

THE WEEK

**The Week
at a
Glance**



5	U.S. arms Ukraine as fears of escalation grow	News	Ukrainian President Volodymyr Zelenskyy ratcheted up the pressure on the U.S. and NATO to give more military aid to help his increasingly desperate country fend off Russian bombardment.	World Studies
6	'Don't Say Gay': The impact of Florida's ban	News	Florida's new Parental Rights Act in Education bill bans any classroom instruction about "sexual orientation or gender identity" in kindergarten through third grade or in a manner that is not age appropriate for other grades.	Government Civics
16	Russia: Will its propaganda bubble break?	Opinion	Since the invasion of Ukraine, Russian authorities have shut down most independent news outlets, threatened both Russian and Russian-based Western news journalists with 15-years imprisonment for accurately reporting its brutal invasion of Ukraine, and ensured that TV news programs churn out pro-Kremlin propaganda.	World Studies Media Studies
16	2020 Census: Undercounting people of color	Opinion	The U.S. Census Bureau revealed that the 2020 Census miscounted nearly 19 million people including an overcount of white Americans and an undercount of Black, Hispanic, and Native Americans.	Government Civics
37	Energy: Who's to blame for record gas prices?	Money	Current gasoline prices surpass the record set in 2008, and the new ban on Russian oil imports might send prices even higher. Who is to blame?	Economics Government World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

'Don't Say Gay': The impact of Florida's ban	<ol style="list-style-type: none"> 1. According to the article, what bill did Florida lawmakers pass related to instruction about sexual orientation and gender identity? 2. What does the ban prohibit? 3. What could be the short- and long-term effects of the ban? 4. How do you feel about this news story?
Washington, DC: Good day sunshine PAGE 7	<ol style="list-style-type: none"> 1. What is the Sunshine Protection Act? 2. According to the article, why was this legislation passed? 3. Why do we have Daylight Savings Time? 4. How, if at all, will the passing of this legislation impact your life?
Meta's wartime speech policy PAGE 20	<ol style="list-style-type: none"> 1. What do you know about Meta? 2. According to the article, why did Russia ask a court to label Meta an extremist organization? 3. What recent changes did Meta make to its violent speech policy, and why? 4. Do you agree with Meta's decision? Why or why not?

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 articles of students' choice from throughout the issue	
VOCABULARY	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
DISCUSS	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
DO	1. On a large sheet of butcher paper in the center of the room, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper, but their conversation must be done in complete silence. They may silently write or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised 'other.' Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, challenge them to list the consequences of othering. Encourage them to consider consequences within a school building, a community, and even global consequences. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences. 4. Invite each group to go through this week's issue and identify at least five articles that illustrate othering. The articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
EXTEND	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (p. 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the "Pick of the week's cartoons" featured on pp. 18 and 19. In small groups, challenge them to answer the following questions about all six cartoons: What do you see in the cartoon? What news story is being illustrated in the cartoon? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the following techniques to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and create a political cartoon that both illustrates their points of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Invite students to review and analyze additional cartoons from <i>The Week</i> .

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