

# THE WEEK

The Week  
at a  
Glance



5	Climate summit ends with no firm pledges	News	The UN climate summit ended with an agreement among nearly 200 nations to reduce planet-warming emissions and move away from fossil fuels—a deal that scientists and activists warned lacked the urgency and enforcement mechanisms needed to avert the most disastrous effects of global warming.	World Studies Environmental Science
6	Inflation: A return to the economy of the 1970s	News	The U.S. Labor Department confirmed that runaway price inflation is back and threatening to cast the same dark shadow over the 2020s as it did the 1970s. Consumer prices have risen by 6.2 percent since this time last year, the largest year-on-year jump since 1990.	Government Economics American History
7	El Paso, Texas Running again:	News	Former Rep. Beto O'Rourke entered the race for governor, giving his party a glimmer of hope in a state that hasn't elected a Democrat to statewide office since 1994.	Politics Government
19	GOP: An alarming rise in violent rhetoric	Opinion	Ten months after former President Trump stoked a violent uprising at the U.S. Capitol, "threats of violence are becoming commonplace among a significant segment of the Republican Party."	Politics
32	Labor: Americans seek higher pay, new perks	Business	The number of Americans who quit their jobs rose to a record-high in September, said Kylie Logan and Lance Lambert in <i>Fortune.com</i> . Approximately 4.4 million people voluntarily left their positions, according to data released by the Labor Department, a slight increase from August.	Economics Business

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

What Europe's Covid wave tells us PAGE 14	<ol style="list-style-type: none"> <li>1. What do you think the term, "pandemic fatigue" means?</li> <li>2. What claim does the columnist make about Covid-19? What evidence does he use to support his claim?</li> <li>3. Do you think the end of Covid-19 is near? Why or why not?</li> <li>4. How do you think this chapter in American and World History will be remembered as it relates to Covid-19?</li> </ol>
Woke: The meaning of a tarnished label PAGE 19	<ol style="list-style-type: none"> <li>1. What does the term "woke" mean to you?</li> <li>2. According to the article, why is "woke" a tarnished label?</li> <li>3. How has the term's meaning shifted?</li> <li>4. How does the article illustrate the divisiveness our nation currently faces? What, if anything, can we do to be more unified?</li> </ol>
The great Beanie Baby airlift of 2021 PAGE 32	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What do you know about Beanie Babies, and their popularity in the 1990s?</li> <li>3. To what lengths is Ty Warner going to ensure that Beanie Babies are on store shelves this holiday season?</li> <li>4. What, if anything, do you think will be different about this holiday season, and why?</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. Who is represented in the image? What symbolism is used as part of the illustration, and why?</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 on this story, based on the illustration?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on articles of choice in this week's issue	
<b>DISCUSS</b>	1. Why might someone choose to run for local, state, or national office? 2. What would you change about politics if you could?
<b>DO</b>	<p>Note: Before class, write the following quotes on the board: "One of the main reasons people hate politics is that truth is rarely a politician's objective. Election and power are." "Vote for the man who promises least. He will be the least disappointing." "Turn on to politics, or politics will turn on you." "Politics, it seems to me for years, has been concerned with right or left instead of right or wrong."</p> 2. Hang two signs in opposite corners of the room, one that says, "agree" and one that says, "disagree," and challenge students to stand at or between the signs in response to this prompt: I would be interested in holding local, state, or national political office someday. Debrief the exercise asking students to explain their responses. Why do they think someone their age would or would not be interested in going into politics? 3. List these names on the board, and challenge students to identify what they all have in common: Liz Cheney, Beto O'Rourke, Joe Biden, Eric Adams, Chris Christie, Josh Hawley, Paul Gosar, Alexandria Ocasio-Cortez, and Donald Trump. Guide students to the conclusion that they are all involved in politics. They all also happen to be featured in one or more articles in this week's issue. 4. Invite student pairs or small groups to select and list what they know about one of these politicians, including his or her political party; what office he or she does/has held; what, if anything, is notable about him or her; and why he or she might be in the news this week. Then, direct each group to find the article in this week's issue that features the politician it researched and to summarize information about him or her and why he or she is in the news. 5. Debrief the information, and challenge students to share what the stories reveal about politics in America and why someone their age might be more or less interested in going into politics. 6. Finally, challenge students to select one of the quotes on the board to interpret and to identify how one or more of the news stories in this week's issue relates to it.
<b>EXTEND</b>	Challenge students to generate ideas for how their generation could improve the American political process.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on the feature, "World at a glance" (pp. 8-9)	
<b>VOCABULARY</b>	massive, torrential, evacuate, terrorist, billowing, asylum, synthetic, opioid, cartel, triage, anti-Semetic, scandalous, regulators, trajectory, resolution, civilian, disclosure, detonating, vigilance, jihadist, scorpions, skittering
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
<b>DO</b>	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; or (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate
<b>EXTEND</b>	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

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