

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week
at a
Glance



4	Omicron data points to need for boosters	News	The Omicron variant was spreading rapidly in the U.S. and the world, amid troubling new evidence that it may greatly reduce protection conferred by two-shot vaccinations and prior infection.	World Studies Health
5	Biden faces off with Putin over Ukraine	News	With Russian troops and artillery massing near the Ukrainian border, President Biden warned Russian President Vladimir Putin that his country will face “severe” sanctions if it invades its Western neighbor.	World Studies Government
5	Trump seeks revenge in Georgia primary fight	News	Former Republican Sen. David Perdue announced he would run against Georgia Gov. Brian Kemp in next May’s Republican gubernatorial primary, which could trigger an intraparty civil war and test Donald Trump’s hold on the GOP.	Government
7	El Paso, Texas: Redistricting suit	News	The Justice Department sued Texas, accusing the state’s GOP-controlled legislature of drawing new congressional maps that “diluted the voting strength of minority Texans.”	Government Civics
16	Abortion rights: What a rollback of Roe would mean	News	During oral arguments in the case of Dobbs v. Jackson Women’s Health Organization, which concerns a Miss. law banning abortion after 15 weeks, the conservative dominated Supreme Court gave every indication it’s ready to overturn both Roe v. Wade and Casey v. Planned Parenthood, the landmark decisions that “enshrined reproductive rights and access to abortion.”	Government Legal Studies American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Michigan school shooting: When parents give kids guns PAGE 6	<ol style="list-style-type: none"> 1. What do you know about the recent school shooting in Michigan? 2. According to the article, why were the shooter’s parents arrested and charged? Do you agree with this decision? 3. Based on information from the article, what people or groups do you believe bear some responsibility for the incident? 4. What should be the minimum age for someone to legally shoot a gun, even for hunting? 5. How, if at all, does this story relate to the Second Amendment?
Afghanistan: Hurling toward famine as economy implodes PAGE 15	<ol style="list-style-type: none"> 1. What do you know about the situation in Afghanistan and how, if at all, it relates to the recent U.S. withdrawal and subsequent sanctions? 2. According to the article, why did foreign funding to Afghanistan change? 3. Why is it important for us to be aware of crises like this in other countries? 4. Do you think the U.S. should help in some way? If so, how?
Remote work: Move away, take a pay cut? PAGE 33	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. How do you think that COVID-19 changed the way that people work? 3. What benefits would be most important to you in a job? Consider salary, healthcare, retirement contributions, opportunities to travel, flexible time off, flexible work location, and other benefits. 4. What do you think are the benefits and challenges of working from home?

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?
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MAIN ACTIVITY OF THE WEEK #1 : Based on the article, "Oxford, Mich. School shooting" (p. 7)	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. Do you think the Constitution established a "just" government? 2. What amendment would you suggest to make the Constitution more just? 3. Do you think the Constitution is still relevant today? Explain your answer.
DO	1. Hang five flip chart papers, each with one of the following terms written in it: limited government, republicanism, checks and balances, separation of powers, and sovereignty. 2. Invite students to do a gallery walk and write what they know and what questions they have about each term on its related paper. 3. Review answers and questions, and challenge students to identify what all five terms have in common. Explain that the six terms are considered the Six Big Ideas of the U.S. Constitution, and they still inspire debate today. Students can learn more about the six "big ideas" here . 4. Divide the class into six groups. Assign each group one of the Big Ideas to research. Challenge each group to answer/identify the following. (1) What is the definition of their Big Idea? (2) Where in the Constitution is their Big Idea covered?(3) Explain why they believe the Framers of the Constitution felt their Big Idea should be fundamental to our nation. (4) Identify 1-3 historical events that bring their Big Idea to life. (5) Find an article in this week's issue or another current news source that illustrates their Big Idea. (4) Based on the current news story, explain how their Big Idea is still relevant today. 5. Invite each group to present its research, and challenge students to reach consensus on which Big Idea they think is most important to them personally and to our nation, and why.
EXTEND	Invite students to review several Prezis about the six big ideas, like this one , and challenge them to create their own Prezi to explain one or all of the Big Ideas to other students.

MAIN ACTIVITY OF THE WEEK #2 : Based on the feature, "Pick of the week's cartoons"	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the "Pick of the week's cartoons" on p. 18. Challenge small groups to answer the following questions about each cartoon: What do you see in the cartoon? What news story and what issue is being illustrated in the cartoon? What point of view about the issue is the cartoonist trying to illustrate? Have each group report out. 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are a type of editorial cartoon made for the purpose of conveying editorial commentary on politics, politicians, and current events. Such cartoons play a role in the political discourse of a society that provides for freedom of speech and of the press. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's or his or her publication's point of view. Sometimes political cartoons can change your mind about an issue without you even realizing it! 3. Identify the articles in this week's issue that correspond with each cartoon. Note that more than one cartoon can relate to one story, and more than one story can relate to each cartoon. Challenge student pairs to match the cartoonist's points of view with one or more of the quotes from each article. 4. Political cartoonists use specific techniques to express their points of view and try to persuade readers. Introduce the following techniques, and challenge students to define and identify examples of each in this week's issue: symbolism, irony, exaggeration, analogy, and labeling. Each technique (and more) is explained starting at 11:00 here . Invite students to share which technique and which cartoon they think is most persuasive, and why. Invite students to consider how the news source and date the cartoon was published can also help them analyze it. 5. Finally, ask students to select an article or issue in this week's issue of <i>The Week</i> and create a political cartoon that both illustrates their point of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Ask students if and how political cartoons could impact an election. Then, invite them to review these cartoons from the 2020 presidential election and identify the techniques and points of view from at least three cartoons.

* 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.