

THE WEEK

**The Week
at a
Glance**



4	Russia readies an eastern assault	News	Ukraine braced for a new phase in the seven-week-old war, as Russian forces prepared to launch a major assault on the Donbas region of eastern Ukraine.	World Studies Human Rights
5	Mounting Covid cases raise concerns	News	The Covid-19 pandemic entered a new and murky phase, as cases of the BA.2 Omicron subvariant began to climb in the Northeast even as hospitalizations remained low.	Health
6	Jackson: A partisan confirmation in a polarized era	News	The Senate voted 53–47 to confirm Judge Ketanji Brown Jackson as the first Black woman on the Supreme Court, with three Republicans joining all 50 Democrats.	Legal Studies Government
7	Austin Sending migrants to D.C.	News	Texas Gov. Greg Abbott announced a provocative new plan to retaliate against the Biden administration's border policies, saying Texas will begin busing and flying migrants directly "to the United States capital."	Government Civics
11	Putting more guns on the street	Opinion	As gun violence soars across the nation, many states are making it far easier to buy and carry concealed weapons.	Government Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Climate change: Don't look up PAGE 17	<ol style="list-style-type: none"> 1. What do you think the article is about, based on its headline? 2. What do you know, and what are you curious about related to climate change? 3. What warning did a new report from the U.N. Intergovernmental Panel on Climate Change reveal? 4. According to the article, what will happen if we don't significantly reduce carbon usage across the globe?
Student loan forgiveness: Still necessary? PAGE 17	<ol style="list-style-type: none"> 1. Why do college students take out student loans? What do you know about how and when they are typically repaid? 2. What is student loan forgiveness, and why is it controversial? 3. What are the benefits and downsides of student loan forgiveness? 4. Do you think student loan forgiveness should be extended? Why or why not?
The rise of algospeak PAGE 20	<ol style="list-style-type: none"> 1. What do you think "algospeak" is? 2. Why do you think posts that include certain words or phrases are removed or down-ranked on social media? 3. How, if at all, is algospeak changing our language? 4. Do you use algospeak? If so, when and why?

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 student 's choice from throughout the issue

VOCABULARY	civil rights, constitutional rights, amendment, preamble, article, right, law, equality, discrimination, climate change, gun rights, gun control
DISCUSS	<ol style="list-style-type: none"> 1. Is the Constitution still relevant more than 200 years after it was written? 2. How would our lives be different if we had no Constitution? 3. What current issues in the news relate to your constitutional rights?
DO	<p>1. Poll students on the following questions: Should you have the right to decide whether or not to wear a mask? Should you have the right to carry a gun in public without a license? Should you have the right to learn about racism in schools? Should you have the right to say whatever you want on the internet? Discuss student answers, and explain that all of these questions relate to stories in this week's issue. Ask: How do you know what rights you have? What do you know about your constitutional rights? Explain that the Bill of Rights is a collective name for the first 10 amendments to the U.S. Constitution. Ask students why they think the Constitution had to be amended, and explain that the founders created a mechanism for us to amend the Constitution as our country grew and times changed. Since the Bill of Rights was created, there have been 17 additional amendments.</p> <p>2. Challenge student groups to (1) summarize all 27 amendments in just one sentence; (2) to write an additional sentence that explains how, if at all, the amendment relates to their lives; and to (3) explain whether they think the amendment is still relevant and/or if they think it should be changed. Invite each group to pair with another group to compare answers. Challenge each combined group to reach consensus about the five amendments they think are most important today, and why.</p> <p>3. Finally, challenge each group to find articles in this week's issue that relate to or represent as many amendments as possible. Can they find articles that relate to all 27?</p>
EXTEND	Invite students to imagine that they have been asked to create a new amendment to the Constitution that would help us stay relevant to current needs of U.S. citizens. What amendment would they create, and why?

MAIN ACTIVITY OF THE WEEK #2:
Based on the article, "Putting more guns on the street" (p. 11)

VOCABULARY	gun violence, gun restrictions, concealed weapon, right-to-carry laws, advocates, background checks, constitutional carry, unregulated, homicides, mandatory, polarized, compromise, extremist, lobbied, unwavering, self-defense, plaintiff
	<ol style="list-style-type: none"> 1. What do both sides of the gun rights vs. gun control debate believe? 2. How would you describe the relationship between the gun debate and politics?
DO	<p>1. Write the text of the Second Amendment, and challenge students to interpret it: "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. Ask: What rights did the founders intend to grant with this amendment? What kind of America do you think the founders imagined when they wrote the Second Amendment? How, if at all, is the United States different than it was in 1789 when the Second Amendment was written?</p> <p>2. Hang two signs in opposite corners of the room: one that says, "strongly agree" and one that says, "strongly disagree." Read the following statements, and ask students to stand at the spot at or between the signs that reflects their opinions (1) In order to carry a gun in the U.S. a person should have a gun license. (2) In order to carry a gun in the U.S. a person should be trained to use it. (3) In order to carry a gun in the U.S., a person should have to pass a background check. Discuss student responses, and encourage respectful debate.</p> <p>3. Ask students what, if anything, they know about new laws that have been passed related to gun rights. Invite them to read and annotate the article.</p> <p>4. Explain to students that they will be participating in a type of debate called structured academic controversy about the issue of carrying weapons in public without a license (or without a background check or training). The purpose of a structured academic controversy is to actively listen and learn about both sides of an issue and then try to reach consensus in small groups. Throughout the exercise, they may feel uncertain and change their mind more than once.</p> <p>5. Organize students into four-person teams composed of two dyads. Assign one dyad the position that supports the right to carry a gun without a license and one person the position that opposes it. Give students time to research and collect evidence that supports their positions. Once research has been completed, bring the four-person groups back together. Invite one dyad to present its position to the other dyad. Challenge the listening dyad to repeat back what they heard. Listeners do not become presenters until the original dyad is satisfied that its position has been heard and understood. Once this happens, switch roles and repeat.</p> <p>6. Once both dyads feel heard and understood, challenge the group of four to abandon their original positions and to reach consensus about a shared position on this topic. If they can reach consensus, invite them to explain their position and how they reached it. If they can't reach consensus, ask them to explain why.</p>
EXTEND	Invite students to learn more about gun laws in your state .

* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit www.theweek.com/teachers to see all our lesson guides.