

# THE WEEK

**The Week  
at a  
Glance**



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|----|--|----------|--|---------------------------------------|
| 4  | DeSantis facing legal blowback over migrant flight     | News     | Florida Gov. Ron DeSantis faced possible legal repercussions for flying some 50 asylum-seeking migrants from Texas to Martha's Vineyard in a political stunt, as the migrants filed a lawsuit and a U.S. attorney looked into possible crimes. | Politics<br>Government<br>Civics      |
| 5  | Putin calls up troops and threatens to use nukes       | News     | Faced with Russian battlefield losses in Ukraine, Russian President Vladimir Putin escalated the war by announcing an expansion of the Russian army and implicitly threatening to use nuclear weapons.   | World Studies                         |
| 11 | Prosecuting the insurrectionists                       | News     | The Justice Department is racking up guilty pleas in the largest criminal investigation in U.S. history. What crimes were charged, and are they serious?   | Government<br>Legal Studies<br>Civics |
| 17 | 'The midterms: What happened to debates?               | Opinion  | In this midterm election cycle, there are no debates scheduled in a host of "key statewide contests," including Arizona, Michigan, Wisconsin, and Ohio.  | Politics                              |
| 38 | Outlook: As Fed fights inflation, recession fears grow | Business | Word out of the White House for weeks has been that "inflation is under control," and the markets took Washington's word for it. But last week's Consumer Price Index was a reality check: Inflation is still raging.                          | Economics<br>Government               |

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

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| New York City: Trumps face civil fraud charges<br>PAGE 7  | <ol style="list-style-type: none"> <li>1. What is the difference between a civil lawsuit and a criminal lawsuit?</li> <li>2. Why did the New York Attorney General file a civil lawsuit against President Trump and his three eldest children?</li> <li>3. According to the article, how did President Trump respond? What does the term, "witch hunt" mean?</li> <li>4. Why, if at all, is this lawsuit so significant? What do you predict will happen next?</li> </ol>  |
| Tehran Protests over woman's death:<br>PAGE 9             | <ol style="list-style-type: none"> <li>1. Can you find Tehran on a map? What, if anything, do you know about Tehran? What do you know about women's rights there?</li> <li>2. According to the article, why was a woman recently arrested by morality police? What happened after her arrest? What is a hijab?</li> <li>3. Based on what you read or know, do you think protests like the ones described in the article are welcomed in Tehran? Explain your answer.</li> <li>4. Why is it important to stay aware of events like this in other parts of the world?</li> </ol> |
| BeReal: A new app gets its social media moment<br>PAGE 20 | <ol style="list-style-type: none"> <li>1. What do you know about the social media app, BeReal? Why do you think it's sometimes called the "anti-Instagram"?</li> <li>2. Why do you think BeReal is so popular? What, according to the article, is its "fatal flaw"?</li> <li>3. If you could create a social media app, what would you create and why?</li> </ol>  |

**FEATURE OF THE WEEK: The Cover**

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| 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.</li> <li>2. What story from this week's issue does the illustration represent?</li> <li>3. What leader is featured in the illustration? How would you describe the way he is being portrayed in the illustration, and why?</li> <li>4. What do you think the illustrator's viewpoint on the story is, based on the illustration?</li> <li>5. How does he or she use techniques like symbolism and exaggeration to express his or her viewpoint?</li> </ol> |
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| <b>MAIN ACTIVITY OF THE WEEK #1:</b><br>Based on the article, "DeSantis facing legal blowback over migrant flight" (p. 4) |  |
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| <b>VOCABULARY</b>   | repercussions, firestorm, disoriented, influx, undocumented immigrants, class-action, premeditated, fraudulent, jurisdiction, lure, depravity, humanely, deftly, hypocrisy, catastrophe, fascist, gambit, virtue, asylum, incentive, exploited   |
| <b>DISCUSS</b>  | <ol style="list-style-type: none"> <li>How should we respond, as a nation, to the millions of undocumented immigrants who have been arrested along the southern border this fiscal year?</li> <li>How can we reform the asylum and immigration process in our country?</li> </ol>  |
| <b>DO</b>   | <ol style="list-style-type: none"> <li>Write these words on the board and ask students what they know about each word and about the news story that connects them all: migrant, immigration, Martha's Vineyard, Governor DeSantis, and President Biden. Invite students to read and annotate the story on p. 4 and to watch <a href="#">this video</a> and <a href="#">this video</a>. Invite them to discuss these three questions with a partner: What are three facts you learned? What are three questions you have? How does this story make you feel?</li> <li>Introduce the terms refugee, migrant, asylum seeker, and immigrant. Ask students if they know the differences between the terms. Invite students to watch the <a href="#">animated videos at this U.N. site</a> to learn the answers. Explain that a migrant is an ordinary person or group of people who move to another country for other reasons beyond conflict and persecution. It could be to improve their lives, get an education, or join other family members. Ask students what they know about the number of migrants who enter the US each year. How many are there? From what countries do they flee? What is the current US policy as it relates to migrants?</li> <li>Divide students into five groups, and challenge each group to research the causes, impacts, and current situation of the 50 asylum-seeking migrants that Gov. DeSantis flew to Martha's Vineyard. Research should include the home countries of the migrants, the reason(s) behind why they came to the US, the reasons behind Gov. DeSantis' actions, where the migrants entered the US, the impact of their migration, the impact of Gov. DeSantis' actions, and the current status.</li> <li>As a class, discuss and invite respectful debate about the following questions: Should migrants be allowed to come to the US to seek asylum? How do you feel about the actions of Gov. DeSantis? What are your three biggest takeaways from this news story?</li> </ol> |
| <b>EXTEND</b>   | Challenge students to write an imaginary tweet of no more than 270 characters that summarizes their feelings about this news story.  |

| <b>MAIN ACTIVITY OF THE WEEK #2:</b><br>Based on the article, "Prosecuting the insurrectionists" (p. 11) |   |
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| <b>VOCABULARY</b>  | prosecuting, insurrectionists, militia, prominent, shaman, radicalized, felony, obstructing, traitor, assassinate, grave, patriots, nativist, rioter, tyranny, scrutinize, sedition   |
| <b>DISCUSS</b>   | <ol style="list-style-type: none"> <li>What, if anything, do you most remember about January 6, 2021?</li> <li>What questions does Jan. 6 raise for you about democracy, justice or power? What else would you like to learn about that day?</li> <li>What, if anything, do you think should happen to those who stormed the Capitol that day?</li> </ol>   |
| <b>DO</b>  | <ol style="list-style-type: none"> <li>Divide students into small groups, and give each group a big sheet of butcher paper, Distribute a marker to each student. In the middle of each sheet of paper, write "January 6, 2021." Set a timer for five minutes, and invite students to begin the first of three silent conversations about what they remember, what they know, or what they are curious about as it relates to the events of January 6, 2021. In this strategy, they can not speak and their entire conversation must take place on the paper. They can use words or illustrations. At the end of the five minutes, invite students to travel to at least one other big paper to learn what another group knows, remembers, or is curious about.</li> <li>Direct students to read the article on p. 11. While or after reading, invite students to have the second silent conversation. In this silent conversation, they should write what they learned from or are curious about after reading the article. After five minutes, invite students to go to a different group's big paper and learn what they learned or are curious about.</li> <li>Then, direct students to watch a video that shows the events from that day. <a href="#">This video</a> is one example but note that it contains graphic images and language so educators will want to preview and may want to only show a portion. Invite students to have the third and final silent conversation about what they learned or are curious about. Invite each group to visit and learn from a different group's big paper.</li> <li>Direct students to form new groups, each made up of members from different original groups. Invite each new group to travel to all of the big papers and circle/select 3-5 questions or reflections they would like to discuss. Give each group time to discuss and reflect on the events of January 6.</li> <li>Then, challenge them to answer these questions: How will you remember the events of January 6, 2021? How will historians remember the events of January 6, 2021? How should we remember the events of January 6, 2021?</li> </ol> |
| <b>EXTEND</b>  | Do students call the events of January 6, 2021 a riot, an insurrection, a siege, or something else? Invite them to read about <a href="#">why words matter</a> .  |

\* 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.