

THE WEEK



The Week
at a
Glance



4	A dead end for voting rights bills	News	Senate Democrats pushed ahead with a doomed effort to pass a pair of voting rights bills, forcing a floor debate despite having no realistic chance of overcoming unified Republican opposition.	Government Civics
5	Fears rise that Russia will invade Ukraine	News	President Biden said that he expects Russian President Vladimir Putin will invade Ukraine, even as U.S. officials engaged in frantic diplomatic efforts to avert what could become Europe's largest conflict since World War II.	World Studies
7	Austin Ballots denied:	News	Hundreds of Texans applying to vote by mail in the upcoming March primary elections in Travis County have seen their requests denied because of voting rules enacted by Republicans last year.	Government Civics
16	Synagogue attack: Growing fear among Jews	Opinion	Congregation Beth Israel in Colleyville, Texas, was supposed to have a quiet, largely virtual Sabbath service last weekend. Instead, it became "the center of a global drama," as a terrorist took four congregants hostage in an 11-hour ordeal that was partially livestreamed to at-home worshippers.	Civics Legal Studies
16	Vaccine mandates: A Supreme Court veto	Opinion	Six conservative justices blocked the Biden administration's mandate that large companies require their workers to be vaccinated against Covid-19 or tested regularly.	Legal Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Washington, DC: Justice unmasked PAGE 7	<ol style="list-style-type: none"> 1. How do you feel about mask mandates? 2. Do you feel that certain professions should be forced to wear masks while working? If so, which ones? 3. Why is this story newsworthy? 4. Do you think Justice Gorsuch should be forced to wear a mask while hearing oral arguments? Why or why not?
Lia Thomas: Should she race against women? PAGE 17	<ol style="list-style-type: none"> 1. Who is Lia Thomas, and why is she in the news? 2. How would you describe both sides of the debate related to Lia Thomas swimming competitively? 3. What is your opinion on this news story?
The age of \$8-an-hour robots is here PAGE 34	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What is an \$8 robot? 3. What could be the benefits and downsides of robots replacing human workers, or preventing companies from needing to hire human workers?

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, "A dead end for voting rights bills" (p. 4)	
VOCABULARY	opposition, progressives, filibuster, rhetoric, election integrity, undermine, political backlash, reprehensible, disingenuous, civility, bipartisan, voter suppression, winnowing, sinister
DISCUSS	1. What are the benefits and drawbacks of having state-run elections where each state can make its own rules? 2. What is the relationship between voting and democracy?
DO	1. Draw a continuum on the board or on an online slide that says, easy/easier on one end and hard/harder on the other. Read these prompts, and direct students to stand or put a dot at the point in the continuum between easy/easier and hard/harder that reflects their perspective: To my knowledge, voting in my state is _____ (easy/hard). I think the voting process should be (easier/harder) than it is. Give students an opportunity to explain their answers. 2. Ask students what they know about the Freedom to Vote Act or the John Lewis Voting Rights Advancement Act , and why each of these Acts is in the news this week. Invite students to read and annotate the article and to conduct additional research to help them summarize each Act and to summarize reasons behind support for and opposition to each Act. Note: Among other things, the Freedom to Vote Act expands voter registration and voting access like vote-by-mail and early voting, establishes Election Day as a national holiday, establishes a criminal offense for interfering with or preventing another person from registering to vote, and requires states to conduct post-election audits. The John Lewis Voting Rights Act establishes new criteria when states try to make legal changes that prevent voting rights, authorizes the Department of Justice to require states to provide documents or answers to questions for enforcing voting rights, and outlines factors courts must consider when hearing challenges to voting practices. 3. Challenge students to select and research one of the methods proposed in either the Freedom to Vote or John Lewis Voting Rights Advancement Acts. Their research should include a description, an explanation of possible benefits and possible downsides, and how, if at all, it could impact elections. 4. Invite students who researched similar bills to present their research to one another and to determine whether they think each one makes it easier or harder to vote. Repeat the introductory exercise.
EXTEND	Invite students to learn more about the life and legacy of Congressman John Lewis .

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "Synagogue attack: Growing fear among Jews (p. 16)	
VOCABULARY	terrorist, hostage, captor, congregants assault, searing, trauma, hostage, Anti-Semitism, millenia, dehumanization, persecution, slaughtered, tenured, radical, white superemacist, agitator, pretext, moral, liberals, conservatives, marginalize, yarmulkes, resiliency
DISCUSS	1. Why do you think some people hold and perpetuate biases and hatred toward other people, based on their religion? 2. How are prejudice and bias created? How do we overcome them? 3. When should an individual take a stand against what he/she believes is an injustice?
DO	1. Write the following quote, and invite student groups to interpret and react to it, and to share how, if at all, it relates to contemporary issues and/or their lives. "First they came for the Socialists, and I did not speak out – Because I was not a Socialist. Then they came for the Trade Unionists, and I did not speak out – Because I was not a Trade Unionist. Then they came for the Jews, and I did not speak out – Because I was not a Jew. Then they came for me – and there was no one left to speak for me." Invite groups to report out. Explain that the quote is attributed to Lutheran pastor Martin Niemöller who believed that Germans had been complicit through their silence during the Nazi imprisonment, persecution, and execution of millions of people. 2. Introduce the term, "Anti-Semitism," and invite student pairs to create a K-W-L chart about Anti-Semitism. (What I Know. What I Wonder. What I Learned.), Challenge pairs to research answers from their "W" column, and record those answers in their "L" column. Background information can be found at the United States Holocaust Memorial Museum and the Anti-Defamation League . Once research is completed, direct each pair to join another pair and discuss questions and answers. 3. Direct each new group of four to read and annotate the article to learn about recent events in Colleyville, Texas. Based on what they have learned, how does this reflect Anti-Semitism? How does it relate to the quote in the introductory activity? 4. Challenge groups to list other historical and contemporary examples of Anti-Semism. According to the Anti-Defamation League, there were 8,366 incidents of extremism or Anti-Semitism in the United States in 2020 and 2021. Visit this heat map to research Anti-Semetic incidents in your state or around the nation. As a class, invite students to discuss the events they researched. Discuss: Why do you think Anti-Semitism exists? What are the consequences and risks of Anti-Semetic behavior? What can students do to combat Anti-Semitism in their school and/or community?
EXTEND	Invite students to listen to one or more podcasts from the United States Holocaust Memorial Museum.

* 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.