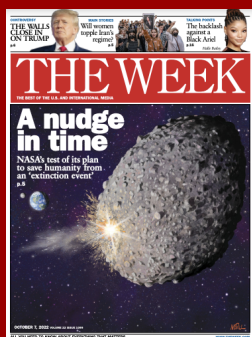


THE WEEK

**The Week
at a
Glance**



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| 4 | Cornered Putin escalates Ukraine war | News | The Kremlin ordered a major escalation of the Ukraine war, calling up 300,000 conscripts and staging sham referendums in occupied regions of Ukraine so it could annex and claim them as Russian soil. | World Studies |
| 5 | Iranians burn hijabs in nationwide protests | News | Thousands of Iranians took to the streets, burning headscarves and shouting “Death to the dictator” in the most serious challenge to the country’s theocratic regime in years. | World Studies Human Rights |
| 7 | Tallahassee: Trump vs. DeSantis | News | A rivalry between Florida Gov. Ron DeSantis and former President Trump is heating up behind the scenes. | Government Politics |
| 11 | ‘The asylum seekers | Opinion | Many migrants coming to the U.S. border are now legally applying for asylum, creating a backlog of 660,000 cases. What is asylum, and how does the process work? | Government Civics |
| 17 | Midterms: The GOP’s policy promises | Opinion | House Minority Leader Kevin McCarthy unveiled the GOP’s “Commitment to America,” which he described as “a bold conservative vision” for Republican policies if they regain control of the House and possibly the Senate. | Politics |

BRIEFLY: Quick Questions & Ideas To Engage Students

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| Florida Mammoth storm PAGE 7 | <ol style="list-style-type: none"> 1. What causes a hurricane? What do you know about the impact of Hurricane Ian? 2. How are hurricanes measured? 3. What role should national, state, and local governments, FEMA, and the National Guard play in helping with rescue and rebuilding efforts related to extreme weather? |
| Why college students live in fear PAGE 12 | <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 have college campuses become “uncomfortable, lonely places filled with ‘mutual fear and mistrust’”? 3. What does it mean to “self-censor,” what percentage of students self-censor, and why? 4. What are your thoughts on racially segregated dorms, as has been demanded at several colleges? |
| The Little Mermaid: Can Ariel be Black? PAGE 16 | <ol style="list-style-type: none"> 1. According to the article, why did the newest remake of <i>The Little Mermaid</i> receive backlash from some? 2. Do you believe that casting decisions should respond to changing norms? Explain your answer. 3. How would you answer the question in the headline, and why? |

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"> 1. Describe the illustration on this week’s cover. 2. What story from this week’s issue does the illustration represent? 3. What do you think the headline means? 4. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration? |
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| MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Iranians burn hijabs in nationwide protests" (p. 5) | |
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| VOCABULARY | hijabs, theocratic, regime, detained, morality, viral, unrest, throttled, sanctions, grievances, slate, clerics, uprising, dissidents, diaspora |
| DISCUSS | 1. What are the benefits and consequences of questioning/challenging authority? 2. What does the term "global community" mean to you, and why is sustaining it so important? |
| DO | 1. Ask students to imagine the government passed a nationwide 11:00pm curfew law for anyone 18-years-old or younger. How would they feel about that law? What, if anything, might they do to express their opinion? Introduce the term, "protest," and ask students to define it. Explain that a protest is a statement or action that expresses disapproval of something. Protest often occurs to push for political, economic, or social change. 2. Challenge student groups to list all of the different ways that people can protest. The list could include letter, blog or article writing, social media, strikes or marches, boycotting, picketing/demonstrating with signs, protest songs, sit-ins, petitions, speaking up at governmental meetings, art/graffiti, wearing an armband or clothing with a protest message, voting, holding a rally, rioting, property damage, strike/lockout, and bringing a lawsuit. Ask students to suggest ways of sorting these forms of protest into subcategories (e.g., illegal and legal, violent and nonviolent, acceptable and unacceptable.) Ask: Would you refuse to participate in certain forms of protest? Why? 3. Explain that some of the biggest protests in history have changed unjust laws or become turning points in history. Ask pairs to choose one of these famous protests to research. Challenge them to research who was protesting, what/why they were protesting, how they protested, and the impact of the protest: Boston Tea Party (1773), March on Washington for Jobs and Freedom (1963), Stonewall Inn Riots (1969), Tiananmen Square (1970), Occupy Wall Street (2011), Women's March on Washington (2017), The March for Science (2017), and Black Lives Matter (2020). Invite pairs to share their research, and challenge students to draw conclusions about the role of protest in a democratic society and which types of protests have had the greatest impact. 4. Ask students what, if anything, they know about the recent protests in Iran. Invite them to read and annotate the article and watch this video to help them identify the same information they researched in #3. Note: The video has some disturbing images so educators should preview to ensure that it is appropriate for their students. 5. Discuss the recent protests in Iran as a class. Challenge students to discuss the significance of these protests and how this issue reflects the stark differences between life in the US and life in Iran. Finally, challenge students to predict the impact of the protests in Iran and to discuss what, if anything, the role of the US should be. |
| EXTEND | Challenge students to write an imaginary tweet that summarizes their feelings about this news story. |

| MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "The US at a glance" (p. 7) | |
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| VOCABULARY | felony, prohibiting, theatrical, seditious, conspiracy, allegation, insurrectionists, contempt, uncharismatic, ingrate, endorsement, revived, overruled, evacuation, catastrophic |
| DISCUSS | 1. What do the featured stories tell us about our nation? 2. What story is most surprising to you and why? 3. Which story most directly impacts your life, and why? |
| DO | 1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the five cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in <i>The Week</i>. * identify how the event impacts their lives, if at all. * predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made. |
| EXTEND | Invite students to select one of the stories in this week's "The U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon here . |

* 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.