

**The Week
at a
Glance**



4	Arizona audit fails to vindicate Trump's fraud claims	News	Republican officials allied with Donald Trump pushed forward this week with 2020 election audits in Texas, Pennsylvania, and Wisconsin, after a recount financed and conducted by Trump backers in Arizona's largest county concluded that Joe Biden had legitimately won the state.	Government Politics
7	Washington, D.C.: Advice not taken	News	Top military officers told Congress that they advised President Biden against withdrawing all U.S. troops ahead of the chaotic evacuation from Afghanistan.	Government World Studies
12	A transformed workplace	News	Covid-19 has changed how and where people work. What is the future of employment?	Economics American History
18	Biden: Can he recover his lost popularity?	Opinion	"The wheels are coming off for Joe Biden," said Matt Lewis in TheDailyBeast.com. Ahead of a House vote this week, the president's two-track plan to pass the \$1.2 trillion bipartisan infrastructure bill and a \$3.5 trillion social-spending package risks being derailed by Democratic infighting.	Government
21	'Instagram for kids' hits roadblocks	Tech	A proposed Instagram spin-off for children under 13 was already facing pressure from lawmakers before a series of articles from The Wall Street Journal revealed that Facebook's own research confirmed the toxic "impact the photo-sharing service has on teen girls."	Technology Media Studies Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Winston-Salem, N.C. No job, no job PAGE 7	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why did a large number of employees from a North Carolina hospital system get fired? 3. What do you know about the government mandates for the Covid- 19 vaccine? What led to these mandates? 4. Do you agree with the hospital system's decision to fire the employees? Why or why not?
'Instagram for kids' hits roadblocks PAGE 21	<ol style="list-style-type: none"> 1. What do you think the differences would be between Instagram and Instagram for kids? 2. Why did Instagram for kids hit a roadblock? 3. What did Facebook's research reveal about Instagram's harmful effects on young girls? 4. Why do you think Instagram is so popular? What could the company do to make it less harmful?
How to negotiate salary PAGE 33	<ol style="list-style-type: none"> 1. According to the article, why are people advised to negotiate their salaries? How much higher than your current salary does the article suggest you ask for? 2. Why are some people hesitant to negotiate their salaries? 3. Would you be willing to negotiate your salary? Why or why not?

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, "Arizona audit fails to vindicate Trump's fraud claims" (p. 4)	
VOCABULARY	allied, lambasted, certified, fraud, helmed, assertions, subpoenaed, comprehensive, forensic, election integrity, capitalize, epic, rationalizes, cynical, vague, debacle, cast
DISCUSS	1. What three words best describe the 2020 presidential election? 2. What should be the best lessons learned from the 2020 presidential election?
DO	1. Ask students if they know what these presidential election years have in common: 1800, 1824, 1876, and 2000. Explain that they were all years with contested elections, meaning that the results of the election were challenged by the losing candidate or party. 2. Ask student groups what they know about how the president is elected. Read this excerpt from the 12th amendment and watch this video to learn more: "The person having the greatest Number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice." Challenge each group to summarize the process of how a president is elected, including the difference between the popular vote and the electoral vote, who determines how many electors each state gets, how many electoral votes are needed to win, and what the term battleground state means. Based on this information, challenge groups to identify how the process could lead to contested elections. 3. Invite each group to select one of the contested elections from American history (1800, 1824, 1876, or 2000) and conduct research to answer these questions: Which candidates were running? Specifically what was contested and what were the unique circumstances surrounding the election? How was the election resolved, and who won? What, if anything, were the significant results/ consequences of the election? Allow ample time for groups to conduct research. 4. After research is completed, invite each group to present its answers. Challenge students to identify similarities and differences from these historic examples. 5. Invite students to read and annotate the article and identify the reasons that the 2020 presidential election is still being contested nearly a year after it happened. How, if at all, did any of the previously-contested elections compare to the 2020 election? Challenge students to identify what lessons, if any, we can draw from these examples to use today.
EXTEND	Based on what they learned about the presidential election process and contested elections, invite students to describe how they would redesign the process in which the president is elected.

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "Biden: Can he recover his lost popularity" (p. 18)	
VOCABULARY	bipartisan, infrastructure, derailed, reconciliation, disastrous, backlash, moderates, inherent, variant, liberal, retreat, astray, humane, inadequate, headwinds, relentless, diplomacy, governance, aspirations
DISCUSS	1. How would you characterize a successful presidency? 2. Has President Biden performed better, worse, or the same as you predicted he would when he was elected?
DO (IN PERSON OR REMOTE)	1. Give each student an index card, and ask him or her to write a grade for President Biden, from A to F, for his first 11 months in office. Ask students to fold the cards and place them in a bowl, basket, or box. 2. Challenge student groups to identify a list of criteria they would use if they were actually challenged to come up with a real grade for a president. Invite each group to share criteria with another group, and challenge the two groups to reach consensus on the 5-10 most important criteria. 3. Invite students to read the article and use additional research to determine how President Biden has performed against the criteria they identified. They must have at least three sources, including the article, as part of their evidence. Based on their research, challenge groups to come up with grades for each criteria and to roll those grades up to one overall grade. Invite each group to present its grades and justifications. Invite spirited debate. 4. Repeat the introductory activity and place cards in a different box. Reveal the grades in both boxes and draw conclusions about how, if all, the grades changed after conducting their research.
EXTEND	Invite each group to create a video or write a letter to President Biden with specific advice they would give him to receive a higher grade one year from now.

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