

THE WEEK

**The Week
at a
Glance**



5	In crisis, the U.K. selects yet another prime minister	News	Prime Minister Rishi Sunak took office in a Britain reeling from financial crisis and political turmoil.	World Studies
6	The midterms: What will Republicans do if they win?	News	A voter backlash against the Supreme Court's <i>Dobbs</i> decision seems to be fading. Latest polls have led <i>FiveThirtyEight.com</i> to estimate that Republicans have an 81 percent chance of regaining control of the House, and a 45 percent chance of winning the Senate.	Politics Government
16	Anti-Semitism: A growing contagion	News	Former President Trump recently chastised American Jews for not appreciating how much he did for Israel, and warned them "to get their act together ... Before it is too late!" Kanye "Ye" West tweeted that he planned to go "death con 3 on JEWISH PEOPLE." Is anti-Semitism a growing contagion?	Civics
17	Democracy: A low priority for voters?	Opinion	A <i>New York Times</i> /Siena College poll found that 71 percent of Americans think our democratic system is "currently under threat." Only 7 percent, though, considered it the most important issue facing the country.	Politics
20	Social media: Why fake news is now everywhere	Tech	Even though journalists and academics have sounded the alarm about fake news for years, "disinformation has metastasized," said Steven Lee Myers and Sheera Frenkel in <i>The New York Times</i> .	Media Studies Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Moscow: Griner loses appeal PAGE 9	<ol style="list-style-type: none"> 1. What, if anything, do you know about Brittney Griner and why she is in the news this week? 2. What did Griner do to get arrested? 3. Do you think that Griner's sentence is just? Do you believe she is being used as a political pawn? Explain your answers. 4. What are the possible benefits and risks of the U.S. trading prisoners with Russia in order to get Griner released?
The last democratic election? PAGE 12	<ol style="list-style-type: none"> 1. What is the point of view of the columnist in this article? 2. What evidence does she use to illustrate her point of view? 3. Do you believe our democracy is at risk? Why or why not? 4. What can your generation do to ensure that our democracy is preserved?
Arkansas: Trans teen treatment on trial PAGE 17	<ol style="list-style-type: none"> 1. What do you think the article is about, based on the headline? 2. What do you know about "gender-affirming care," and why it is in the news this week? 3. How would you summarize the differing viewpoints on the debate about gender-affirming care for minors? 4. How, if all, could this case have nationwide implications?

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 political leaders are featured in the illustration? 4. What do you think the illustrator's point of view is about this news story? 5. 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, "Anti-Semitism: A growing contagion" (p. 16)	
VOCABULARY	anti-Semitism, contagion, blatant, chastised, conservative, discreetly, provocateur, secular, tacit, bigots, resolution, denouncing, pernicious, unequivocally, Zionist Supremacists, rhetoric, massacre, denounce, fear-mongering
U	1. What are the consequences of othering? 2. What do you think we should do about anti-Semitism and other forms of bias and injustice?
DO	1. Write or read this quote, and invite student groups to discuss and interpret what they think it means: "First they came for the Socialists and I did not speak out – Because I was not a Socialist. Then they came for the trade unionists and I did not speak out – Because I was not a trade unionist. Then they came for the Jews and I did not speak out – Because I was not a Jew. Then they came for me – and there was no one to speak for me." Note: This 1946 quote is attributed to German pastor Martin Niemöller. It expresses his belief that German intellectuals and certain clergy, including himself, were complicit through their silence in the Nazi imprisonment, persecution, and murder of millions of people. Invite groups to report out what they think the quote means and, how, if at all, it relates to their lives and/or contemporary news events. 2. Write the term "anti-Semitism," and invite student groups to complete the first two columns of a K-W-L chart listing what they know and what they would want to learn about anti-Semitism. Note: According to the Anti-Defamation League, anti-Semitism is the marginalization and/or oppression of people who are Jewish based on the belief in stereotypes and myths about Jewish people, Judaism and Israel. Invite students to watch this video and to go to the United States Holocaust Memorial Museum and the Anti-Defamation League to learn more and to complete the last column of the chart. 3. Ask students to share examples of anti-Semitism they have seen or heard about and any recent incidents of anti-Semitism in the news. Invite them to read the article. How do comments made by former President Trump, Kanye West, and Marjorie Taylor Greene reflect anti-Semitism. What could be the risks of these comments? What could be the risks of not speaking out against the comments? 4. Challenge students to identify the similarities and differences between being an ally, an advocate, and an activist. Reflect back to the introductory quote. Then, challenge students to commit to at least one thing they will do to be an ally, advocate, or activist to help combat anti-Semitism in their school or community.
EXTEND	Invite students to listen to one or more podcasts from the United States Holocaust Memorial Museum.

MAIN ACTIVITY OF THE WEEK #2: Based on the the article, "Social media: Why fake news is now everywhere" (p. 20)	
VOCABULARY	academics, disinformation, metastasized, pervasive, widespread, torrent, purveyors, sophisticated, banished, communist, susceptible, adversaries, moderators, conspiracy theories, inadequate, blatantly, prohibit
DISCUSS	1. Should anyone be able to say whatever they want on social media? Explain your answer. 2. Should social media sites be able to censor what people say on their platforms? If so, when or why?
DO	1. Label the four corners of the room or an online slide with signs or squares reading "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Read the following statements to students, and challenge them to walk to or use a symbol to indicate their positions: (1) I should have the freedom to write whatever I want on my social media posts. (2) Political leaders should have the right to write whatever they want on their social media posts. (3) Social media sites should have the right to censor social media posts on their platforms. Discuss student answers. What questions do students have about these statements? Do students know which constitutional amendment these questions relate to? 2. Introduce the term "Freedom of Speech." Ask students what they know about it. Invite them to read the text of the First Amendment . Challenge groups to summarize the rights and limitations of this freedom. Additional information is here . Remind students that Freedom of Speech protects your speech from government censorship and that there are limitations. 3. Ask students how, if at all, principles and limitations of Freedom of Speech relate to social media. Social media platforms are private companies and have the right to censor what people post in accordance with their censorship policies. Ask students if they know the censorship policies of any of the social media sites they use. Challenge students to select one limitation of free speech (threats, defamation, blackmail, obscenity, child pornography, solicitation to commit crimes, perjury, plagiarism, etc.) and at least two social media sites to research. This could include Instagram , Facebook , Twitter , Snapchat , Tik Tok , or YouTube among others. Challenge students to summarize each site's rules related to the limitation they selected. Allow students to report out/compare answers with other students. An interactive primer can be found here . Discuss: What, if anything, surprises students about the guidelines they researched. 4. Invite students to read the article. Based on what they have learned, challenge them to repeat the introductory exercise.
EXTEND	Challenge students to review posts on one social media site from now until the midterm elections, and to record examples of what they would consider fake news.

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