

THE WEEK

**The Week
at a
Glance**



4	Voters choose a divided Congress	News	Republicans won narrow control of the House, setting the stage for two years of divided government after a historically and unexpectedly weak GOP midterm performance kept the Senate in Democrats' hands.	Politics Government
5	Little Republican support for Trump's 2024 bid	News	Donald Trump declared he was running for president in 2024, saying the country was being "destroyed" and the southern border "invaded."	Politics Government Civics
6	Biden: Should he run in 2024 or step aside?	News	"The midterms were very good to President Biden," said Frank Bruni in <i>The New York Times</i> , but even the Democrats' surprisingly strong performance can't turn back the hands of time. Already the oldest president in U.S. history, Biden turns 80 on Nov. 20, and his age is weighing heavily on Democratic minds.	Politics Government Civics American History
16	The youth vote: Why Democrats did so well	Opinion	An estimated 27 percent of adults ages 18 to 29 cast ballots across the country," according to exit polls—"the second-highest mark in a midterm election in almost 30 years."	Politics Civics American History
17	Kherson: A game-changing win for Ukraine?	Opinion	When Ukrainian forces raised their flag in Kherson last week and jubilant residents celebrated in the streets, said Robyn Dixon and Catherine Belton in <i>The Washington Post</i> , Russian dictator Vladimir Putin suffered his "most consequential political and military defeat" yet.	World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

St. Louis: Debt relief on hold PAGE 7	<ol style="list-style-type: none"> 1. What do you know about President Biden's plan to relieve student loan debt? 2. According to the article, why was the President's plan blocked by the 8th U.S. Circuit Court of Appeals? 3. Why do people go into debt in order to attend college? 4. What are the benefits and downsides of the government relieving some debt for certain borrowers?
How they see us: America opts for democracy—barely PAGE 15	<ol style="list-style-type: none"> 1. Who is the "they" referenced in the article's headline? 2. What are the points of view of the featured columnists? What evidence do they use to support their points? 3. What does it mean when one columnist says democracy in the United States is "badly bruised"? Do you agree with this assessment? Why or why not? 4. Should we care about what people in other countries think about our government? Explain your answer.
Florida: A swing state no longer PAGE 16	<ol style="list-style-type: none"> 1. What is a swing state? 2. What do you know about midterm election results in Florida? 3. Why is it so significant that Florida is now "MAGA red"? What factors led to this? 4. How, if at all, could the results in Florida impact the 2024 presidential election?

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, and why? 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 articles "Little Republican support for Trump's 2024 bid" (p. 4) and "Biden: Should he run in 2024 or step aside" (p. 5)	
VOCABULARY	meandering, cesspools, insurrection, classified, endorsed, conservative, deregulation, emboldened, monumentally, grievance, guardrails, sycophants, ebullience, bipartisan, successor, viable, charismatic, vigorous, doddering, bloodletting
DISCUSS	1. What are the 3-5 most important qualifications or characteristics for a U.S. president? 2. What important events defined President Trump's and President Biden's presidencies?
DO	1. Distribute three index cards to students. Direct them to write either "should," "should not" or "unsure" on the cards. Read these sentences, and ask students to hold the card that reflects how they would complete each. (1) There (should/should not) be a minimum age for someone to be U.S. president. (2) There ___ be a maximum age for someone to be U.S. president. (3) A U.S. president who is impeached ___ be able to run again. (4) There ___ be a limit on the number of times a candidate can run for U.S. president. (5) President Biden ___ run again in 2024. (6) President Trump ___ run again in 2024. Invite student volunteers to share reasons for their answers and invite respectful debate. 2. Challenge student groups to list as many powers of the U.S. president that they can in two minutes. Invite each group to read its answers. Then watch this video to see how many powers they were able to list. Note that President Obama was in office when this was produced. Discuss the different powers the president has, Do presidents have more or fewer powers than they originally thought? Which are granted by the U.S. Constitution? 3. Invite students to read and annotate the two articles and to highlight reasons listed why President Trump and President Biden should run again in 2024 in one color and reasons they should not run in another. 4. Refer back to the statements in the introductory activity. Choose (or have students) choose one of the statements to debate, and write it on the board. Explain to students that they will do a structured academic controversy to help them better understand both sides of the debate. 5. Organize students into four-person dyads, each composed of two smaller dyads. Assign each two-person dyad as the "should" (Dyad A) or "should not" (Dyad B) position for the selected statement. Challenge each two-person dyad to research its position using evidence from at least three different sources. After research is complete, bring together each four-person dyad. Give Dyad A time to share its position to Dyad B. When finished, challenge Dyad B to repeat back Dyad A's position as they understood it. Ensure that Dyad A is satisfied that Dyad B understood its position. Then repeat the exercise with Dyad B sharing its position and Dyad A repeating back. Challenge the four-person Dyad to reach consensus on one position as it relates to the statement. This step could take time! Invite each Dyad to share its shared position and justification or to share why it was unable to reach consensus.
EXTEND	Invite groups to create a social media post for Facebook, Twitter, or Tik Tok that shares its position.

MAIN ACTIVITY OF THE WEEK #2: Based on the the article, "The youth vote: Why Democrats did so well" (p. 16)	
VOCABULARY	midterm, decisive, millennials, swing states, blatantly, unilaterally, executive order, unconstitutional, cynical, conservatives, trickle, brainwashed, leftist, reproductive rights, election denial, extinguished
DISCUSS	1. Why is voting an important responsibility for citizens? 2. What issue, if any, would most incite you to vote and why?
DO	1. Challenge student groups to list as many reasons as possible why eligible voters should vote. Invite each group to present its list to the rest of the class. Ask students if they know the minimum age for voting and when that age was instituted. Explain that in 1971, with the ratification of the 26th amendment, the voting age was lowered from 21 to 18. Ask students what they know about the impact of young voters on the 2022 midterm elections. Invite them to read and annotate the article. How, if at all, did this article validate or add new information to their lists? Do students agree or disagree with the statement at the end of the article: "Instead, the torch was passed to a new generation"? 2. Assign student groups one of the following Senate battleground states and challenge them to conduct research to learn about the impact of the youth vote in their assigned state: Arizona, Georgia, Nevada, Pennsylvania, or Wisconsin. Invite each group to share out its research and to answer this question: How, if at all, did the youth vote impact the results of the Senate election in your assigned state? 3. Watch this video about why young people vote. Discuss the following: What quotes or ideas most resonate with you and why? What are some of the barriers or issues to voting that the young people highlighted? What are some of the ideas you heard for making voting easier or more likely for young adults? What insights do you have about what teenagers think about voting? If you were interviewed about voting and elections, what would you say? 4. Challenge student pairs to create their own videos that respond to the question, "Why should young people vote?"
EXTEND	Invite students to create a voting film festival to showcase their videos to the rest of the school or community.

* 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.