

THE WEEK

**The Week
at a
Glance**



4	Ukraine battling Russia to a stalemate	News	Russia's invasion of Ukraine appeared to have bogged down in a bloody stalemate, with many analysts saying its stalled and depleted army had no realistic chance of taking control of Kyiv and other major cities.	World Studies
5	GOP senators grill Supreme Court nominee Jackson	News	The country's first Black female Supreme Court nominee calmly defended her record against attempts by Republicans to characterize her as soft on crime and a radical on race.	Government Legal Studies Civics
11	Drawing lines for power	News	Democrats and Republicans spent months fighting over new congressional districts—and ended up with a draw.	World Studies Media Studies
16	Free speech: Is 'cancel culture' a real threat?	Opinion	"America has a free speech problem," said <i>The New York Times</i> in an editorial. In our sharply polarized nation, the Left and Right have become "caught in a destructive loop of condemnation and reprimand."	Government Civics
37	Texas: How to nullify mail-in ballots	Money	Of the 85 percent of the 3 million votes cast in March's primaries, a shocking 13 percent of mail-in ballots were rejected—and 19 percent in heavily Democratic Harris County, where Houston is located. Nationwide, "typical rejection rates are around 1 or 2 percent."	Government Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Daylight saving time: Should it be made permanent? PAGE 6	<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?
Atlanta Making waves PAGE 7	<ol style="list-style-type: none"> 1. Who is Lia Thomas, and why is she in the news? 2. Why is her recent national championship considered controversial by some? 3. What are the points of view of both sides of the debate? 4. How do you feel about this news story?
In the news PAGE 10	<ol style="list-style-type: none"> 1. According to the article, why was Kanye West pulled from performing at the upcoming Grammy Awards? 2. How would you describe his recent "online behavior"? 3. Do you think West's recent suspension from Instagram and removal from the Grammys were warranted? Why or why not? 4. Did you see Kanye's posts on social media that led to these punishments? If so, what were your reactions?

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 the article, "GOP senators grill Supreme Court nominee Jackson" (p. 5)	
VOCABULARY	radical, vehemently, lenient, child pornogaphy, predators, egregious, discretion, spurious, judicial philosophy, adjudicating, neutral posture, jaded, scrutiny, tenure, zealous, advocacy, pale, demeans, insinuations, meritless, parameters, bipartisan
DISCUSS	<ol style="list-style-type: none"> 1. What qualities are important for a U.S. Supreme Court justice to have? 2. Why do you think our Supreme Court confirmation process includes all three branches of government? 3. Should Supreme Court justices serve lifetime terms?
DO	<ol style="list-style-type: none"> 1. Invite students to read and annotate Article III of the U.S. Constitution, where the Founders outlined the role of the U.S. Supreme Court. Challenge students to list what they know about the role of the Supreme Court in our government and in society, how justices are nominated and confirmed, the types of cases they hear, and for how long they serve once confirmed. Invite them to conduct additional research for any answers they don't know. 2. Explain that the first Supreme Court in 1789 had six justices while the current Court has nine justices. Why might the number have increased? Why might the number of justices need to be odd? 3. Distribute two sticky notes to each student. On one note, direct students to write a quality they think is most important for a Supreme Court justice to have and, on the other note, direct them to write one issue or constitutional decision that's most important to them. Direct students to place their notes on a wall, and challenge students to review any patterns or trends in the patterns or issues. 4. Ask students what they know about President Biden's newly-nominated justice, Ketanji Brown Jackson. Invite students to read the article and conduct additional research to determine which of the qualities they listed on their notes Judge Jackson possesses and how she has ruled in the past about the issues that matter to them. 5. Finally, invite students to determine whether they would vote to confirm Judge Jackson to the Supreme Court. and why.
EXTEND	Invite students to watch videos of Judge Jackson's Senate confirmation hearings .

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Drawing lines for power" (p. 11)	
VOCABULARY	partisan, gerrymandering, algorithms, absurd, redistricting, pundits, enhance, conservative, populous, skew, nonpartisan, pivotal, unjust, incumbents, ideological, incentives
DISCUSS	<ol style="list-style-type: none"> 1. How does gerrymandering affect our electoral process? 2. Do you think gerrymandering is fair or unfair? Explain your answer.
DO	<ol style="list-style-type: none"> 1. Write this quote from Founding Father John Adams in 1776, and challenge students to interpret it: "The principal difficulty lies, and the greatest care should be employed in constituting this representative assembly. It should be in miniature an exact portrait of the people at large. It should think, feel, reason and act like them. That it may be the interest of the assembly to do strict justice at all times, it should be an equal representation, or, in other words, equal interests among the people should have equal interests in it. Great care should be taken to effect this, and to prevent unfair, partial and corrupt elections." Explain that you will return to this quote at the end of the activity. 2. Challenge student pairs to answer the following questions: How many congressional districts does your state have? Which state has the highest number of congressional districts? How many congressional districts are there in total? How are the number of congressional districts for each state determined? Invite pairs to present their guesses and then go here to learn the correct answers. 3. Explain that the framers of the constitution wanted citizens to be equally represented in congress and didn't want larger states to have more power than others. So, they determined that each state would have at least one representative and that representation would be determined by "adding to the whole number of free Persons" which eventually became what we now know as the Census. They can read direct text from the constitution here. 4. Explain that every 10 years, after the population is figured through the Census, most states redraw their legislative and congressional districts to ensure that each one has roughly the same number of people. In some states, the political party in power redraws those district lines to give them a political advantage. This is known as gerrymandering. They can learn more about gerrymandering here. 5. Challenge students to go back to the introductory quote and to use what they learned about gerrymandering to interpret and explain whether they agree with it or not, and why.
EXTEND	Invite students to research how their own state is districted and to determine if they think the districting gives one political party an advantage.

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