

THE WEEK

**The Week
at a
Glance**



4	Republicans buoyed by Youngkin's victory	News	The country's political landscape shifted dramatically toward Republicans, as GOP political newcomer Glenn Youngkin upset veteran Democrat Terry McAuliffe to become governor of Virginia — a state that chose Joe Biden over Donald Trump by 10 percentage points just a year ago.	Politics Government
5	Few concrete commitments at climate summit	News	World leaders pledged to curb methane emissions and end deforestation at the United Nations climate summit in Glasgow, a conference many cast as a make-or-break moment for a world increasingly beset by rising seas, droughts, heat waves, and other ills wrought by a warming climate.	World Studies Environmental Science
11	The trouble with polling	News	Polls are struggling to capture an accurate picture of the American voter. Why is this, and what can be done to fix polling?	Politics
17	Trump 2024: Yes, he may run again	Opinion	"Former President Trump is telling most anyone who'll listen he will run again in 2024," said Mike Allen and Margaret Talev in Axios.com, and the GOP nomination is clearly his "if he wants it."	Politics American History
20	Advertising: Apple brings down the hammer	Tech	Apple introduced its App Tracking Transparency policy in April, "which forced apps to ask for permission before they tracked the behavior of users to serve them personalized ads." As expected, most users have opted out of tracking, declining Apple's privacy prompt roughly 84 percent of the time.	Media Studies Technology Business

BRIEFLY: Quick Questions & Ideas To Engage Students

The pandemic: Should kids be vaccinated? PAGE 6	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, what could be the impact of mass vaccinations of children, ages 5 to 11? 3. Given the potential positive impact, why will it be an "uphill battle" to get kids vaccinated in sufficient numbers? 4. Why, if at all, has the Covid-19 vaccine been called a political issue by some?
Madrid: No sweet ads PAGE 8	<ol style="list-style-type: none"> 1. What did Spain recently ban companies from doing, and why? 2. How likely are you to purchase or eat food or drinks, based on advertising? 3. What, if anything, do you think the impact of the ban will be? 4. Do you think a similar ban would ever happen in the United States? Why or why not? What types of advertising should or are banned for children in the U.S.?
Energy: As gas prices rise, EVs look more affordable PAGE 37	<ol style="list-style-type: none"> 1. According to the article, what are current gas prices and what is the significance of that number? 2. How do these rising gas prices compare to costs related to the use of electric vehicles? 3. What are the benefits and downsides of electric vehicles, for consumers and the U.S. economy? 4. Would you drive an electric vehicle? 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?
--	--

MAIN ACTIVITY OF THE WEEK #1 : Based on articles of choice in this week's issue	
VOCABULARY	executive, judicial, legislative, balance, checks, separation of powers
	1. Do you think the separation of powers is still relevant, as outlined in the U.S. Constitution? Why or why not? 2. What are the risks of one branch of government having too much power?
DO	1. Hang five signs around the room, each with one of the following words/phrases on it: judicial, executive, legislative, checks and balances, and separation of powers. Invite students to do a gallery walk around the room and list on each sign what they know and what questions they have about each term/phrase. Once students have finished, review the information and the remaining questions. Challenge students to predict answers to the questions and to determine how all of the words/phrases are related to one another. Direct students to take a " <u>crash course</u> " to validate information and answer questions. 2. Poll students with the following question: Which branch of government is most powerful? Invite students to justify their answers, and encourage spirited debate. 3. Explain that the Constitution divided the government into three branches, each with its own powers (separation of powers), and each with a certain amount of power over other branches. This is important because it prevents any one branch from becoming too powerful. This is called checks and balances. 3. Challenge student groups to <u>identify examples</u> of how each branch has certain powers over the other branches and further challenge groups to identify modern examples that illustrate each one. 4. Then, direct each group to identify articles in this week's issue that relate to each branch and at least one article or cartoon that illustrates the concept of checks and balances. Examples can be found on pp. 4, 5, 7, 11, 12, 16, 17, 18, and 19. Challenge groups to identify and share examples of checks and balances that the article illustrates. Discuss the examples as a class. 5. Challenge students to use information from the articles to support or refute this claim: The separation of powers as outlined in the Constitution is still relevant and necessary today.
EXTEND	Divide students into three groups, each representing one of the branches of government. Select a story in this week's issue and challenge the group to reach consensus about how its branch would react or respond to the issue.

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "The trouble with polling" (p. 11)	
VOCABULARY	exposed, ubiquitous, landline, aggregate, margin, substantial, materialize, post-mortem, skewed, gauge, respondent, margin of error, profoundly
DISCUSS	1. Do you think political polls are accurate? 2. If a pre-election poll showed that the presidential candidate you support was likely to lose, would you still vote for him/her? Why or why not?
DO	1. As students enter the room, distribute slips of paper and direct them to quietly write an answer to the following question: What is the best type of music? Encourage students to turn in their papers without revealing their answers. Read half of the answers, and tally the results. Explain that the exercise represented a form of polling. Ask students if they think the answers read from the introductory poll represent the entire class, all students their age, or even all Americans. Ask how the results might have been different if all of the answers were read, if students had to say answers aloud, if teachers had been asked the same question, or if the question had been worded differently to say "of all time," or of a specific musical genre. 2. Explain that a poll is a survey of public opinion that is based on a sampling of people. Opinion polls are conducted by asking questions of a smaller subset of people that represents the larger group. Data is compiled and generalizations are made about that group of people's opinions, based on responses to those questions. During elections, polls are used to share information with the general public and for candidates to gain insight into their standing in a race. The first published presidential poll, based on a straw vote, appeared on July 24, 1824 but <u>George Gallup</u> is known for changing American politics with his polling techniques. He was the first to incorporate scientific methodology and sampling into the practice of better understanding public opinion. There are many <u>different types of polls</u> including public opinion, straw, exit, push, and baseline polling. Invite students to identify which of these types of polls they think are most accurate, and why. 3. Challenge student groups to identify the most important factors to think about when constructing a public opinion poll, and challenge them to use evidence to explain their answers. These can include but not be limited to sample size, makeup of respondents, wording of questions, sampling method, and even who asks the questions. 4. During an election, polling is often used to predict the winner but sometimes pollsters have gotten it wrong. In fact, the article in this week's issue reveals that, "in three of the last four national election cycles—2014, 2016, 2018, and 2020—polls significantly overestimated the performance of Democratic candidates. Direct students to read and annotate the article. Then, challenge student groups to answer these questions: What are the benefits of political polling? What are the risks of incorrect polling? Can we trust polls? How can we fix polling?
EXTEND	Invite students to create and then analyze their own <u>straw polls</u> to help them better understand public opinion about a topic they care about.

* 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.