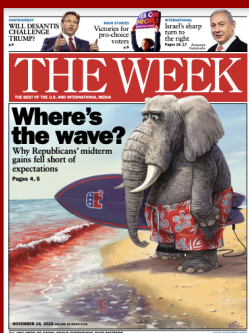


# THE WEEK

**The Week  
at a  
Glance**



4	The GOP's 'red trickle'	News	Democrats defied both expectation and historical precedent, as a widely anticipated Republican "red wave" in the midterm elections failed to materialize.	Politics Government
6	Trump vs. DeSantis: How the midterms may affect 2024	News	Donald Trump has told supporters to expect a "very special announcement," strongly hinting he will make another run at the presidency in 2024. He made his intentions clear in a series of jabs at Florida Gov. Ron DeSantis, whose landslide re-election solidified his status as Trump's most plausible rival for the Republican presidential nomination.	Legal Studies Civics American History
7	Washington, D.C. Native heritage	News	Supreme Court justices voiced mixed feelings about a federal law that Native American tribes say, if struck down, could lead to the weakening of tribal sovereignty.	American History Criminal Justice
16	Twitter: Musk's costly reign of error	Opinion	The social media site Twitter's new self-designated "Chief Twit" has spent the past week alienating its advertisers and many of its users, and laying waste to Twitter's credibility.	Media Studies Technology Business
17	Irving: A hateful conspiracy theory	Opinion	Kyrie Irving was suspended by the Nets after tweeting a link to <i>Hebrews to Negroes: Wake Up Black America</i> , which falsely blames Jews for the trans-Atlantic slave trade, claims Jews worship Satan, and insists that the Holocaust was exaggerated.	Civics

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

Kano, Nigeria: Tik Tokers to be whipped PAGE 8	<ol style="list-style-type: none"> <li>1. Can you find Nigeria on a world map? What do you know about human rights in the country?</li> <li>2. According to the article, why were two Nigerian Tik Tok stars sentenced to be whipped?</li> <li>3. How do you feel about this sentence?</li> <li>4. Why is it important for you to know about global news stories like this one?</li> </ol>
The growing danger of political violence PAGE 11	<ol style="list-style-type: none"> <li>1. What do you know about recent news stories about political violence?</li> <li>2. According to the article, why are threats of politically-motivated violence rising?</li> <li>3. What is your opinion of this poll question from the article: "Because things have gotten so far off track, true American patriots may have to resort to violence in order to save our country." Why do you think so many people agree with this statement?</li> <li>4. Do you think a civil war is possible? Explain your answer.</li> </ol>
Biden isn't fit to run again PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the columnist make in this article?</li> <li>2. What evidence does he use to support his claim?</li> <li>3. To what do you think the title, "bottomless Pinocchio" refers?</li> <li>4. What is your opinion on this story?</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.</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 about this news story?</li> <li>4. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration to express his or her point of view?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on articles about the midterm election (p. 4, 5, 6, 7)	
<b>VOCABULARY</b>	precedent, materialize, hampered, contention, incumbent, vulnerable, bullish, credential, referendum, overreach, conservative, dominant, hallucinatory, narrative, exploit, robust, constituency, romped, rein, infrastructure
<b>DISCUSS</b>	1. In what ways, if any, are the results of midterm elections significant? 2. What issue(s) would most influence your vote for a candidate or political party?
<b>DO</b>	1. Write these quotes from the article on p. 4 on the board, and challenge students to identify what news story they all relate to: (1) Many voters made their choices based on specific issues and candidates actually on the ballot. (2) It turns out that people don't like having their rights taken away. (3) It was a bad night for Trump. (4) It turns out candidate quality matters. Explain that they all refer to the 2022 midterm elections. 2. Ask students to share what, if anything, they know about the results of the 2022 midterm elections. If they were writing an article on the midterms, what would their headline be? 3. Remind students that 35 US Senate seats were up for re-election, and most experts identified five key races as battleground races, meaning either candidate had a strong chance of winning. They included Arizona, Georgia, Nevada, Pennsylvania, and Wisconsin. Divide up the battleground races between student groups and direct groups to <a href="#">this link</a> to answer the following questions: Was an incumbent running? Why might that have mattered? How might the margin of victory in the 2016 and 2020 presidential election shed light on this race? What did the pollsters predict? Direct them to go to the link at the top of the page or to the midterm election results in <a href="#">Politico.com</a> and <a href="#">538.com</a> to see who won in the race they researched. Further challenge them to identify key reasons behind the outcome. 4. Invite students to present their battleground results to the rest of the class. What conclusions can students draw about the results of the midterm election in these states and overall? How might they describe the key takeaways from the election? 5. ABC News has identified <u>six key takeaways</u> from the 2022 midterms. They include: Democrats overperform; Inflation and abortion were key issues, not crime; House majority up in the air; Trump allies fall short; most election deniers did not win, and Florida drifts more toward Republicans. Challenge each group to select one of these key takeaways (or one identified by a different news site) to research. Challenge them to summarize what the takeaway means, five pieces of evidence that validates the takeaway, the primary causes of the result, and what, if anything, its significance could/will be.
<b>EXTEND</b>	Invite students to listen to <a href="#">this podcast</a> that includes reflections on the 2022 midterm results.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the articles throughout the issue	
<b>VOCABULARY</b>	limited government, republicanism, checks and balances, separation of powers, sovereignty
<b>DISCUSS</b>	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution in 2022?
<b>DO</b>	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do an in-person or virtual gallery walk and write what they know about each term on the related paper or slide. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea," 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, ask them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Founders. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the interactive constitution at the National Constitution Center. Encourage each group to compare answers with another group. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the Constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week's issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge groups to identify which of the key ideas are most relevant today, and why.
<b>EXTEND</b>	Incite students to learn about the history of the U.S. Constitution by reading <a href="#">this article</a> from the National Archives.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.