

# THE WEEK

**The Week  
at a  
Glance**



4	Rittenhouse verdict divides the country	News	Kyle Rittenhouse was acquitted on five felony counts, ending a case that highlighted deep national rifts over gun rights, race, vigilantism, and what constitutes self-defense.	Civics Legal Studies
8	Stockholm Democracy in retreat:	News	The U.S. has been added for the first time to a list of “backsliding democracies” by the Stockholm-based International Institute for Democracy and Electoral Assistance.	American History Government World Studies
16	Harris: At odds with the White House:	Opinion	A rift of mutual “exasperation” has opened up between Vice President Kamala Harris and the White House, said Edward-Isaac Doveve and Jasmine Wright in <i>CNN.com</i> .	Politics Government
16	Olympics: Should we boycott Beijing?	Opinion	The United States is reportedly ready to “mount a diplomatic boycott of the Beijing Winter Olympics” in protest of China’s many human rights abuses.	World Studies Human Rights Politics
38	Energy: Gas prices create political strain for Biden	Business	With prices at the pump skyrocketing, the Biden administration announced the release of 50 million barrels of oil from the U.S. Strategic Petroleum Reserve, said Lauren Egan and Shannon Pettypiece in <i>NBCNews.com</i> .	Economics Government

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

Signs of new Covid wave as winter approaches PAGE 5	<ol style="list-style-type: none"> <li>1. How would you describe the current state of Covid-19 in the U.S., based on information from the article?</li> <li>2. Why and where are new cases of Covid-19 surging?</li> <li>3. Why are vaccinated adults being encouraged to get a booster vaccine?</li> <li>4. Why, if at all, has the Covid-19 become a politicized issue?</li> </ol>
Stockholm: Democracy in retreat PAGE 8	<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 think a “backsliding democracy” is?</li> <li>3. According to the article, why has the United States been “knocked down on the democratic scale”?</li> <li>4. Why, if at all, is this news story significant?</li> </ol>
Press freedom isn’t just for professionals PAGE 12	<ol style="list-style-type: none"> <li>1. What freedoms are outlined in the First Amendment?</li> <li>2. What is Project Veritas, and why is it in a legal battle with the <i>New York Times</i>?</li> <li>3. How does this legal battle relate to the First Amendment?</li> <li>4. What is your opinion on this news 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. 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>
--	--

<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on the article, "Rittenhouse verdict divides the country" (p. 4)	
<b>VOCABULARY</b>	verdict, acquitted, rifts, vigilantism, chaotic, civilians, militia, aggressor, brandishing, starkly, conservatives, patriot, literally, confrontation, jubilant, hysterical, fundamental, moral, onus, discreetly, intimidation, provocative, inevitable
<b>DISCUSS</b>	1. In what instances, if any, do you think people have a right to defend themselves with a deadly weapon? 2. Is the second amendment still relevant?
<b>DO</b>	1. Read or post these quotes from the article, and ask students if they know the news story to which the quotes relate: (1) "Rittenhouse quite literally has gotten away with murder, He put himself into a dangerous situation, "goaded confrontation" with protesters, and "recklessly endangered others" with a militarygrade weapon no 17-year-old should be carrying on the streets. Would-be vigilantes across the nation "must be jubilant," knowing they can "go out hunting for violent protesters" and then claim self-defense when they blow people away. (2) Rittenhouse clearly acted to defend himself against three men who attacked him "in sequence," including one who clubbed him with a skateboard and another who admitted in court that he'd pointed a gun at Rittenhouse before the teen fired. This verdict affirms a basic principle: "Every American has a fundamental right to self-defense." 2. Explain that the quotes refer to the news story about Kyle Rittenhouse, who was recently acquitted on all counts for a 2020 incident where he shot and killed two men and wounded a third during the riots in Wisconsin that followed George Floyd's murder. Ask students what they know about the incident and Rittenhouse's recent trial, and/or what they can glean from the quotes in the introductory activity. 3. Invite student groups to read, annotate, and summarize the article in fewer than five sentences. Challenge them to explain the news stories' headline and how the verdict has divided the country. 4. Challenge students to conduct a structured academic controversy to help them better understand different perspectives about this case. Divide students into four-person groups and further divide each group into two-person dyads. Write the following question on the board: "Was justice served in the trial of Kyle Rittenhouse." Assign Dyad A the "yes" position and Dyad B the "no" position. Challenge each dyad to research its position and be prepared to present a 3-5 minute argument. Then, follow these steps: Dyad A presents its argument to Dyad B, while dyad B listens carefully and takes notes. Dyad B then restates Dyad A's arguments (to show understanding) and asks clarification questions. Dyad A confirms and/or clarifies its arguments. This sequence is then repeated with Dyad B presenting its case and Dyad A engaged in active listening. Both dyads evaluate the other team's arguments, identify what they believe to be the strongest and weakest arguments made by their counterparts, and work toward consensus 5. Invite each four-person group to report out whether they were able to reach consensus. If so, what was that consensus? If not, explain the points of difference.
<b>EXTEND</b>	Invite students to identify the political cartoons on pp. 18 and 19 that relate to this news story, to analyze the cartoons, and to identify what they think the illustrator's point of view is.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on the article, "Olympics: Should we boycott Beijing?" (p. 16)	
<b>VOCABULARY</b>	boycott, geopolitical, diplomatic, delegation, glory, glittering, genocidal, origins, worthless, gesture, propaganda, showcase, gesture, regime, undermining, dispensable, white-elephant, whitewash, charade, deep-pocketed, inclusion, integrity
<b>DISCUSS</b>	1. Do you think boycotts are effective? 2. What issue, if any, would inspire you to boycott something?
<b>DO</b>	1. Write the following years on the board, and challenge students to identify what they all have in common: 1956, 1964, 1976, 1980, 1984, and 1988. Answer: During each of these years, one or more nations boycotted the Olympic games. Introduce the term "boycott" as "a decision not to participate in something or with someone (organization, person, country) as a protest or punishment," Ask students to identify the benefits and challenges of boycotts in general and then specifically for the Olympic games. Why might a nation boycott the Olympic games? What other boycotts, if any, are they aware of? 2. Direct student groups to select one of the boycotted Olympic games to research. Challenge them to identify the host country, the country or countries that boycotted, the reasons behind the boycott, and the results, if any, of the boycott. Direct each group to present its information. What common themes, if any, do the boycotted Olympics share? Challenge the class to evaluate what would make a boycott successful. Using that criteria, which Olympic boycotts would they consider successful? 3. Ask students what, if anything, they know about the 2022 Winter Olympic Games and why the United States might boycott them. Invite students to read and annotate the article and answer these questions: What is the host country of the 2022 Winter Olympics? Why might the U.S. boycott these Olympics? What is a diplomatic boycott? 4. Using information and evidence from this article, the article on p. 15, and additional research, challenge students to support one of these claims: The United States should have a diplomatic boycott of the 2022 Beijing Olympics. The United States should have a full boycott of the 2022 Beijing Olympics. The United States should fully participate in the 2022 Beijing Olympics.
<b>EXTEND</b>	Invite students to learn more about the <a href="#">United Nations Universal Declaration of Human Rights</a> .

\* 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.