

THE WEEK

**The Week
at a
Glance**



4	Ukraine advances on two fronts	News	With growing confidence, Ukrainian troops forced the retreat of crumbling Russian forces in the country's south and east, even as Russia formalized the annexation of four partially occupied Ukrainian regions.	World Studies
6	Supreme Court: Why there's a crisis of legitimacy	News	The Supreme Court justices returned for a new term of possibly momentous cases, with the liberal and conservative justices openly debating whether the court's radical assault on precedent by overturning <i>Roe v. Wade</i> "had risked its legitimacy."	Legal Studies Civics
17	Student debt: Is Biden's plan legal?	News	The constitutionality of President Biden's student loan forgiveness plan was challenged in lawsuits by the conservative Pacific Legal Foundation (PLF), which is representing one of its employees, and six Republican-led states.	Government Legal Studies
17	'Midterms: Will the polls be wrong again?	Opinion	As the midterms loom, a nagging question is taking center stage, said Steven Shepard in <i>Politico</i> : Can the polls be trusted?	Politics
38	Economy: Weak Apple projections hint at global slump	Opinion	Alarm is rising over a global slowdown that's testing even Apple's invincibility, said Vlad Savov in <i>Bloomberg</i> .	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Tallahassee: Cover ops PAGE 7	<ol style="list-style-type: none"> 1. What is a migrant? Why did 48 Venezuelan migrants recently fly from San Antonio to Martha's Vineyard? 2. How was Florida Gov. Ron DeSantis involved? 3. Why are the migrants pursuing a lawsuit? 4. What do you predict will happen in this news story?
Kabul: Female students targeted PAGE 9	<ol style="list-style-type: none"> 1. Can you find Kabul on a world map? What do you know about life there and how, if at all, it is different from life in the US? 2. According to the article, what happened in Kabul last week that ignited protests? 3. Who are the Taliban, and why did they not want the women protesting? 4. Why is it important for you to know about events like this that happen in other parts of the world?
Changing the climate message PAGE 12	<ol style="list-style-type: none"> 1. How much do you know about climate change? Do you believe it is the "great challenge of modern times"? 2. What does a recent poll reveal about American voters' concerns about climate change? 3. What is the author's point of view about the results of the poll? 4. Are you worried about climate change? Explain your answer.

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 do you think the headline means? 4. What world leader is featured in the illustration on the cover? How would you describe the illustration? 5. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration?
--	---

MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Supreme Court: Why there's a crisis of legitimacy" (p. 6)	
VOCABULARY	legitimacy, repeal, consequential, progressives, momentous, liberal, conservative, affirmative action, discrimination, ominously, declarations, fraud, cataclysmic, ideological, rampage, undermine, rebutted, precedent, juristocracy
DISCUSS	<ol style="list-style-type: none"> 1. Do you think Supreme Court justices should be appointed for life? Why or why not? 2. What major issues that could reach the Supreme Court this year are most important to you?
DO	<ol style="list-style-type: none"> 1. Challenge student groups to source and interpret the following: "The Judicial Power of the United States shall be vested in one supreme court, and in such inferior Courts as the Congress may from time to time ordain and establish The Judges ... shall hold their Offices during good Behavior, and shall, at stated times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office." Explain that it is an excerpt from Article 3 of the U.S. Constitution, and it refers to the powers, tenure, and compensation of Supreme Court justices. 2. Ask students what they know about the Supreme Court. What is their role? How does a justice get nominated and confirmed? How many justices are there? Which presidents nominated them to the court? How many are considered conservative- or liberal-leaning? Invite students to go here and here to learn the answers. 3. Invite students to read and interpret this quote from former Chief Justice of the Supreme Court William Rehnquist: "It seems to me that a major reason the Constitution has kept the ship of state afloat is the existence of an independent judiciary as a co-equal branch of our federal government. It is easy today to see the need for an independent judiciary, with the authority to enforce the terms of a written constitution, but back in 1787, when the Founding Fathers were drafting our Constitution, it was an entirely novel concept. I believe that the creation of an independent constitutional court, with the authority to declare unconstitutional laws passed by the state or federal legislatures, is probably the most significant single contribution the United States has made to the art of government." How do you interpret the quote? What is meant by an "independent judiciary"? What does it mean that the judiciary is a "co-equal branch of our federal government"? 4. Invite students to read and annotate the article. Based on information from the article, do you believe that the current Supreme Court is an "independent constitutional court"? Why or why not? Challenge students to select a quote from the article that supports their point of view. 5. Invite students to learn about one or more of the cases that the current Court has agreed to hear this term, and draw conclusions about how the law could be reshaped based on the outcome.
EXTEND	Invite students to listen to oral arguments from the Supreme Court.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Midterms: Will the polls be wrong again?" (p. 17)	
VOCABULARY	historical, tweaking, pollsters, mirage, incumbent, exceeded, resoundingly, distrust, paranoia, presume, biased galvanizing
DISCUSS	<ol style="list-style-type: none"> 1. Why do you think people might be hesitant to tell a human pollster who they are voting for? 2. What are the benefits and risks of a candidate using polling data to make decisions about a campaign?
DO	<ol style="list-style-type: none"> 1. Distribute small pieces of paper to students, and ask them to write an answer to the following question: Have you ever cheated on an exam? Assure them that their answers will be anonymous and no one will ever find out what they answered. Collect the papers without reading them. Then, ask students how many would be willing to share their answers verbally. How many would answer honestly? Did students feel more comfortable answering anonymously or verbally? Ask students how, if at all, this exercise illustrates the challenges of political polling. 2. Ask students what, if anything, they know about how political polling works. Explain that polling has been around for many years. George Gallup was one of the first scientific practitioners of polling in the 1930s, and Franklin Roosevelt was the first American president to use a private polling service to advise him on both election started and public policy. John F. Kennedy's 1960 campaign relied heavily on public opinion polls, and every American presidential candidate since has used polling information as part of his or her election strategy. 3. Challenge student groups to conduct research to answer these questions: How does political polling work? What are the different types of political polls? How do political pollsters target a representative sample? What is a margin of error? How can you tell if poll results are high-quality? What are the pros and cons of using polling data to make decisions? Students can go here and here for answers. Discuss answers. 4. Then, direct groups to create two lists: one entitled, "the power of polling" and the other entitled, "the risks of polling." Challenge groups to use information from the article and additional research to identify how polling can empower a campaign and how it can also create risks .Based on what they've learned, challenge them to answer the question in the headline as it relates to the 2022 midterm elections: Will the polls be wrong again?
EXTEND	Challenge student groups to develop, conduct, and analyze a poll to help them accurately reflect how other students are feeling about an issue the US is facing.

* 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.