

THE WEEK

**The Week
at a
Glance**



4	Ignoring U.S. pleas, Saudis slash oil production	News	The Biden administration and senior Senate Democrats threatened to punish Saudi Arabia after the OPEC+ oil cartel defied the U.S. and said it would cut oil production.	World Studies Government Economics
6	Election denial: Can democracy survive?	News	As the November midterm elections loom, “the truth is plain—and painful,” said Eugene Robinson in <i>The Washington Post</i> . If Republicans take both houses of Congress next month, it may mean the end of “democracy as we know it.”	Politics
11	Battling over books	News	Conservative groups and Republican officials are campaigning to ban books from schools and libraries. What books are being targeted?	Civics Government
16	Marijuana: Biden’s push for decriminalization	Opinion	Last week, President Biden announced he was pardoning most past federal convictions of “simple possession” of marijuana.	Politics
38	Elon Musk: Will the meme lord burn down Twitter?	Business	Last week, tech titan Elon Musk seemed to have capitulated in his efforts to cancel his deal to buy Twitter, agreeing to close the deal at the \$44 billion price he offered in April.	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Washington, D.C. Insurrection posse PAGE 7	<ol style="list-style-type: none"> 1. What do you remember about the events of January 6, 2020? 2. Who are the Oath Keepers, and why are they in the news this week? 3. Why is it so important for you to know about this news story? 4. Why do you think that many Trump-supporters still refuse to accept the results of the 2020 election?
Sanandaj, Iran Hijab protests continue PAGE 9	<ol style="list-style-type: none"> 1. Can you find Iran 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 Iran 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?
Covid: New variants may fuel a winter surge PAGE 17	<ol style="list-style-type: none"> 1. How would you describe the impact that Covid-19 had on your life? In your community? On the world? 2. According to the article, what are scientists predicting about a new Covid surge this winter? 3. What evidence supports this prediction? 4. Do you agree or disagree with the claim that “the pandemic is far from over”? Support your answer with evidence.

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. 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, "Election denial: Can democracy survive?" (p. 6)	
VOCABULARY	democracy, loom, partisan, hyperbole, fraud, delegation, nominee, lurch, decisive, precinct, disqualify, doctrine, crackpot, authoritarianism, glimmers, bipartisan, archaic, loopholes, vigilance, civic engagement
DISCUSS	1. What does living in a democracy mean to you? 2. Why is it important for your generation to stay involved and engaged in local and national issues?
DO	1. Write these quotes, and challenge students to select one to interpret: "Democracy cannot succeed unless those who express their choice are prepared to choose wisely." "Democracy is worth dying for because it's the most deeply honorable form of government ever devised by man." "The difference between a democracy and a dictatorship is that in a democracy you vote first and take orders later and in a dictatorship you don't have to bother voting." "Our democracy is designed to seek truth to power." "Either we are all free or we fail. Democracy must belong to all of us." Invite student volunteers to share their analyses and to come to the conclusion that all of the quotes relate to democracy. 2. Challenge students to define democracy and work as a class to develop one definition. Then, ask students if they know what makes a democracy. Explain that the key tenets of American democracy include representative government, separation of powers, the popular sovereignty, a limited government, the rule of law, individual liberty, a social contract, minority rights, and majority rule. Assign each of these tenets to a student group. Direct each group to document the following for the tenet it has been assigned: a definition of the tenet, an example of it in real life, why it is a key tenet of democracy, why it is important, and how life would be different if we didn't have that tenet. 3. Once research is completed, invite each group to present. Challenge students to reach consensus on the most important tenets, in their opinion. 4. Direct students to the article, and challenge them to interpret the headline. Direct them to read and annotate the article. Further direct them to underline ideas and quotes that relate to the key tenets of American democracy. Discuss: How, if at all, could election denial destroy our democracy? 5. Finally, challenge students to answer the question in the headline and to support their answer with what they learned about the key tenets of American democracy.
EXTEND	Invite students to listen to read a transcription of the Declaration of Independence and identify where, if at all, the key tenets of Democracy were first introduced.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Battling over books" (p. 11)	
VOCABULARY	conservative, ban, advocates, unprecedented, homosexuality, restrictions, pornographic, censorship, scrutiny, graphically, trans, nonbinary, authoritarian, regimes, coalition
DISCUSS	1. In your opinion, what makes a book appropriate or inappropriate for a school library? 2. How do book bans impact students? Educators? Authors? Communities?
DO	1. Hang two signs in opposite corners of the room: one that says "agree" and one that says "disagree." Read this sentence, and challenge students to stand at the point on or between the two signs that reflects their opinion: Parents and community members should be able to decide which books are included in a school library. 2. Discuss the exercise, and invite students to share justifications for their answers. Ask students what they know about book banning. Note: A school book ban is "an action taken against a book based on its content and as a result of parent or community challenges, administrative decisions, or in response to direct or threatened action by lawmakers or other governmental officials, that leads to a previously accessible book being either completely removed from availability to students, or where access is restricted or diminished." Invite student groups to discuss the following questions. What, if any, are the pros and cons of parents and community members banning books? How, if at all, does book banning impact students' rights? Who should be able to make decisions about the books that are included in a school library? What types of books, if any, should be banned from school libraries? 3. Direct students to this list of the most frequently challenged books in 2021. Have students read any of the books? What conclusions can they draw about the content/types of books that are frequently banned? 4. Invite student groups to read and annotate the article and to go here to research the answers to these questions: Who is banning books? How has the number of books challenged/banned trended over the last few years? What subject matter is most frequently being challenged? Which states have the highest numbers of challenged books? Which groups are advocating for book bans? Which groups are advocating against book bans? 5. Invite students to learn more about books in your school library and any books that have been banned as well as the current process for challenging a book.
EXTEND	Invite students to learn more about actions being taken against book bans.

* 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.