

THE WEEK

The Week
at a
Glance



4	Breyer gives Biden a Supreme Court pick	News	President Biden said he would choose a successor for retiring Supreme Court Justice Stephen Breyer by month's end, and pledged to honor a campaign vow to name the first Black woman nominee in the high court's 232-year history.	Legal Studies Government
5	Ukraine crisis triggers sanctions threats	News	Tensions spiraled between the U.S. and Russia as the U.S. approved deployment of 3,000 troops to NATO members Poland, Germany, and Romania.	World Studies Government
6	Schools: The new campaign to ban books	News	Conservatives in 30 states are now seeking to root out books from classrooms and school libraries that offend them, "in what experts are calling a historic and concerted book-banning effort."	Government Civics
11	A tarnished Olympics	Opinion	Beijing's Winter Olympics began under the shadow of Covid and China's flagrant abuses of human rights.	World Studies Human Rights Education
17	Affirmative action: Are its days numbered?	Opinion	The Supreme Court announced that it will review two cases challenging the use of race as a factor in college admission decisions, specifically at Harvard and the University of North Carolina.	Legal Studies Civics American History

BRIEFLY: Quick Questions & Ideas To Engage Students

New York City NFL accusation PAGE 7	<ol style="list-style-type: none"> 1. Who is Brian Flores, and why is he in the news this week? 2. According to the article, why is Flores suing the National Football League? What is the NFL's response to Flores' allegations? 3. How many black head coaches are in the NFL? 4. What is the Rooney rule, and do you think it is fair?
SAT will go online-only PAGE 20	<ol style="list-style-type: none"> 1. What announcement related to the SAT did the College Board recently make? 2. Why, if at all, is this announcement significant? 3. What are the benefits and downsides of a shorter testing window? 4. Do you think standardized tests like the SAT and ACT are effective ways for colleges to evaluate students for admission? Why or why not?
Spotify: A pop icon rocks the Joe Rogan streamer PAGE 25	<ol style="list-style-type: none"> 1. Why are Neil Young and Joe Rogan in the news this week? 2. What was Spotify's response to Young's request? Do you agree with their response? 3. What impact, if any, do you think Young's actions will have? 4. What larger societal issues are reflected in this news story?

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, "Schools: The new campaign to ban books" (p. 6)	
VOCABULARY	campaign, stereotypes, cancel culture, hypocrisy, historic, concerted, extensive, frenzy, censorship, irony, regime, indoctrination, illusion, tenets, ideological, complacency, depict, empathy
DISCUSS	<ol style="list-style-type: none"> 1. What is censorship, and how does it affect you? 2. Should school administrators be allowed to ban books? 3. Does banning books violate your First Amendment rights?
DO	<ol style="list-style-type: none"> 1. Write these quotes on the board, and ask students to interpret them: "Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us." "If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable." Explain that the quotes are from Justice Douglas and Justice Brennan, respectively, related to Supreme Court cases involving the First Amendment. 2. Ask students what all of these books have in common: The Color Purple, Captain Underpants, Anne Frank: Diary of a Young Girl, Harry Potter and the Sorcerer's Tale, and Forever. 3. Explain that all of them have been challenged or banned in one or more U.S. school districts. Ask students if they know the difference between challenging and banning books, and why they think some books are challenged or banned. Challenge them to create a list of categories that might cause a school district to challenge or ban a book. They can find common reasons in the article or here. Invite each student group to select one of the books from the list above or another commonly-challenged or banned book and identify the reason it was challenged or banned. Have each group report out. 4. Introduce the term "censorship," and ask students if they think banning books is a form of censorship. Discuss whether they believe the banning of books infringes on their First Amendment rights. 5. Challenge students to learn more about what books, if any, are currently banned in your state or in another state near you and the reasons why. Select one of the books to read or learn more about.
EXTEND	Invite students to review the Library Bill of Rights .

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "A coming constitutional crisis" (p. 12)	
VOCABULARY	Constitutional crisis, tame, disqualification, clause, bars, insurrection, liberal, conservative, electoral votes, delegation, legality, massive, violent, democracy, rule of law
DISCUSS	<ol style="list-style-type: none"> 1. How, if at all, is the Constitution a living document? 2. Do you think our democracy is being threatened by current political events?
DO	<ol style="list-style-type: none"> 1. Write the term, "constitutional crisis," and challenge student groups to define the term and give an example of something they think would constitute a constitutional crisis. Invite each group to present its definition and example. Challenge the class to reach consensus on one definition and to evaluate whether each group's example meets that definition. 2. According to 538.com, there are four types of constitutional crises: (1) The Constitution doesn't say what to do. (2) The Constitution's meaning is in question. (3) The Constitution tells us what to do, but it's not politically feasible. (4) Institutions themselves fail. Invite students to discuss each type of constitutional crisis and share an example of how each has either happened or could happen in our country. 3. Invite student groups to discuss the following examples and determine, based on what they have learned, whether any would be considered constitutional crises and why. Encourage them to do research about each event to help them answer the question. (1) When William Henry Harrison died just 30 days after taking office in 1841. (2) When southern states started leaving the union in 1861. (3) When Richard Nixon resigned the presidency after the Watergate scandal in 1974. (4) When the Supreme Court ruled that Florida votes weren't subject to a recount, making George W. Bush the winner of the 2000 presidential election. (5) When protesters stormed the Capitol and threatened to do physical harm to political leaders and property in protest of the 2020 presidential election. 4. Invite each group to present its answers, and invite spirited debate. 5. Direct students to read and annotate the article and summarize the claim that the author is making about a "coming constitutional crisis." 6. Challenge students to complete this sentence: I agree/disagree with the author's claim because ____.
EXTEND	Invite students to read and summarize the 14th amendment .

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