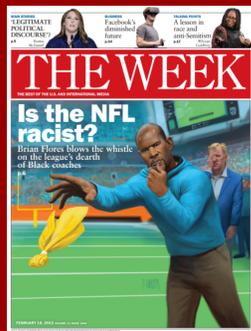


# THE WEEK

**The Week  
at a  
Glance**



4	Democratic governors rescind mask mandates	News	As Omicron cases plummeted across the nation, a half dozen Democratic governors announced rollbacks of mask mandates in schools and indoor public spaces —policy changes that mark a growing acceptance of coronavirus infections as an ongoing fact of life.	Legal Studies Government
5	GOP splits over defense of Jan. 6 rioters	News	A major rift emerged within the GOP, after the Republican National Committee said the Jan. 6 Capitol attackers were “engaged in legitimate political discourse,” prompting a strong denunciation from Senate Minority Leader Mitch McConnell and other influential GOP senators.	Government American History
6	Football: Is the NFL ‘rife with racism?’	News	Former Miami Dolphins head coach Brian Flores filed a blockbuster, class-action lawsuit accusing the National Football League and its 32 teams of “systemic racism” in their hiring practices for head coaches.	Business Legal Studies Civics
7	Montgomery, Ala. No recourse:	Opinion	The Supreme Court restored Alabama’s new congressional map that federal judges recently found was drawn to disempower Black voters, suggesting the high court’s conservatives may be inclined to further constrict the Voting Rights Act.	Legal Studies Government Civics
11	Starting the steal?	Opinion	Election-integrity watchdogs are sounding the alarm as Trump allies take control of swing states’ election machinery.	Government Civics

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

New York City: Press trial PAGE 7	<ol style="list-style-type: none"> <li>1. What, if anything, do you remember about former Vice Presidential candidate Sarah Palin? Do you know why she is in the news this week?</li> <li>2. What is libel? Why did Sarah Palin bring a libel lawsuit against the <i>New York Times</i>?</li> <li>3. Based on information in the article, does Palin’s case have merit? Explain your answer.</li> <li>4. How would you describe the responsibility of the press in a democratic society?</li> </ol>
No Black woman is qualified? PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does columnist Juan Williams make in this article?</li> <li>2. What evidence does he use to support his claim?</li> <li>3. How would you describe the makeup of the current Supreme Court?</li> <li>4. How do you feel about President Biden’s commitment to nominating a black woman as the next Supreme Court justice?</li> </ol>
Goldberg: A revealing Holocaust gaffe PAGE 25	<ol style="list-style-type: none"> <li>1. Who is Whoopie Goldberg, and why is she in the news this week?</li> <li>2. According to the article, how did she give a “public history lesson on anti-Semitism”? How do her comments reflect a “growing cultural ignorance” about the Holocaust?</li> <li>3. What was the reaction to her comments?</li> <li>4. Should public figures with a platform be held to a higher standard to ensure they don’t spread misinformation?</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 the article, "Football: Is the NFL rife with racism?" (p. 6)	
<b>VOCABULARY</b>	rife, racism, blockbuster, class-action lawsuit, systemic racism, vacancies, cynical, sham, incriminating, discrimination, equine, excrement, abrasive, undermine, sensation, dismal, intentional seize, inclusive
<b>DISCUSS</b>	1. What is your reaction to Brian Flores' lawsuit? 2. What could be the possible risks and rewards for Brian Flores of bringing this lawsuit against the NFL?
<b>DO</b>	1. Write these words/names/phrases on separate flip chart papers hung around the room: Brian Flores, NFL, Rooney Rule, New York Giants, and systemic racism. Invite students to do a gallery walk around the room, and write whatever they know about the word or phrase on each sign. Challenge students to identify how all of the words or phrases are connected and what news story they are all connected to. 2. Invite students to read and annotate the article. Write the article's headline on the board: "Is the NFL rife with racism?" Challenge students to highlight evidence from the article in one color that affirms racism in the NFL and evidence from the article in another color that disputes it. 3. Invite students to hold a structured academic controversy using this question: "Is there systemic racism in the NFL?." Explain that a structured academic controversy is a type of debate where students conduct research and hold discussion to ensure that they understand both sides of the debate, and then work together to reach consensus on a position. 4. Create four-person groups, each made up of two-person dyads. Instruct one dyad from each group to take the "yes" position and one to take the "no" position. Direct each group to gather evidence that supports its position. 5. Once research is completed, invite one dyad to present its position to the other dyad. Challenge the listening dyad to repeat back the position to ensure understanding. Repeat the exercise with the other dyad. 6. Once each dyad feels its position has been understood, challenge the group of four to reach consensus on the "yes" or "no" position as it relates to this question.. If they can't reach consensus, invite them to explain why.
<b>EXTEND</b>	Invite students to <a href="#">read the text</a> of Brian Flores' lawsuit.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on the feature, "U.S. at a glance (p. 7)	
<b>VOCABULARY</b>	seaman, tread, convictions, stalking, harassing, tampering, probation, libel, reckless, smear, assassination, sanctuary, altercation, rampant, disempower, constrict, precedent, chaos, compliance, relinquished
<b>DISCUSS</b>	1. Which story most impacts your life, and how? 2. What, if anything, do the stories reflect about our society?
<b>DO</b>	Before class, create six sets of index cards, with the names of each featured city and headline of each article written on separate cards. 1. Divide students into six groups and distribute the cards. On a U.S. map, direct each group to find the locations of the six cities. Then, challenge each group to match the names of the cities with the headlines of the stories that happened there. Invite each group to report its guesses. Which group had the most correct? 2. Invite each group to select one of the news stories for further review. For their story, challenge them to: <ul style="list-style-type: none"> <li>● Summarize the story in one sentence.</li> <li>● Identify the primary issue, event, or conflict.</li> <li>● Identify at least one cause and one effect of the issue, event, or conflict described.</li> <li>● Reach consensus, if relevant, on a position related to the news story.</li> <li>● Identify how the news story impacts their lives and society as a whole.</li> <li>● Predict the status of the news story one month and one year from now.</li> <li>● Identify connections between this story and one other story in this week's issue.</li> </ul> 3. Invite each group to report out. What conclusions can students draw about why editors chose these stories? What criteria do they think editors use in their selections? What larger societal themes do some or all of the stories represent? 4. Challenge students to imagine that they must develop a "School at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the stories. Invite groups to use their criteria to select and report on their stories. 5. Invite groups to report their stories. What do the selected stories reveal about the culture at your school?
<b>EXTEND</b>	Invite students to repeat the exercise by creating a "Community at a glance" feature.

\* 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.