

# THE WEEK

**The Week  
at a  
Glance**



4	China's escalating threats to Taiwan	News	China stepped up its campaign of military threats and incendiary rhetoric toward Taiwan, sparking a renewed debate in Washington over how to deter a possible Chinese invasion of the U.S.'s democratic ally.	Government World Studies
5	Jan. 6 committee demands testimony from Trump allies	News	With Donald Trump urging former members of his administration to not cooperate with the House Select Committee investigating the Jan. 6 insurrection, lawmakers on the panel said they would seek criminal charges against any witnesses who defy their subpoenas.	Government Politics
16	Biden's Build Back Better bill: Is it socialism?	News	As Democrats haggle over how to scale down President Biden's Build Back Better bill, said Greg Sargent in <i>The Washington Post</i> , "we're finally getting the grand public argument" Americans deserve. The angry exchange between progressive leader Sen. Bernie Sanders and centrist Sen. Joe Manchin laid bare an important disagreement over what kind of society the United States should be.	Government
20	'Hacktivists': A data breach leaves Twitch exposed	Tech	An anonymous hacker exposed 125 gigabits of Twitch's proprietary data—the equivalent of tens of millions of pages of documents—and posted a link to it on the hacker-friendly site 4chan.	Technology
38	Jobs: Workers slow to return as Delta threat lingers	Business	Another surprisingly weak jobs report paints a muddled picture of the United States' economic recovery, said Colby Smith in the <i>Financial Times</i> . American employers added only 194,000 positions last month, badly missing expectations for the second month in a row.	Economics

**BRIEFLY: Quick Questions & Ideas To Engage Students**

Sacramento: Progressive victories PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, what law did California adopt last week that is being called a "progressive victory"?</li> <li>2. What does the term, "gender-neutral" mean, and what prompted a lawmaker to author a bill that mandates that stores display toys in gender-neutral ways?</li> <li>3. What toys do you think have been traditionally marketed to boys or girls, and why?</li> <li>4. What are your thoughts on this story?</li> </ol>
The real meaning of Columbus Day PAGE 12	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, why did at least 14 states and more than 100 local governments decline to celebrate Columbus Day in favor of Indigenous People's Day?</li> <li>3. What different perspectives does the article present about the celebration of Columbus Day?</li> <li>4. What is your point of view on this topic?</li> </ol>
Boosters: Should you get one? PAGE 17	<ol style="list-style-type: none"> <li>1. What is a booster as it relates to the Covid-19 vaccine?</li> <li>2. According to the article, what are the reasons vaccinated people should get boosters? What are the reasons against getting them?</li> <li>3. Why do you think that the topic of Covid-19 vaccines has become controversial?</li> </ol>

**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"> <li>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?</li> <li>2. What story from this week's issue does the illustration represent?</li> <li>3. What do you think the illustrator's point of view is on this story, based on the illustration?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on the article, "Biden's Build Back Better bill: Is it socialism?" (p. 16)	
<b>VOCABULARY</b>	haggle, progressive, centrist, entitlement, downsize, provisions, existential, pandemic, staggering, erode, lionizes, intrusive, emulating
	1. How does examining different viewpoints on a controversial issue help you better understand it? 2. What is the risk of looking at a one-sided historical narrative?
<b>DO</b>	1. Challenge students to explain to a partner what they know about President Biden's Build Back Better bill and the potential benefits and downsides of the bill. If they don't know anything about the bill, invite them to make predictions. 2. Read these quotes; (1) "The benefits in the bill "would improve the lives of hundreds of millions of Americans. The child tax credits would "lift millions of children out of poverty." Seniors would get lower prescription drug bills, and coverage for dental, vision, and hearing. With hundreds of billions in tax credits and other measures to speed the transition to clean energy, Biden's bill also represents a crucial opportunity to combat climate change, "the existential crisis of our time." (2) "The entitlements progressives demand would "erode upward mobility by encouraging people not to work." Turning the temporary child tax credit "into a universal basic income" could drive more than a million workers from the labor force, according to a recent study." Ask: How do these perspectives help students build knowledge about the bill? 3. Invite students to read and annotate the story and highlight information that explains Sen. Sanders point of view in one color and information that explains Sen. Manchin's point of view in another. Direct them to once again explain to a partner what they know about the bill and its benefits and downsides. Invite them to draw conclusions about how examining different viewpoints on a controversial topic can help them better understand it. 4. Invite students to select another article from the issue about a controversial topic. Before reading the article, direct them to summarize what they know and what their opinion is. Challenge them to research four different people's opinions on the topic. Opinions can come from the article itself or other sources. Along with the opinions, direct them to list information about each person, any relevant affiliations, and why they might have that opinion. Invite them to summarize whether any of the opinions changed their own and with which person's viewpoint they most agree and most disagree, and why. 5. Finally, create an "agree" and a "disagree" wall or online slide, and invite students to write the opinions they most agree and disagree with on literal or digital sticky notes to post on the walls or online slide. Challenge students to draw conclusions, based on the opinions that are selected.
<b>EXTEND</b>	Invite students to create a political cartoon that reflects one of the opinions they researched. They can look at "Pick of the week's cartoons" on pp. 18 and 19 for inspiration.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on articles of students' choice from throughout the issue	
<b>VOCABULARY</b>	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
<b>DISCUSS</b>	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
<b>DO (IN PERSON OR REMOTE)</b>	1. On a large sheet of butcher paper or an online slide, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper or the slide, but their conversation must be done in complete silence. They may silently type, write or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, to list the consequences of othering. Encourage them to consider consequences within a school , a community, and even globally. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to identify at least three articles from this week's issue that illustrate othering. Articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
<b>EXTEND</b>	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.