

THE WEEK

**The Week
at a
Glance**



6	Congress: What to expect from a GOP House	News	Republicans campaigned for the midterm elections on inflation, crime, and other issues that concern all Americans. Yet, according to Reps. Jim Jordan and James Comer, incoming chairs of the House Judiciary and Oversight Committees, the GOP House will immediately launch a probe into the alleged corruption of President Biden's wayward son.	Politics Government
7	Washington, D.C. Infiltrating the court:	News	An influential evangelical leader says he worked for years to gain access to the Supreme Court's conservative justices through wealthy donors, culminating in conservative Justice Samuel Alito revealing at a private dinner that he was writing the majority opinion for the highly anticipated <i>Burwell v. Hobby Lobby</i> case, <i>The New York Times</i> reported.	Legal Studies
7	Tallahassee Free speech wars:	News	Federal Judge Mark E. Walker ordered a temporary injunction against portions of Republican Gov. Ron DeSantis' "Stop WOKE" act, calling its restrictions on college curricula and classroom discussions "positively dystopian."	Legal Studies Government
11	The shadow over the World Cup	News	The global soccer tournament is being hosted by Qatar, a theocratic petrostate with a terrible track record on human rights.	World Studies
16	Pelosi: A progressive pragmatist who knew how to lead	News	Nancy Pelosi, the House speaker, announced that she will step down from leadership and serve her next term among Democrats' rank and file, after eight years as speaker and 12 as minority leader. What will her legacy be?	Politics Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Montgomery, Ala.: Botched executions	<ol style="list-style-type: none"> 1. What is capital punishment, and why is it legal in some states but not in others? Is it legal in your state? 2. Why did Alabama Gov. Kay Ivey order a review of Alabama's capital punishment system? 3. How would you summarize the two sides of the capital punishment debate? 4. How do you feel about capital punishment? Should it be legal? If so, in what instances? If not, why not?
Doha, Qatar: Players angry over armband ban PAGE 9	<ol style="list-style-type: none"> 1. What is FIFA, and why is it in the news this week? 2. According to the article, why are soccer players and managers angry at FIFA? 3. Why did team captains plan to wear rainbow armbands? 4. How does the ban against rainbow armbands illustrate broader societal issues in Qatar?
Ticketmaster: Swift's army takes on a music colossus PAGE 24	<ol style="list-style-type: none"> 1. What do you know about the debacle that occurred with Taylor Swift concert ticket sales? What was the role of Ticketmaster in this situation? 2. What is a monopoly, and what are the risks of Ticketmaster having a monopoly on concert ticket sales? 3. Do you think Taylor Swift bore any of the responsibility for the debacle? If so, what? 4. What advice would you give to Ticketmaster so that this situation is not repeated with future concert ticket sales?

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 leader is 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?
--	--

MAIN ACTIVITY OF THE WEEK #1 : Based on the article “The shadow over the World Cup” (p. 11)	
VOCABULARY	theocratic, petrostate, corruption, scandal, lavishly, sportswashing, migrant, grueling, indentured servants, abolition, sweltering, dialysis, sharia, prosecuted, flogged, boycott, idolizing
DISCUSS	1. How should decisions about which country hosts a World Cup tournament be decided? 2. Do you think Qatar should be hosting the World Cup? Why or why not?
DO	1. Divide students into groups of 6. Ask students in each group to select one of these perspectives from the current World Cup to represent: the Prime Minister of Qatar, the President of FIFA, the captain of the U.S. team, an LGBTQ advocate, a migrant worker who helped to build the stadium, and a soccer fan attending the Cup. Challenge each student, in character, to answer this question, “How do you feel about the World Cup being held in Qatar?” Encourage students to discuss the question in character and to list information they would need to help them better answer the question from the perspective of their person. 2. Invite students to read and annotate the article and conduct additional research to learn how their assigned person would feel about the World Cup being held in Qatar. Discuss within the group. 3. Ask students what they know about the rights that all humans are entitled to, based on the Universal Declaration of Human Rights (UDHR) . Explain that the UDHR is a milestone document in the history of human rights. Drafted by representatives from all regions of the world, it was proclaimed by the UN General Assembly in 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. Challenge student groups to list their human rights before going to the link, and then to summarize all 30 articles in the Declaration. Ask students which articles they think are most important. Which are most relevant to their lives right now? 4. Invite students to identify which Articles in the UDHR, if any, that they believe are being violated in Qatar as a whole and/or that have been violated leading up to or during the 2022 World Cup. Invite student pairs to explain how at least one of the Articles is being violated. Share out these violations as a class and discuss. 5. Finally, repeat the introductory activity and invite students to discuss how, if at all, their answers changed.
EXTEND	Invite students to follow along as the World Cup is being played.

MAIN ACTIVITY OF THE WEEK #2: Based on the the article, “Pelosi: A progressive pragmatist who knew how to lead” (p. 16)	
VOCABULARY	progressive, pragmatist, rank and file, demonized, liberal, concede, diverse, restive, caucus, ideology, bipartisan, infrastructure, dire, speculation, riddance, bloated, quip, longueurs, presided, frenetic, marshaled, petulant, petty
DISCUSS	1. Do you think political leaders care about their legacies? Explain your answer. 2. What would you want your legacy to be, and why?
DO	1. Distribute one sticky note to each student, and direct them to finish this sentence on their sticky note: “As House Speaker, Nancy Pelosi will be most remembered for _____.” Hang all sticky notes on the wall, and invite students to identify patterns or common answers. Keep notes hanging. 2. Divide students into five groups. Invite each group to read and annotate the article, highlighting information and quotes that support Pelosi in one color and information and quotes that criticizes her in another. Direct each group to select one of the following videos to watch and summarize: (1) Nancy Pelosi’s 2007 victory speech when she was unanimously elected as House Speaker by her Democratic colleagues; (2) Nancy Pelosi’s record-setting 8-hour speech on immigration in 2018; (3) Nancy Pelosi’s reaction to the January 6 insurrection at the Capitol; (4) Nancy Pelosi’s speech on President Trump’s second impeachment ; or (5) Nancy Pelosi’s speech as she steps down as leader of the Democratic party. 3. Once students have watched and summarized their speeches, direct them to form new groups made up of one member of each original group. Invite students to share their summaries and to find similarities and differences in the speeches. Discuss: What stands out in each speech? What characteristics did Pelosi display? How do you think supporters of Nancy Pelosi might describe her? How do you think critics of Nancy Pelosi might describe her? How, if at all, does the article and these videos/speeches help you better understand Nancy Pelosi’s legacy? 4. Invite students to repeat the introductory activity and compare sticky notes to conclude how, if at all, answers changed.
EXTEND	Invite students to learn more about the history and origins of the Speaker of the House .

* 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.