

# THE WEEK

**The Week  
at a  
Glance**



6	The Democrats: How can they avoid disaster	News	Not only are Democrats likely to lose the House and the Senate in next year's midterms, data analyst David Shor warns, but it could also be a decade before the party again controls Congress, thanks to the mass defection of working-class voters without college educations—white and nonwhite—to the Republican Party	Politics Government
7	Brunswick, Ga. Race and murder	News	Attorneys argued over what hot-button questions about race could be asked in jury selection for the trial of three white men charged with murdering Ahmaud Arbery as he jogged through his neighborhood.	Government Civics
12	A third party to cleanse the GOP?	Talking Points	Traditional conservatives should consider launching a new party, said Jonah Goldberg of the <i>Los Angeles Times</i> . Why are there only two major political parties?	Politics Government
16	The Great Resignation: Why are millions quitting their jobs?	Opinion	A record 4.3 million people left their jobs in August, after 4 million quit in each of the previous two months. The mass exodus has left more than 10 million openings, especially in the restaurant, retail, and hotel sectors. They're not being filled, with many Americans feeling "overworked and over work."	Economics Business
35	The soldier who became America's top statesman	Obituaries	Born to Jamaican immigrants in the South Bronx, Colin Powell, who passed away last week, rose not only to the top of the military hierarchy but also to the peak of political power and public influence. What was his legacy?	American History

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

Washington, D.C. Asserting privilege PAGE 7	<ol style="list-style-type: none"> <li>1. What do you know about a U.S. president's executive privilege?</li> <li>2. According to the article, why did former President Trump recently sue the U.S. Congress and the National Archives? What does his lawsuit assert about executive privilege?</li> <li>3. Do you think President Trump's White House files from January 6, 2021 should be made public? Why or why not?</li> </ol>
Couric: Editing Ginsburg to 'protect' her PAGE 17	<ol style="list-style-type: none"> <li>1. What do you know about journalist Katie Couric?</li> <li>2. How would you summarize the recent controversy surrounding Couric's 2016 interview with former Supreme Court Justice Ruth Bader Ginsburg?</li> <li>3. Do you believe Couric was right to edit out Ginsburg's comments about racial justice protests in the NFL? Why or why not?</li> <li>4. How, if at all, does this story relate to the relationship between the media and liberals, and the media and conservatives?</li> </ol>
TikTok linked to tic disorders PAGE 20	<ol style="list-style-type: none"> <li>1. In your opinion, how has TikTok influenced behavior among teens?</li> <li>2. According to the article, why have teenage girls across the globe been showing up at doctors' offices with tics that may be linked to the videos they watch on TikTok? What evidence supports this claim?</li> <li>3. What are some other reasons identified in the article for these tics?</li> <li>4. How, if at all, would this article impact your use of TikTok?</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, "A third party to cleanse the GOP?" (p. 12)	
<b>VOCABULARY</b>	traditional, conservatives, principled, descent, centrist, sway, abandon
	1. Why do you think third-party candidates typically struggle in presidential elections? 2. Why do you think America has traditionally been a two-party nation?
<b>DO</b>	1. Ask student groups to answer this question: How many current or former presidential candidates can you name that were not from the Democratic or Republican parties? Explain that candidates that compete with the two major parties in a two-party system are called third-party candidates. Third parties rarely win elections in the United States, but frequently influence national politics by drawing attention to issues previously neglected by the major parties. Ask: Why is America a two-party political system? Why would someone run for president as part of a third party? Why have third parties traditionally struggled to win presidential elections (consider institutional and political barriers)? Invite students to watch <a href="#">this video</a> to learn the answers to these and more questions about the role of third parties in U.S. politics. 2. Divide students into four groups, and assign each group one of the following presidential elections to research, each of which was influenced by a third-party candidate: 1912, 1968, 1992, and 2000. Challenge them to identify (1) the name of the Republican and Democratic candidates as well as the third-party candidate or party that influenced the election; (2) the ideology or popular candidate that helped the third party gain popularity that year; and (3) whether the third-party candidate helped to change policy or history, or whether they acted as a "spoiler" for another candidate. 3. Invite each group to present its research, and challenge the class to draw conclusions about the role of third-party candidates in U.S. politics. 4. Direct students to read and annotate the article and answer these questions: Why does the columnist believe that traditional conservatives should launch a third party? What ideology would this third party reflect? How, if at all, could the launch of this third party impact or influence the Republican party and/or the 2022 midterm and 2024 presidential elections? 5. Finally, challenge students to support or refute this claim with evidence: There should be more than two major political parties in the United States.
<b>EXTEND</b>	Challenge students to name and design the platform for a third party that reflects the issues and policies that are most important to them.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on the article, "The soldier who became America's top statesman" (p. 35)	
<b>VOCABULARY</b>	immigrants, hierarchy, influence, blunt, sterling, tarnished, skeptical, stockpiles, blot, tenement, mediocre, camaraderie, commission, vowed, acquiesce, battalion, contender, unanimously, neoconservative, idealogues, destabilize, credibility
<b>DISCUSS</b>	1. What do you know about the life of Colin Powell? 2. What would you want your legacy to be?
<b>DO</b>	1. Distribute five index cards to each student. Explain that you will read a series of names, and they are to write down what, if anything, this person is or will be most remembered for. Read the following names: Helen Keller, Jackie Robinson, Billie Jean King, Mae Jemison, Jason Collins, Sonia Sotomayor, and Kamala Harris. Invite volunteers to share answers. 2. Write the word, "legacy" on the board, and ask students to define it. Legacy is defined as "something received from an ancestor or predecessor or from the past." It also means how someone is remembered, and what contributions they made while they were alive. Ask students if they know what the legacies are or may be for each of the people named in the introductory activity. You can give a clue that each of them broke barriers in some way. Challenge students to identify how each newsmaker broke barriers, and why it might be important to some newsmakers, politicians, inventors, entertainers, scientists, and athletes to leave a legacy for others who come after them. 3. Ask students what they know about the legacy of former Chairman of the Joint Chiefs of Staff and former Secretary of State Colin Powell, who died last week from complications related to Covid-19. Invite them to read and annotate the article and to highlight information about Powell that could be considered part of his legacy. They can learn additional information about General Powell <a href="#">here</a> . Which parts of General Powell's legacy, if any, would they consider positive and which, if any, would they consider negative. Is it possible to leave a complicated legacy? Do they believe General Powell left a complicated legacy? Ask students to explain their answers. 4. Challenge students to complete these sentences: The legacy of Colin Powell can best be described as _____. He will or should be most remembered as _____. He most influenced our nation by _____. He most influenced those who came after him by _____. He most influenced my life by _____.
<b>EXTEND</b>	Challenge students to consider their own legacies, and to create a plan that can help them leave a positive mark on the world.

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