

THE WEEK

**The Week
at a
Glance**



4	Jan. 6 committee sums up case against Trump	News	In its ninth and possibly final hearing, the Jan. 6 committee laid out evidence that the U.S. Capitol assault was part of a months-long, multipronged plot to overturn the results of the 2020 election and reinstall Trump in the White House.	Government Legal Studies
6	Putin declares martial law, rains bombs on Ukraine	News	Russian President Vladimir Putin declared martial law in the four Ukrainian provinces illegally annexed last month, even though Russia lacks full control over the regions.	World Studies
7	Southwestern Florida Hurricane waiver	News	Florida Gov. Ron DeSantis was accused of politicizing Hurricane Ian last week, after he loosened election rules in three heavily conservative counties hit by the Category 4 storm.	Civics Government
16	Crime: The GOP blames Democrats	Opinion	Republicans have made crime “central to their closing message” before the Nov. 8 midterm elections, said Dan Merica in CNN.com. Last month alone, they spent nearly \$40 million to flood the airwaves with 157 ads on the issue, assailing Democratic officials as diehard Defund the Police supporters and showing graphic videos of crimes.	Politics
34	Luxury: No signs of recession for the global rich	Business	Through worldwide turmoil, inflation, and sinking stocks, said Andrea Felsted in <i>Bloomberg</i> , the rich seem to just keep spending.	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Tehran: Will athlete be punished? PAGE 9	<ol style="list-style-type: none"> 1. Can you find Tehran on a world map? What do you know about the rights of women in Tehran and how, if at all, they differ from the rights of women in the U.S.? 2. According to the article, why did an Iranian athlete leave a competition early? What, if anything, is the significance of her early exit? 3. Why were some Iranians referring to Elnaz Rekabi as a heroine? 4. How does this news story relate to the one on p. 16? 5. Why is it important for you to know about news stories like this one that happen in other parts of the world?
Biden's serial lying PAGE 12	<ol style="list-style-type: none"> 1. What do you think this news story is about, based on its headline? 2. What claim does the author make in the article? What evidence does he use to support his claim? 3. What, if anything, is the risk of government officials embellishing or lying about issues or events? 4. How do you feel about this news story? What, if anything, would you like to learn about it?
Is 'freedom' limited to one religion? PAGE 12	<ol style="list-style-type: none"> 1. According to the article, what case related to the marriages of LGBTQ people is pending before the Supreme Court? 2. What is the author's point of view on this case? What evidence does he present to support his point of view? 3. How do you feel about this news story? What, if anything, would you like to learn about it? 4. How would you answer the question in the headline? 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 illustrator's point of view is about this news story? 4. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration to express his or her point of view?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Jan. 6 committee sums up its case against Trump" (p. 4)	
VOCABULARY	militia, republic, unanimous, subvert, colluded, intestinal, fortitude, wanted, dispersed, desecrated, cult, insurrection, ally, rhetoric, tantrum, egomaniac, farcical, gambit, tenured
DISCUSS	1. What do you know about the Jan. 6, 2020 attack on the U.S. Capitol? 2. Do you think it's important to investigate the events from Jan. 6, 2020? Why or why not?
DO	1. Invite student groups to discuss and then report out on what they know or remember from Jan. 6, 2020. Challenge them to identify what happened that day, who was involved, why it happened, what was at stake, and the result(s) of the attack. After groups report out, challenge them to reach consensus on the most significant result(s) from the events that happened that day. Invite students to watch this video for additional information and context. Note that the video contains graphic images. 2. Invite students to do a quick wraparound activity where each student quickly responds to this prompt: What most stands out to you from the events of Jan. 6, 2020? Discuss common themes. 3. Challenge student groups to share what they know about the Congressional Committee that is investigating Jan. 6. Who is on the committee? What are they trying to learn? Invite them to read and annotate the article to learn the answers 4. Share this list of key committee witnesses, officials, and related people. Challenge student groups to identify what they know about each person. Then, invite them to select one person to both learn more about and to "interview." Challenge them to learn the following about their selected person: What is this person's role/title? Is he or she a Republican or a Democrat? What is his/her connection to the events of Jan. 6 and/or the Jan. 6 Committee? How, if at all, might this person be remembered as a result of the events of Jan. 6 and/or his or her role in the Committee hearings? Then, invite each group to come up with 3-5 questions it would like to ask its subject. and research to identify the most likely answers. 5. Using cell phones or other video cameras, direct each group to film an imaginary interview with its subject that shares both the questions and likely answers it researched.
EXTEND	Invite students to watch live and archived videos of the Jan. 6 committee hearings.

MAIN ACTIVITY OF THE WEEK #2: Based on the several articles from throughout this week's issue	
DISCUSS	1. How, if at all, would you change the American political process? 2. Would you ever want to run for political office? Why or why not? If so, which office might you seek, and why?
DO	1. Divide students into two groups, and lay down two large sheets of butcher paper in the middle of the room. Write, "The way our government works" in the middle of one sheet of paper and "The way our government should work" on the other. Distribute markers to students. Invite one group to sit by one sheet and the other to sit by the second. Explain that, in this activity, they will be asked to discuss their feelings, ideas, and questions about the phrase on the paper with other group members. However, all of the discussions and writing must be done in silence using words or illustrations on the paper. This is called a "silent conversation." Give each group five minutes to have its silent conversation at the first paper. Then, direct groups to switch papers, read the first silent conversations at the second paper, and then have their own silent conversation. 2. When time is up, direct students to read the conversations for both prompts. Distribute sticky notes and direct students to place sticky notes in one color by words, phrases, ideas, or illustration with which they agree and to place sticky notes by words, phrases, ideas, or illustrations with which they disagree in the other. Discuss common themes. 3. Challenge students to look through this week's issue to identify an article or image that they believe represents the way the government should work and one that represents something that needs to be changed or improved about the government. 4. Invite students to share out the articles they have chosen and why. Once all students have presented, challenge students to draw conclusions about their feelings on our national government and one thing that their generation could do to improve the way it works.
EXTEND	Challenge students to create a political cartoon that illustrates something that should be improved about our national government. Invite them to go here for ideas and inspiration.

* 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.