

# THE WEEK

The Week  
at a  
Glance



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|----|--|----------|---|---------------------------------|
| 4  | Putin's assault on Ukraine—and history       | News     | Ukraine braced for war, after Russian President Vladimir Putin sent troops into separatist held areas in the country's eastern Donbass region and declared the Donetsk and Luhansk regions were now independent republics.  | World Studies                   |
| 7  | Pasadena, Calif. Equal pay:                  | News     | American women's soccer players settled their gender discrimination lawsuit with the U.S. Soccer Federation for \$24 million, resolving a legal fight that overshadowed the national team's 2019 World Cup championship.  | Civics<br>Legal Studies         |
| 7  | Washington, D.C.: Rights cases:              | News     | The Supreme Court agreed to hear two cases that could have major implications for the rights of religious conservatives and migrants.   | Legal Studies<br>Civics         |
| 16 | Elections: Plugging a dangerous loophole     | Reviews  | It's time for Congress to amend the Electoral Count Act—the muddled 135-year-old law that governs how Congress certifies state election results, said <i>The Dallas Morning News</i> in an editorial. The “byzantine” law, passed after the disputed 1876 election, is full of ambiguities that Donald Trump and his allies tried to exploit in their bid to overturn his 2020 loss—and they need fixing to “help prevent a rerun.” | American<br>History<br>Politics |
| 17 | Sandy Hook: A gunmaker's \$73 million payout | Business | Last week, families of nine Sandy Hook Elementary School shooting victims secured a \$73 million payout from gunmaker Remington Arms.   | Business<br>Legal Studies       |

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

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| Betraying America's poorest kids<br>PAGE 12   | <ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, how have America's poorest kids been betrayed?</li> <li>3. Should the government provide money for people below the poverty line? Explain your answer.</li> <li>3. What do you know about the Build Back Better bill and why it did not pass?</li> </ol>               |
| India: Should hijabs be allowed in schools?<br>PAGE 15  | <ol style="list-style-type: none"> <li>1. What is a hijab?</li> <li>2. Why are hijabs in the news in India?</li> <li>3. Why are Muslim women in India being told not to wear their hijabs?</li> <li>4. Do you think Muslim women's religious freedoms are being denied? Explain your answer.</li> <li>5. How would you answer the question in the headline?</li> </ol>   |
| Workers resist office return<br>PAGE 18<br>and<br>There is no return to the old office<br>PAGE 34 | <ol style="list-style-type: none"> <li>1. How would you summarize each article in 1-2 sentences?</li> <li>2. Do you agree that there is “no return to the old office”? What evidence supports your answer?</li> <li>3. What might be the benefits and challenges to employees and employers of hybrid work?</li> <li>4. What work-related benefits would be most important to you when selecting a new job?</li> </ol> |

**FEATURE OF THE WEEK:** The Cover

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| 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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**MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Pasadena, Calif. Equal pay:" (p. 7)**

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|-------------------|---|
| <b>VOCABULARY</b> | gender discrimination, overshadowed, collective bargaining, governing body, enraged, vastly, outperforming, counterparts,   |
| <b>DISCUSS</b>    | <ol style="list-style-type: none"> <li>1. Should male and female athletes be able to earn the same salaries?</li> <li>2. Do you feel that female athletes in your community are treated equally to male athletes?</li> <li>2. What athletes have been trailblazers in the fight for gender equity in sports?</li> </ol>   |
| <b>DO</b>         | <ol style="list-style-type: none"> <li>1. Show students two amounts of money: a \$1 bill and \$.82, Ask which they would prefer to have. Explain that, according to the <a href="#">2021 State of the Gender Pay Gap</a>, women earn \$.82 for every \$1 that men earn, Invite reactions.</li> <li>2. Read this paragraph aloud, and invite student groups to have a silent conversation about it. During their silent conversation, they can ask and answer questions, and share feedback and reactions but it must all be done on paper and in silence: "The United States Soccer Federation, Inc. ("USSF") is the single, common employer of female and male professional soccer players who play on the United States Senior Women's National Soccer Team ("WNT") and the United States Senior Men's National Soccer Team ("MNT"). Despite the fact that these female and male players are called upon to perform the same job responsibilities on their teams and participate in international competitions for their single common employer, the USSF, the female players have been consistently paid less money than their male counterparts. This is true even though their performance has been superior to that of the male players – with the female players, in contrast to male players, becoming world champions."</li> <li>3. Invite students to share feedback from their silent conversation. Explain that this is the opening paragraph of <a href="#">Morgan v. U.S. Soccer Fed'n, Inc.</a> in which 28 members of the Women's National Soccer Team sued the United States Soccer Federation for gender discrimination.</li> <li>4. Introduce the terms gender discrimination, gender inequity, and gender inequality. Invite students to read and annotate the article to learn how the case was settled. Invite discussion about why the women's team may have made less money.</li> <li>5. Former player Julie Foudy was quoted after the settlement to say, "It's a glorious day, and I don't think just for women's soccer. I think it has so much more meaning beyond women's sports and what this current group has stood up for and what they're doing to really set a global standard." Ask students what they think Foudy means and how, if at all, this settlement could have an impact beyond soccer or sports.</li> <li>6. Challenge student groups to select another industry and conduct research to learn the average salaries for men v. women in that industry, Invite students to share their research and draw conclusions about gender inequity beyond sports.</li> </ol> |
| <b>EXTEND</b>     | This year marks the 50th anniversary of Title IX, the landmark federal civil rights law that prohibits sex-based discrimination in any school or other education program that receives funding from the federal government, Invite students to <a href="#">learn more</a> .   |

**MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Elections: Plugging a dangerous loophole "(p. 16)**

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|-------------------|---|
| <b>VOCABULARY</b> | loophole, muddles, byzantine, ambiguities, exploit, bipartisan, ceremonial, electors, valid, disrupting, renegade, provisions, rogue, sham, reform, filibuster, broad, shoehorn, defective, hypocrisy, democracy  |
| <b>DISCUSS</b>    | <ol style="list-style-type: none"> <li>1. What do you know about how the President of the United States is elected and how that election is certified?</li> <li>2. Who has the most power in a presidential election?</li> </ol>  |
| <b>DO</b>         | <ol style="list-style-type: none"> <li>1. Ask students if they know what happens between Election Day and Inauguration Day to determine who is elected President of the United States. Distribute two index cards to each student, one that says, "true" and one that says, "false." Read these statements, and challenge students to hold up the correct card: (1) The President of the United States is elected by popular vote. (2) The President of the United States is determined on Election Day. (3) Congress decides who is president. (4) Each state has its own election laws. Invite students to defend their answers. Then, share the correct answers (F, F, F, T).</li> <li>2. Explain that several steps, many outlined in the Constitution, need to happen between Election Day and Inauguration Day to determine the winner of a presidential election and then certify the results. All of these steps are part of the peaceful transfer of power when one President loses or a term ends. Invite students to go <a href="#">here</a> for an explanation of what happens after Election Day to identify the winner and then certify the results of the election. Using this article and additional sources, challenge student groups to create a step-by-step list of what happens between Election Day and Inauguration Day to certify the winner of the election. Then, further challenge students to identify how one or more of these steps was disrupted or in danger of not happening in the 2020 presidential election.</li> <li>3. Invite students to read and annotate the article. Create a list of W/H questions about the Electoral Count Act. Examples: When was it established? Why was it established? What does it say? How did it contribute to the disruptions after Election Day in 2020? Why does it need to be changed? How does it need to be changed? Who wants to change it?</li> <li>4. Invite each student group to select and answer 1-2 questions. Then, come back together for all groups to share out.</li> <li>5. Challenge students to complete this paragraph. The Electoral Count Act must be changed. The most important change we must make is _____. I believe this is most important because _____. A benefit of this change will be _____. A risk of not making this change is _____.</li> </ol> |
| <b>EXTEND</b>     | Invite students to read the text of the <a href="#">Electoral Count Act</a> .   |

\* 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.