

THE WEEK



The Week
at a
Glance



4	Russia's atrocities in Bucha	News	Gruesome evidence of Russian war crimes, including images of mass graves and Ukrainian civilians shot with their hands tied behind their backs, spurred global outrage and new sanctions by Western nations.	World Studies Human Rights
5	Job growth surges—but so do prices	News	A strong jobs report showing a March hiring boom brought the U.S. tantalizingly close to regaining pre-pandemic employment levels, but inflation continued to cloud most Americans' perceptions of the economy.	Government Economics
6	Disney: At war with DeSantis, Fox, and the GOP	News	The Walt Disney Company, the "family-friendly" entertainment giant, is at the center of a major culture-war battle with conservatives, after Disney denounced Florida Gov. Ron DeSantis' controversial new Parental Rights in Education law, known by critics as the "Don't Say Gay" bill.	Business Civics
11	The global food shortage	News	Russia's war on Ukraine has sent food prices skyrocketing, leaving millions at risk of going hungry.	World Studies
16	The border: When mass expulsion ends	Opinion	The Biden administration announced that it plans to lift a Trump-era border restriction in May, and Homeland Security officials estimate that the number of migrants showing up at the border every day could more than double from 7,100 to 18,000.	Government Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Politicians in black robes PAGE 12	<ol style="list-style-type: none"> 1. What claim does the author make in this article? 2. What evidence does he use to support his claim? 3. Do you agree with his claim? Why or why not? 4. What is the risk of Supreme Court justices being politically biased or motivated?
Teens: An epidemic of hopelessness PAGE 17	<ol style="list-style-type: none"> 1. What claim does the author make in this article? 2. What evidence is used to support the claim? 3. Do you agree with the claim? Why or why not? If so, what do you think is behind this crisis? 4. What do you think can be done to best support the mental health of teens?
Labor: Amazon gets its first defeat from fledgling union PAGE 34	<ol style="list-style-type: none"> 1. According to the article, what victory did Amazon employees recently have? 2. Why was the victory significant? 3. According to the article, what are the broader implications of this victory? 4. What are the advantages and downsides of unions as it relates to both companies and to employees?

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, "Russia's atrocities in Bucha" (p. 4)	
VOCABULARY	atrocities, gruesome, civilians, outrage, executed, indiscriminately, charred, dilettantes, sanctions, crematoriums, geopolitical, pariah, marginalize, absentia, passively, genocide, queasy, moral outrage, corpses, arsenal, deterred
DISCUSS	1. Why is it so important for us to stay informed about the Ukraine crisis? 2. Does the United States and other nations have a responsibility to protect other sovereign nations from invasion? Why or why not?
DO	1. Invite students to individually answer these questions about the rules of war. Are there rules for war? If so, who makes them? Who makes sure they are followed? Why do rules for war matter? What happens if the rules aren't followed? Have each student share answers with another student, and challenge them to come up with a shared answer for each. Have the pairs record their answers on chart paper, and display. 2. Introduce the United Nations (UN) and the International Committee of the Red Cross (ICRC). Explain that the UN is an international organization of 193 member states , formed in 1945, to maintain and prevent/remove threats to international peace and security where all member nations agree not to act aggressively against another member and to settle disagreements and solve problems by peaceful means and encourage respect for human rights . The ICRC was formed to ensure humanitarian protection and help for victims of armed conflict and to promote respect for international humanitarian law. Invite students to go to this UN site and this Red Cross site and to watch this video to answer the questions about war crimes from the introductory activity. Which pair's answers from the introductory activity, if any, most closely align to student research? 3. Invite students to become familiar with these sources of law related to war crimes: the four Geneva Conventions , the Hague Conventions , and the International Conventions on the Rights of the Child . 4. Finally, invite students to read the article and to identify, based on what they have learned and the information in the article, how the actions by Russian soldiers in Ukraine could be identified as war crimes.
EXTEND	Invite students to learn more about one of the organizations that is actively trying to help the people of Ukraine and to identify ways they can help.

MAIN ACTIVITY OF THE WEEK #2: Based on several articles in this week's issue	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
DO	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do an in-person or virtual gallery walk and write what they know about each term on the related paper or slide. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea." 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Fathers. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the interactive constitution at the National Constitution Center . Encourage each group to compare answers with another group. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week's issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach consensus about which of the six big ideas is most relevant today, and why.
EXTEND	Challenge students to read about the history of the U.S. Constitution by reading this article from the National Archives.

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