

THE WEEK

**The Week
at a
Glance**



4	Russian assault continues after withdrawal vow	News	Russian bombardment of Kyiv and Chernihiv continued after the Russians claimed they no longer planned to seize those cities and would “drastically reduce” attacks there “to increase mutual trust” during peace talks.	World Studies
5	Ginni Thomas: A full-blown conspiracy theorist	News	In 29 unhinged, conspiracy-laden text messages that were leaked, Supreme Court Justice Clarence Thomas’s wife Ginny repeatedly urged then–White House chief of staff Mark Meadows to overturn the 2020 election.	Government Legal Studies
7	Burbank, Calif.: Walkout	News	Walt Disney Co. employees across the country, including hundreds at corporate headquarters in Burbank, staged a walkout in protest of the company’s delayed criticism of Florida’s Parental Rights in Education law.	Civics Business
15	Afghanistan: Taliban boots girls from school	News	After seizing power in Afghanistan last year, the Taliban initially shut the schools but promised that girls would retain many of the rights they had gained over the past 20 years, including the right to an education. All other schools have since reopened, and girls’ secondary schools were about to restart, too, but at the last minute the Taliban “abruptly changed” course.	World Studies Human Rights
20	Social media: A new push to protect kids	Tech	The efforts to limit social media’s addictive impact on underage users intensified after whistleblower Frances Haugen’s revelations about Facebook/ Meta’s awareness of how toxic its Instagram platform can be for teen girls. In California, a recently introduced bill would let “parents whose children become addicted to social media sue for damages.”	Technology Business Legal Studies Government

BRIEFLY: Quick Questions & Ideas To Engage Students

How they see us: Biden shines, then stumbles PAGE 14	<ol style="list-style-type: none"> 1. What do you think the article this article is about, based on its headline? 2. According to the article, how did President Biden “stumble?” 3. What were the conflicting reactions to Biden’s speech, and by whom? 4. What was President Biden’s response to the criticism about his comment?
Qatar: The hypocrisy of measuring happiness PAGE 15	<ol style="list-style-type: none"> 1. Do you know where Qatar is? Can you find it on a world map? 2. What is the World Happiness Report, and what does the latest version reveal? 3. What do you think would make a country happy? 4. Who should decide what makes a country happy?
The Oscars: What Smith’s smack revealed PAGE 17	<ol style="list-style-type: none"> 1. Did you see this year’s Oscars? If so, what moments most stood out? 2. What, if anything, do you know about Will Smith smacking Chris Rock? 3. How do you feel about this incident? 4. What larger societal issues, if any, does this story illustrate?

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, "Biden's gaffe raises fears of Russian blowback" (p. 5)	
VOCABULARY	gaffe, regime, imply, moral outrage, unease, escalate, imminent, castigated, horrendous, rally, dissidents, indignation, recoiled, vindicate, sanctions, blunder, bellicose
DISCUSS	1. What are the benefits of looking at multiple viewpoints on controversial news stories? 2. How do you decide which news sources to trust?
DO	1. Write the following quotes on the board: (1) "In a moment that calls for decisiveness and clarity, we have a president who can't even be trusted to toe the White House line." (2) "Republicans have at various points painted Biden as too weak, too bellicose, and too undisciplined on Russia. But during the last administration, they pretended Donald Trump's volatile unpredictability was an asset against Russia." (3) "At what point does our 79-year-old president's 'verbal incontinence' become a 'moral threat'?" (4) One unhelpful remark aside, "Biden's handling of the crisis remains solid." 2. Ask students if they know what news story the quotes refer to. Invite them to read the story and highlight in one color quotes that support President Biden's handling of the Ukraine crisis and/or minimize his recent unscripted remark about Vladimir Putin and highlight in a different color quotes that criticize President Biden's handling of the Ukraine crisis and/or his recent unscripted remark about Vladimir Putin. Ask students with which quotes they most agree and most disagree. Discuss: Do any quotes lead to more questions? What are the benefits of reading differing viewpoints on controversial news stories? What would be the risk of only reading one viewpoint? How do you know what news sources to trust? 3. Invite students to select another article from the issue about a controversial topic. Before reading the article, challenge students to summarize what they already know and what their opinion is about the topic or news event. Then, challenge them to conduct research to find four different people's viewpoints about the topic, any relevant affiliations for the people they selected, and why he or she might have that opinion. 4. Invite each student to summarize whether any of the opinions they researched changed their own and which most viewpoints most closely align to theirs. 5. Finally, encourage students to create an agree and disagree wall, and to post on sticky notes the opinions they most agree and most disagree with related to the news stories. Draw conclusions about the similarities or differences in the opinions students listed and the value of reading multiple viewpoints on news stories.
EXTEND	Invite students to create a Week-style "Talking points" article about one of the opinions they support.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Ginni Thomas: A full-blown conspiracy theorist" (p. 6)	
VOCABULARY	conspiracy, theorist, legitimacy, unhinged, coup, salvage, dissent, recuse, rectitude, bias, connoisseur, agenda, conspirators, repercussions, blatant
DISCUSS	1. Do you think the separation of powers is still relevant, as outlined in the U.S. Constitution? Why or why not? 2. What are the risks of one branch of government having too much power?
DO	1. Hang five signs around the room, each with one of the following words/phrases on it: judicial, executive, legislative, checks and balances, and separation of powers. Invite students to do a gallery walk and list on each sign what they know and what questions they have about each term/phrase. Review the information and remaining questions. Challenge students to predict answers to the questions and to determine how all of the words/phrases are related to one another. Direct students to take a crash course to validate information and answer questions. 2. Poll students with the following question: Which branch of government is most powerful? Invite students to justify their answers, and encourage spirited debate. 3. Explain that the Constitution divided the government into three branches, each with its own powers (separation of powers), and each with a certain amount of power over other branches. This is important because it prevents any one branch from becoming too powerful. This is called checks and balances. 4. Challenge student groups to identify examples of how each branch has certain powers over the other branches and further challenge groups to identify modern examples that illustrate each one. 5. Invite students to read the article and to identify which branches of government are part of this news story. Challenge them to determine how, if at all, this story relates to separation of powers and checks and balances. 6. Then, direct each group to identify additional articles in this week's issue that relate to each branch and at least one article or cartoon that illustrates the concept of checks and balances. Examples can be found on pp. 6, 7, 12, 14, and 16. Challenge groups to identify and share examples of checks and balances in the article. Discuss the examples as a class. 7. Challenge students to use information from the articles to support or refute this claim: The separation of powers as outlined in the Constitution is still relevant and necessary today.
EXTEND	Divide students into three groups, each representing one of the branches of government. Select a story in this week's issue and challenge the group to reach consensus about how its branch would react or respond to the issue.

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