

THE WEEK



The Week
at a
Glance



4	Putin claims troop drawback, seeks negotiations	News	Russian President Vladimir Putin said he was pulling back some troops from the Ukrainian border and is open to a “diplomatic path” out of the crisis, easing fears of an imminent invasion.	World Studies
7	Huntington, W.Va.: In-school sermon	News	More than 100 students chanted “Separate the church and state” during a walkout protest after their classmates were sent to a Christian revival assembly in the public high school’s auditorium.	Government
14	A court in conflict with the majority	News	The Supreme Court is on a “collision course” with a “demographically and culturally changing America,” said Ronald Brownstein.	Legal Studies Civics
25	Super Bowl LVI: A big night for hip-hop	Reviews	In the 21 years since Nelly joined Aerosmith for the 2001 halftime show, the NFL has used hip-hop artists mostly as supporting performers to major rock and pop acts. This year’s show handed center stage to a proud band of legendary rappers, and the result was “a timely reminder of why hip-hop i	American History Civics Arts
32	Economy: Inflation reaches 7.5 percent	Business	Inflation has followed the economy into the new year, said Ben Winck in Business Insider. The U.S. reported last week that consumer prices rose 7.5 percent year over year in January, outpacing economists’ expectations and marking “the strongest price growth since February 1982.”	Economics Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Mask mandates: Is it time to show our faces again? PAGE 6	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What reasons are presented in the article about why several Democratic governors have lifted their mask mandates? 3. What data and evidence is presented in the article about the impact of and support for wearing masks? 3. How, if at all, has mask wearing become politicized?
Udupi, India: Hijab protests PAGE 9	<ol style="list-style-type: none"> 1. What is a hijab? 2. Why are hijabs in the news in India? 3. Why are Muslim women in India being told not to wear their hijabs? 4. Do you think Muslim women’s religious freedoms are being denied? Explain your answer.
The Olympics: Enabling Russian doping—again PAGE 18	<ol style="list-style-type: none"> 1. Who is Kamila Valieva, and why is she in the news this week? 2. Do you think she should have been allowed to skate in the Olympics? 3. In your opinion, which people or groups bear the most responsibility for Vallieva testing positive for banned substances? 4. Do you agree that “the bad guys won”? Explain your answer.

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 he article, "Huntington, W.Va. In-school sermon" (p. 7)

VOCABULARY	sermon, walkout, revival. assembly, evangelical, violated, defamed, blatant, disheartening
DISCUSS	<ol style="list-style-type: none"> 1. What is Freedom of Religion, and why is it so important in a democratic society? 2. What could be the impact of a closer relationship between church and state?
DO	<ol style="list-style-type: none"> 1. Write these two quotes, and challenge student groups to interpret and compare them: (1) Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. " (2)"I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should 'make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' thus building a wall of separation between Church & State." 2. Explain that the first quote is an excerpt from the First Amendment to the Constitution. It guarantees freedom for Americans to practice whatever religion they choose and forbids Congress from promoting one religion over others or restricting an individual's religious practices. The second quote is from a letter from Thomas Jefferson in 1802, explaining his view of the First Amendment. It's the first time that the term, "wall of separation" was used. 3. Ask students what they think Jefferson meant when he used that phrase. What do they think the term "church" refers to? What do they think the term "state" refers to? The phrase essentially means that the government can't control religion, and religion can't control the government. It also means that religious leaders can't use the government to impose their religious values on citizens and that the government can not use its power to force people to follow certain religious practices or compel them to hold certain religious beliefs. It also prevents religious discrimination by the government and prevents the government from establishing a national religion. Invite students to watch this video to learn more. Since public schools are, in effect, an extension of the state the separation of church and state extends there, too. Challenge students to think of examples of how the separation of church and state applies in public schools. Invite them to go here to learn more. 4. Invite students to read the article. How, if at all, does the news story relate to the separation of church and state? Challenge them to write a letter from Thomas Jefferson to either the students or the teachers in this news story.
EXTEND	Invite students to read about Everson v. Board of Education , one of the most famous Supreme Court cases related to the separation of church and state.

MAIN ACTIVITY OF THE WEEK: Based on the article, "Super Bowl LVI: A big night for hip-hop "(p. 25)

VOCABULARY	extravaganza, ringleader. collaborators, protegees, legendary, triumph, crucial, spectacle, replicas, landmarks, phalanx, electrifying, explicit, radicalism, symbolism, egregiously, flaws, ascend, capitalism
DISCUSS	<ol style="list-style-type: none"> 1. How can music be used for expression and social protest? 2. How would you describe this year's Super Bowl halftime show? Why, if at all, was the musical choice significant?
DO	<ol style="list-style-type: none"> 1. Write this quote on the board, and give students time to free-write their interpretation or any questions they have about it. "Rap is something you do, Hip hop is something you live." Invite student volunteers to share what they wrote. 2. Ask students if they watched this year's Super Bowl halftime show and, if so, how they would describe it. Do they know how and why hip hop was celebrated and why the celebration was so significant? What do students know about hip hop? Invite them to read and annotate the article to learn more. 3. Explain that, while hip hop and rap are often described interchangeably, they are not the same. Hip hop is more than a musical genre; it's a cultural movement that incorporates four foundational elements of art including DJing/turntablism, MCing/rapping, B-boying/breaking, and visual/graffiti art. Challenge students to conduct research to learn when, where, and why hip hop began; how it got its name; who its pioneers were; and its long-lasting artistic and cultural significance. 4. Ask students if they know of other types of music that have been significant for their cultural influence or forms of social protest. Invite discussion. Explain that music can be a primary source to help us study history and better understand a time period and the social movements that were happening at that time. 5. Divide students into small groups, and invite each group to listen and read the lyrics to the following songs: The Ghost of Tom Joad (Bruce Springsteen), We Shall Overcome (Louis Armstrong), The Times They Are a Changin' (Bob Dylan), and Biko (Peter Gabriel). Challenge them to identify the time period of each song, what cultural or social movement is being sung about, what the point of view of the artist is, and any other information about the time period. Note: The movements are, in order, the Labor Movement, the Civil Rights Movement, the Antiwar Movement, and the Anti-Apartheid movement. 6. Invite each group to report out. Lead a discussion with students about the role of music as part of social change or protest.
EXTEND	Invite students to write lyrics to a song that reflects this time period and how they are feeling about one or more present-day social issues.

* 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.