

# THE WEEK

**The Week  
at a  
Glance**



4	Humanitarian crisis grows in battered Ukraine	News	Ukrainian forces held control of all but one of the nation's major cities amid fierce fighting, but Russia's escalating bombardment of residential areas created a growing humanitarian crisis, killing hundreds of citizens and leaving tens of thousands without food, water, heat, or power.	World Studies
6	Putin vs. NATO: The danger of a new world war	News	Fearing a direct military confrontation with Russia that could escalate out of control, NATO and Western leaders have refused to send any troops to help the Ukrainians, ruled out a no fly zone, and declined to send fighter jets from Poland to Ukraine.	World Studies World History
7	North Carolina and Pennsylvania: Electoral maps	News	The U.S. Supreme Court declined to intervene after state courts blocked North Carolina and Pennsylvania from adopting congressional maps that would favor the GOP in this year's midterm elections.	Government Civics
11	The origins of NATO	News	The alliance that Vladimir Putin blames for his assault on Ukraine originated as a defensive bulwark against Soviet aggression.	Government World History
32	Jobs: Growth continues despite global turmoil	Business	The United States added 678,000 jobs in February, the most since July, pulling the unemployment rate down to 3.8 percent.	Economics Government

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

Tallahassee: Classroom restrictions PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, what bill did Florida lawmakers pass related to instruction about sexual orientation and gender identity?</li> <li>2. What does the ban prohibit?</li> <li>3. What could be the short- and long-term effects of the ban?</li> <li>4. How do you feel about this news story?</li> </ol>
Splinternet: Should Big Tech cut off Russia? PAGE 20	<ol style="list-style-type: none"> <li>1. What claim does the author make in the article?</li> <li>2. What evidence is used to support this claim?</li> <li>3. What could be the benefits and downsides of the Internet cutting off Russia?</li> <li>4. What steps, if any, should big tech companies take against Russia?</li> </ol>
Working: Overcoming age bias in the office PAGE 33	<ol style="list-style-type: none"> <li>1. What is age bias?</li> <li>2. How has age bias been uncovered at IBM?</li> <li>3. What evidence in the article confirms that older workers are discriminated against?</li> <li>4. Why, if at all, do you think age bias exists?</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 feature, "World at a glance" (pp. 8 and 9)	
<b>VOCABULARY</b>	havoc, outskirts, feral, obliterate, socialist regime, terrorism, autocratic, sanctions, unilaterally, cannabis, corruption, alienated, gender equality, variant, mosque, radicalization, extremist, expedition
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
<b>DO</b>	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board or an online slide. Challenge students to find each place on a world map. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; or (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. (5) Choose the story that most relates to their lives. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate.
<b>EXTEND</b>	Challenge students to write an article about one of the featured stories five years into the future.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the articles from throughout the issue	
<b>VOCABULARY</b>	Covid-19, the conflict in Ukraine, abortion, election reform, sexual orientation and human rights, climate change, national security, the economy, political partisanship, big tech
<b>DISCUSS</b>	1. Do you think America is headed in a positive or negative direction, and why? 2. What do you think is the most important issue facing our nation? 3. Why do you think there's not more bipartisan efforts to address important issues facing our nation?
<b>DO</b>	1. Write one of the following 10 issues on 10 separate signs or on an online slide: Covid-19, the war in Ukraine, abortion, election reform, sexual orientation and human rights, climate change, national security, the economy, political partisanship, and big tech. 2. Direct students to stand by or highlight the issue that they think is the most important one facing our nation right now. Tally the results. Then, invite them to stand by or highlight the issue that is the most important issue to them personally. Tally those results. Identify the issues that ranked highest in both categories. Discuss student positions on those issues, and why they think they are both important to the nation and important to them. 3. Challenge students to list each issue on a sheet of paper and write their personal position or opinion, if any, about the issue. Then, ask students what they know about the Biden administration's positions on these 10 issues. Discuss. 4. Divide students into 10 groups, and assign each group one of the issues to research. Challenge each group to identify information from the articles in the issue and additional research about the Biden administration's position on their assigned issue. They can learn more about President Biden's positions and priorities <a href="#">here</a> . Invite groups to report their research. 5. As each group reports, poll students to see whether the Biden administration's positions align with theirs. 6. At the end of the exercise, ask students to reflect on what they learned. Do any or all of their positions align with the current administration?
<b>EXTEND</b>	Poll students to see which issues they most align and most differ with the administration. For those where they differ, challenge students to come up with ideas for how they can have their positions and voices heard.

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