

THE WEEK

**The Week
at a
Glance**



5	Ukrainian troops send Russians fleeing in the northeast	News	In a dramatic reshaping of the battlefield, Ukrainian forces chased Russian troops out of much of Kharkiv over the past two weeks, retaking in days what it took Russia months to capture.	World Studies
12	John Roberts clearly saw this coming	News	“The (Supreme) court’s approval rating has tanked”—just 1 in 4 Americans has confidence in the court, per Gallup—and Chief Justice Roberts is blaming the public for misunderstanding the role of judges.	Legal Studies Civics
16	Biden: A fierce attack on ‘MAGA’ Republicans	News	In a series of recent speeches, President Biden has addressed head-on the “existential threat to democracy” posed by Donald Trump’s authoritarian MAGA movement.	Politics Government
37	‘Effective altruism’: How much giving is really enough?	Business	A movement of extreme giving that goes by the name of “effective altruism” has gone mainstream, said Gideon Lewis-Kraus in <i>The New Yorker</i> .	Civics Economics
39	The queen who held a changing nation together	Obituaries	Queen Elizabeth II was Britain’s most steadfast public servant. During her seven decades on the throne, the longest-reigning British monarch in history was a bulwark of constancy through a time of extraordinary changes, including the reluctant relinquishing of African former colonies, the joining of the European Union, and the leaving of it in Brexit.	World Studies World History

BRIEFLY: Quick Questions & Ideas To Engage Students

Hong Kong Children’s book authors imprisoned PAGE 9	<ol style="list-style-type: none"> 1. According to the article, why were five children’s book authors imprisoned in Hong Kong? 2. What was the authors’ plea to the charges? To what did the authors admit? 3. What do you think the term, “act of dissent” means? 4. Why is it important to stay aware of events like this in other parts of the world?
Lord of the Rings versus the racist PAGE 12	<ol style="list-style-type: none"> 1. What, if anything, do you know about J.R.R. Tolkien’s <i>Lord of the Rings</i>? 2. According to the article, why has the new <i>Lord of the Rings</i> series been in the news? 3. Why are some people complaining about the multi-racial casting in the series? 4. How, if at all, does this news story reflect broader societal issues?
Starbucks: Baristas take up the union fight PAGE 38	<ol style="list-style-type: none"> 1. What do you think this news story is about, based on its headline? 2. What is a barista and, according to the article, what fight are the Starbucks baristas taking up? 3. What do you know about unions? What are the benefits and downsides of unionizing, to both employees and employers? 4. What, if anything, do you predict will happen as a result of the baristas’ demands?

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 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 the articles, “Charles III takes throne as U.S. mourns Elizabeth II (p. 4) and “The queen who held a changing nation together” (p. 39)	
VOCABULARY	mantle, legacy, throngs, ascend, endeavor, era, grandeur, epochal, racist, colonial, subjugation, massacre, displacement, plundered, gaping, derision, monarchy, indefensible, acrimony, steadfast, relinquishing, frugal, diligence, abdicating, realms, scandal, estranged, racism, turmoil, frail
DISCUSS	<ol style="list-style-type: none"> 1. What do you know about Queen Elizabeth and her historic reign? 2. When you think of her, what images and words come to mind? 3. What major events in history did her seven-decade reign over Britain include?
DO	<ol style="list-style-type: none"> 1. Ask students what they know about the life and recent death of Queen Elizabeth II of Britain. Introduce the term, “legacy” to students as a mark an individual leaves on the world. Distribute two sticky notes to each student, and invite them to write a word or phrase that completes the following sentence on one of them. “The legacy of Queen Elizabeth II will be ____.” Invite volunteers to share their answers. 2. Ask students what they know about a monarchy. What is the definition of a monarchy? What are different types of monarchies? How is the leader chosen? How long do they serve? Why are there monarchies? Invite students to watch this video to learn the answers. 3. Write the following quotes from the articles on the board: (1) “Born when Britain ruled a vast ‘global empire,’ she was a steady presence amid decades of ‘epochal changes.’” (2) “Go ahead and mourn the queen, but we must speak the ugly truths about the racist, colonial empire she so dutifully represented.” (3) “In this day and age, a constitutional monarchy is ‘logically indefensible’ but it’s nonetheless a legacy worth holding on to.” (4) The Crown is a unifying force that transcends contemporary political divisions and offers ‘a symbol of continuity and stability’ that bestows meaning and happiness.” Before reading the articles, invite student groups to select one to discuss and predict its meaning. 4. Invite students to read and annotate the articles, and conduct additional research to learn about the events surrounding and the reasons behind the quote they have chosen. Challenge them to determine if they agree or disagree with the quote they have selected, and why. Invite each group to share its quote and its opinions about that quote. 5. Finally, invite students to use their second sticky note from the introductory activity to once again write a word or phrase that illustrates Queen Elizabeth’s II’s legacy. How, if at all, have their answers changed?
EXTEND	Invite students to learn about the life and legacy of Queen Elizabeth II.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, “Pick of the week’s cartoons” (pp. 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	<ol style="list-style-type: none"> 1. How can political cartoons serve as primary sources to help us learn about the past? 2. What do you think makes an effective political cartoon?
DO	<ol style="list-style-type: none"> 1. Direct students to the “Pick of the week’s cartoons” featured on pp. 18 and 19. Challenge groups to answer the following questions about all six 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 following techniques 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 create a political cartoon that illustrates their points of view.
EXTEND	Invite students to review and analyze additional political cartoons from <i>The Week</i> .

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