

THE WEEK

**The Week
at a
Glance**



4	Jan. 6 anniversary underlines the national divide	News	The nation marked the anniversary of the Jan. 6 uprising, a milestone Democrats observed with a day of events that highlighted a deep partisan divide over the meaning of the Capitol riot.	American History Government Civics
6	America's schism: Are we heading for a civil war?	News	"Not long ago, the idea of another American Civil War seemed outlandish," said Ron Elving in NPR.org, but now "it seems to suddenly be everywhere."	American History Politics
7	Atlanta Filibuster reversal:	News	President Biden endorsed changing Senate filibuster rules to allow the passage of voting rights legislation with a simple majority, saying this week that the politically explosive move is needed to "protect the heart and soul" of U.S. democracy	Government
16	School-age kids: The pandemic's psychological toll	News	"American children are starting 2022 in crisis," said David Leonhardt in <i>The New York Times</i> . The spread of the Omicron variant has only magnified "how alarming the situation had become" after nearly two years of kids enduring isolation from friends, fear of getting sick, and the unpredictable chaos of their lives.	Health
35	The trailblazing actor who broke Hollywood's color barrier	Obituaries	Sidney Poitier, America's first black movie star and the trailblazing actor who broke Hollywood's color barrier, died this week.	American History

BRIEFLY: Quick Questions & Ideas To Engage Students

It wasn't all bad PAGE 5	<ol style="list-style-type: none"> 1. Why do you think the articles in this feature were selected? Why do you think the feature is named, "It wasn't all bad"? 2. Which story was the most interesting to you? Why? 3. What do you think the stories all have in common? How, if at all, are these stories unique from others in the issue and from most other news stories? 4. If you were to select stories for an "It wasn't all bad" feature in your school, what stories would you write about and why?
Kabul: Utter collapse PAGE 9	<ol style="list-style-type: none"> 1. Can you identify Kabul on a world map? 2. According to the article, what warning did the United Nations give about the fate of the Afghan people? 3. According to the article, why did the Afghan economy come to a grinding halt? 4. Do you think nations that are considered wealthier than Afghanistan should donate money to support the Afghan people? Why or why not?
School-age kids: the pandemic's psychological toll PAGE 16	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why are American children starting 2022 in crisis? 3. What has been hardest for you during the pandemic? What aspect of the pandemic do you think has been most challenging for kids your age?

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. Who is represented in the image? What symbolism is used as part of the illustration, and why? 2. What story from this week's issue does the illustration represent? 3. What do you think the illustrator's point of view is on this story, based on the illustration?
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MAIN ACTIVITY OF THE WEEK #1 : Based on the article, "Jan. 6 anniversary underlines the national divide" (p. 4)	
VOCABULARY	uprising, partisan, insurrection, vigil, blistering, fraud, invoked, conspiracy, bias, obstruction, contemptuous, invalidate, acolytes, grave, coup
DISCUSS	1. What, if anything, do you most remember about January 6, 2021? 2. What questions does Jan. 6 raise for you about democracy, justice or power? What else would you like to learn about that day?
DO	1. 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. 2. Direct students to read the article on p. 4. 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. 3. Then, direct students to read the article on pp. 36 and 37. Invite them 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. 4. 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. 5. 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?
EXTEND	Do students call the events of January 6, 2021 a riot, an insurrection, a siege, or something else? Invite them to read more about why words matter here .

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "America's schism: Are we heading for a civil war?" (p. 6)	
VOCABULARY	schism, outlandish, insurrection, conservatives, progressives, overwrought, pundit, rancorous, secular, skeptical, immigrants, militias
DISCUSS	1. Why do you think American politics are so divisive? 2. On a scale of 1-10 (with 10 being the strongest), how strong do you think our democracy is in the United States? Explain your answer.
DO	1. Hang a sign that says, "strongly agree" on one side of the room, and a sign that says, "strongly disagree" on the other. Read the following prompt to students, and challenge them to stand at the point on or between the signs that reflect their opinions: "The situation in America is such that I would favor red or blue states from seceding from the union to form their own separate country." Note that you may have to explain what a red or blue state is and what it means to secede from the union. Once students have moved to their positions, challenge them to explain their answers. 2. Lead a discussion using these questions: What would be the advantages of the US dividing into two countries? The disadvantages? What could be the causes and effects of the US dividing into two separate countries? 3. Explain that the question in the opening activity was included in a recent poll from the University of Virginia's Center for Politics. The poll found that roughly 4 in 10 (41%) of Biden and half (52%) of Trump voters at least somewhat agree that it's time to split the country, favoring blue/red states seceding from the union. 4. Invite students to read and annotate the article and highlight the reasons why the US might be headed for a civil war or two-country split in one color and the reasons that a civil war or two-country split is unlikely in another color. Debrief answers, and poll students to see if they believe the U.S. is headed for a civil war. 5. Direct student pairs to identify at least two additional articles, videos, or podcasts about this topic. Challenge them to summarize the articles, videos, or podcasts, to present their summaries to the rest of the class, and to explain whether the information presented led them to conclude that the U.S. is more or less likely to be headed toward a civil war or to divide into two countries. 6. Repeat the introductory activity and discuss any changes in student answers.
EXTEND	Challenge students to identify the similarities and differences in the state of our union now and the state of our union in the months leading up to the U.S. Civil War .

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