?	Government Economics
17	CNN: An 'unbiased' makeover	Opinion	Following the April merger between CNN's owner WarnerMedia and Discovery, new CNN CEO Chris Licht and Warner Brothers billionaire investor John Malone made it clear they hope to lure back viewers alienated by the network's critical coverage of President Trump.	Business Cyber Security

BRIEFLY: Quick Questions & Ideas To Engage Students

Cassville, Mo. In loco parentis: PAGE 7	<ol style="list-style-type: none"> 1. According to the article, why did a Missouri school system gain attention last week? 2. What is corporal punishment, and do you think it should be allowed in schools? If so, in what instances? If not, why not? In how many states is it legal? 3. What was the response of students to the new policy? 4. How would you react if teachers were allowed to paddle students in your school?
Eliminate no-knock warrants PAGE 12	<ol style="list-style-type: none"> 1. What is a no-knock warrant? 2. In what cases, if any, do you think a no-knock warrant should be used? 3. What do you know about the Breonna Taylor case and the use of a no-knock warrant? Do you agree with the quote in the article that the "system is at fault"? 4. Do you believe police officers should receive qualified immunity? Why or why not?
Surveillance in the college dorm PAGE 20	<ol style="list-style-type: none"> 1. What do you think this news story is about, based on its headline? 2. What do you know about the Fourth Amendment, and the rights that it affords Americans? 3. Do you think that the university's use of monitoring software to prevent cheating during the pandemic violated the Fourth Amendment? Why or why not? 4. What, if any, techniques did your school use to monitor cheating during the pandemic?

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? How would you describe the way he is being portrayed in the illustration, and why? 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 several articles in this week's issue	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
DO	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do a gallery walk and write what they know about each term on the related paper. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea." 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Fathers. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the interactive constitution at the National Constitution Center. Encourage groups to compare answers. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week's issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to identify at least one more big idea they would add to the Constitution in 2022.
EXTEND	Challenge students to read about the history of the U.S. Constitution by reading this article from the National Archive.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "CNN: An 'unbiased' makeover" (p. 17)	
VOCABULARY	centrism, withering, propaganda, alliance, partisan, demagogues, lure, unbiased, polarizing, endangered, scandal, sexual harrasment, fraudster, waned, neutrally, affirmative action, appease
DISCUSS	1. Should television news outlets be unbiased? Explain your answer. 2. How would our country be different if there was more than one political party? What if there was only one political party?
DO	1. On a large sheet of butcher paper in the center of the room, write the word, "bias." Explain to students that you would like them to have a conversation about the word on the butcher paper, but their conversation must be done in complete silence. They may silently write what they think the word 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 "bias" means and all of the different types of bias. Bias can be defined as, "a positive or negative attitude toward something, often based on preconceived prejudices rather than evidence." Introduce the term, "media bias" and invite students to explain what they think that type of bias is. What do they know about media bias? What news sources, if any, would they describe as biased or unbiased? 3. Poll students to see how many of them agree with the following statements: "I expect news coverage to be unbiased." "There is no such thing as unbiased news coverage." Discuss answers. What, if anything, do they think the impacts are of biased news coverage? 4. Challenge student groups to create a list of strategies they would use to detect media bias. Introduce them to this list . Invite them to read the article and identify biases related to CNN and what they are doing to change that perception. 5. Direct students to create a five-column chart with the headings, "far left," left-leaning, "balanced," "right-leaning," and "far right." Challenge students to read or watch one political news story and determine how they would rank that news story on their chart and why. 6. Invite students to present their news stories, news sources, and rankings. Share this chart with students and see how their rankings compare.
EXTEND	Invite students to learn more about their own political biases by taking this quiz .

* 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.