

# THE WEEK

**The Week  
at a  
Glance**



5	Musk makes a bid for Twitter	News	Twitter's board of directors scrambled to fend off a hostile takeover threat by Tesla CEO and prolific tweeter Elon Musk, who claims the social media company turns off users by stifling free expression.	Media Studies Business
7	Tampa: Mask mandate voided	News	Federal agencies, city transit authorities, and private companies said they would no longer require travelers to wear masks, after a federal judge annulled a mask requirement on planes, trains, and other transit.	Government Health
12	Democrats facing a blowout	News	Democrats are facing "a Biden bloodbath" in November, said Charles Blow. Just seven months from a pivotal midterm election, President Biden's popularity has plunged to the lowest of his presidency, with one poll last week putting him at only 33 percent approval.	Legal Studies Government
16	Ukraine: Is Russia committing genocide?	Opinion	Is Russia committing genocide in Ukraine? asked Ellen Knickmeyer in the Associated Press. An emotional President Biden caused a furor by using that term to describe the civilian massacres Russian troops have perpetrated in Bucha, Mariupol, and other parts of Ukraine.	Government World Studies Human Rights Education
17	Republicans: Pulling the plug on debates	Opinion	Citing a pattern of supposed bias against Republicans, the Republican National Committee voted to pull its candidates from debates run by the Commission on Presidential Debates, the bipartisan commission that has organized debates in every presidential election since 1988.	Government Politics

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

Atlanta: Modern rebellion PAGE 7	<ol style="list-style-type: none"> <li>1. Who is Marjorie Taylor Green, and why is she in the news this week?</li> <li>2. What does the 14th amendment cover, and what is the amendment's "disqualification clause"?</li> <li>3. According to the article, why is there a lawsuit seeking to disqualify Taylor Green from running for re-election?</li> <li>4. What is the Amnesty Act of 1872?</li> <li>5. What is your opinion on this news story?</li> </ol>
Tallahassee: No new math PAGE 7	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What did Florida's Department of Education announce related to math techbooks?</li> <li>3. According to the article, why were these techbooks rejected?</li> <li>4. Who do you think should be responsible for deciding which textbooks are allowed to be used in classrooms, and why?</li> </ol>
Numb to 1 million deaths PAGE 12	<ol style="list-style-type: none"> <li>1. According to the article, how many Covid-related deaths have we had in the US, and how does that compare to other countries?</li> <li>2. Why do experts believe we are experiencing a pause in the pandemic rather than the end?</li> <li>3. How do you interpret the quote, "One death is a tragedy. A million deaths is a statistic."?</li> <li>4. What, if anything, should we be doing to prevent more Covid-related deaths?</li> </ol>

**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"> <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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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, "Musk makes a bid for Twitter" (p. 5)	
<b>VOCABULARY</b>	prolific, stifling, free expression, purportedly, de facto, content moderation, algorithm, fiduciary duty, transparent, customizable, breaching, censorship, discourse, wayward, gambit, titan, liberal hysteria, elites, proxy battle
<b>DISCUSS</b>	1. What values and principles are basic to our constitutional democracy? 2. When, if at all, should freedom of speech be censored or limited? 3. How, if at all, should freedom of speech be censored or limited on social media platforms?
<b>DO</b>	1. Write the following statements, and challenge students to select the one with which they most identify. (a) The idea of freedom of speech does not mean a blanket permission to say anything anybody thinks. (b) Free speech applies to all speech, period. Discuss student answers. 2. Challenge students to name the five basic rights that are outlined in the <a href="#">First Amendment</a> (freedom of religion, speech, press, petition, and assembly). Ask students what they think each right means and how it relates to their lives. Why do they think the founders selected these five rights to be included in the very first amendment? Why is each right important? How would their lives be different if these rights weren't protected? 3. Lead a discussion about what freedom of speech means to them and why they think the founders included it in the First Amendment. Explain that the founders were concerned with preventing tyranny and they believed that free speech was necessary for a free, open and civil society. Freedom of speech protects the right to express our beliefs and ideas through words, actions and or other methods to communicate. It even protects the right to express unpopular or controversial ideas. Ask students if they think freedom of speech is absolute. Do we have the right to say whatever we want, whenever we want? If not, what might the limitations be? Should freedom of speech apply or be different on social media platforms? 4. Invite students to research the <a href="#">limitations of free speech</a> . Challenge students to come up with examples of each. 5. Invite students to read and annotate the article and to identify how, if at all, it relates to freedom of speech. Challenge students to select one of these quotes from the article and to analyze it, determine whether they agree or disagree with it, and provide evidence from the article or elsewhere to support their position. (1) "While social media companies are not bound by the First Amendment's protection against censorship, Twitter's moderators have far too much power to shape discourse, such as by blocking legitimate conservative-leaning stories like the tale of 'Hunter Biden's wayward laptop' as 'misinformation.'" (2) "Twitter adopted its strict rules for good reason, said <i>The Washington Post</i> . For years, bad actors have used the site to spread lies and harass people, and endanger public health. 'Moderators sometimes make mistakes,' but their work requires the kind of sober, mature mindset Musk lacks.(3) "Twitter has become the way 'to be heard by people with power' and is therefore 'an oddly crucial tool' for democratic participation. That's 'extremely unhealthy,' especially since the site's secret algorithm makes the most outrageous viewpoints seem more prevalent than they are, a misconception that seeps into journalism and politics."
<b>EXTEND</b>	Invite students to identify five posts from their Twitter feed that they believe illustrate freedom of speech.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the feature, "The world at a glance" (p. 8 and 9)	
<b>VOCABULARY</b>	estranged, protestors, orchestrated, squelched, leftist, renationalizing, skeptical, treason, revelations, socialist, vulgar, consent, opposition, onslaught, succession, affiliate, censored, militant, torrential
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
<b>DO</b>	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; and (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate
<b>EXTEND</b>	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

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