

THE WEEK

**The Week
at a
Glance**



4	The Democrats' internal fight over social spending	News	Democrats tried to negotiate a path forward for President Biden's \$3.5 trillion social-spending bill, working toward a scaled-down package that can win the backing of both the party's progressive wing and Senate centrists Kyrsten Sinema of Arizona and Joe Manchin of West Virginia.	Government Politics Economics
6	Facebook: Is it time for Congress to act?	News	"In a <i>60 Minutes</i> interview followed by televised Senate testimony, Haugen—an algorithm specialist with a Harvard MBA—confirmed what many "long suspected but couldn't prove": that Mark Zuckerberg's trillion-dollar company knows its products cause immense social harm."	Government Media Studies
12	How far right will Supremes go this term?	News	As the 2021–22 term begins with abortion, gun rights, religious freedom, and other explosive issues on the docket, the court's majority seems ready to "cast aside long-established precedents" to significantly reshape the law.	Legal Studies Government
17	National divorce: Should red and blue split?	Opinion	A new poll by the University of Virginia's Center for Politics found that 41 percent of Biden voters and 52 percent of Trump voters believe their political opponents are so dangerous that blue or red states should secede from the union "to form their own country."	Politics Government
32	Network crash: The day without Facebook	Tech	Facebook and its sprawling family of apps went dark for hours after experiencing the worst outage since 2008, said Mike Isaac and Sheera Frenkel in <i>The New York Times</i> .	Technology Media Studies Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Kill a cat to save many humans PAGE 15	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What does the word, "euthanize" mean? According to the article, why were several cats euthanized in China? 3. Why did some Westerners criticize China for this act? 4. What are your thoughts on this story?
Climate: Anxiety and gloom among the young PAGE 17	<ol style="list-style-type: none"> 1. What is "climate anxiety," and why are a growing number of young people suffering from it? 2. Do you think we are having a "climate crisis"? Explain your answer. What did a recent survey reveal about how young people are feeling about climate change and the environment? 3. How do you feel about climate change and the future? What, if anything, do you think your generation can do to create positive global changes?
Network crash: The day without Facebook PAGE 32	<ol style="list-style-type: none"> 1. What do you know about the recent outage on Facebook and other apps? 2. What do you think one of the columnists means by saying that, "We just learned "how essential and how inessential Facebook is all at once"?" 3. Whom do you think was most affected by the outage? Did it affect you? If so, how?

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, "How far right will the Supremes go this year?" (p. 12)	
VOCABULARY	conservatives, embracing, judicial, activism, explosive, docket, mast, precedents, enacted, overturn, meddling, sought, plummeted, partisans
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 Behaviour, 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-leaning? How many are 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. What does it mean that the Court seems ready to "cast aside long-established precedents' to significantly reshape the law?" 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 article, "National divorce: Should red and blue split?" (p. 17)	
VOCABULARY	bitterly, secede, contempt, bicoastal, progressive, utopia, ideological, subjugation, adjacent, infrastructure, radicalism
DISCUSS	<ol style="list-style-type: none"> 1. Why do you think American politics is so divisive? 2. What factors contribute to the selection of a political party?
DO (IN PERSON OR REMOTE)	<ol style="list-style-type: none"> 1. Write "strongly agree" on one side of the room, and "strongly disagree" on the other. Read the following prompt to students, and challenge them to stand at the point on or between the labels that reflect their opinions: The U.S. should divide up into two countries based on political parties. Invite students to explain their answers. 2. Distribute two index cards to each student, and direct them to write "R" on one and "D" on the other. Explain that the letters represent the two major political parties in the U.S.: Republicans and Democrats. Challenge them to hold up the correct card to answer the following: Which political party is most associated with blue and a donkey? Red and an elephant? Gun rights? Gun control? Stricter voting laws? Social programs that help others? Big government? More state control? Taxing the wealthy? Concerns about climate change? Stricter immigration laws? Review or research answers. 3. Ask students to define "political party" and research the role of political parties in American politics. Discuss: Why do we have political parties? Do you think they are important? Should there be more or less than two major political parties in the U.S.? How might the nation be different if there were no political parties? Invite students to watch this video to learn why we have political parties and what role they play in our political process. 4. Challenge student groups to identify three issues they care about most. These could include the economy, education, healthcare, defense, the environment, civil rights, homeland security, immigration, crime, women's rights, etc. In a three-column chart with each issue in the first column, challenge them to research and record the Republican position in the second column and the Democratic position in the third. Further direct them to circle the position that most closely aligns with theirs. Invite respectful dialogue in small groups about what students researched. 5. Ask students if they think differences between political parties is positive or negative for our country, and why. Note that they may think it's both positive and negative. Share that some people think the differences among political parties is so divisive that we should split up the country into two separate countries, based on political beliefs. Invite students to read, annotate, and discuss the article. 6. Repeat the introductory exercise.
EXTEND	Invite students to take this political party quiz to see which political party most closely aligns to their views.

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