

THE WEEK

**The Week
at a
Glance**



4	A defensive Putin hits somber note on Victory Day	News	Russian President Vladimir Putin marked Russia's Victory Day with a somber, muted speech, defying expectations that he would use the nation's biggest patriotic holiday to escalate the Ukraine war or claim victory.	World Studies
5	Covid cases rise as U.S. passes 1 million deaths	News	As the country marked the grim milestone of 1 million Covid deaths, the Biden administration warned this week that a new wave could infect nearly a third of Americans.	Health American History
6	Abortion: How will Roe's fall affect the midterms?	News	After almost five decades of trying to overturn Roe v. Wade, they finally are close to success—but they may get "run over." Why? Because if the Supreme Court goes ahead with removing women's right to an abortion, it could be a "political gift" for Democrats in November's midterms.	Legal Studies American History Politics
7	San Francisco: Free speech tycoon	News	Tesla CEO Elon Musk said this week that Twitter would welcome back former President Donald Trump if Musk's purchase of the social media company goes through.	Business Civics
17	We've failed women in Afghanistan	News	Last week, the Taliban announced they are "once again imposing the burqa" on the country's women, requiring them to cover up head to toe in clothing that allows only their eyes to be seen when in public.	World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Why the US is so polarized PAGE 12	<ol style="list-style-type: none"> 1. What claim does the writer make in the article? 2. What evidence does he use to support his claim? 3. Why do you think the US is so polarized? 4. How would you answer this question from the article: "Can these two Americas find a way to live, work, cooperate with, and tolerate one another?"
Student debt: The deep cost of forgiveness PAGE 17	<ol style="list-style-type: none"> 1. According to the article, how many Americans have student debt, and how great is that debt? 2. Why is President Biden considering a cancellation of some of that debt? What could be the benefits and drawbacks of this debt cancellation on borrowers, the US economy, and the universities? 3. Do you think the president should cancel student debt? Why or why not? 4. Do you think borrowing money to attend college is a smart decision?
TikTok really is a threat to America PAGE 34	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why is TikTok a threat to America? 3. Why do you think TikTok is so popular? 4. Does China's ownership of TikTok impact how you view or your use of the social media platform?

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, "San Francisco: Free speech tycoon" (p. 7)	
VOCABULARY	morally, alienated, suspensions, destructive, left-wing, temporary, bias
DISCUSS	1. When, if at all, should freedom of speech be censored or limited? 2. Should you be able to say whatever you want on your social media pages? Explain your answer. 3. Should social media sites be able to censor what people say on their platforms? If so, when or why?
DO	1. Label the four corners of the room with signs reading "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Read the following statements to students, and challenge them to walk to or use a symbol to indicate their positions: (1) I should have the freedom to write whatever I want on my social media posts. (2) Political leaders should have the right to write whatever they want on their social media posts. (3) Social media sites should have the right to censor social media posts on their platforms. Discuss student answers. What questions do students have about these statements? Do students know which constitutional amendment these questions relate to? 2. Introduce the term "freedom of speech," and ask students what they know about it. Invite them to read the text of the First Amendment . In small groups, challenge them to annotate and summarize the rights and limitations of this freedom. They can find additional information here . Remind students that freedom of speech, as outlined in the Constitution, protects our speech from government censorship but that there are limitations. 3. Ask students to consider how, if at all, principles and limitations of freedom of speech relate to social media. Explain that social media platforms are private companies and have the right to censor what people post in accordance with their censorship policies. Ask students if they know the censorship policies of any of the social media sites they use. Challenge students to select one limitation of free speech (threats, defamation, blackmail, obscenity, child pornography, solicitation to commit crimes, perjury, plagiarism, etc.) and at least two social media sites to research. Social media sites could include Instagram, Facebook, Twitter, Snapchat, Tik Tok, or YouTube among others. Challenge students to summarize each site's rules related to the limitation they selected. Allow students to report out/compare answers with other students. An interactive primer can be found here . Discuss: What, if anything, surprises students about the guidelines they researched? 4. Ask students what, if anything, they know about why President Trump was banned on Twitter . Invite students to read the article and conduct additional research to help them answer this question: Should Donald Trump be allowed back on Twitter?
EXTEND	Invite students to read about the landmark 1969 Supreme Court case, "Tinker v. Des Moines" that cemented students' rights to free speech in public schools.

MAIN ACTIVITY OF THE WEEK #2: Based on the stories, "Kabul Burqa is back" (p. 9) and "We've failed women in Afghanistan" (p. 12)	
VOCABULARY	burqa, Taliban, signature policy, guardian, restriction, human right, abandon, reversal, edict, dignity, de facto, ban, fundamental, condemned, radical
DISCUSS	1. Why was the United States military in Afghanistan for 20 years? Should we have stayed longer? 2. Do you think the United States should help the women of Afghanistan? If so, how?
DO	1. Put the following words on different signs, and hang the signs around the room: Afghanistan war, Taliban, women's rights in Afghanistan, burqa, US withdrawal in Afghanistan. Invite students to do a gallery walk in small groups and to write whatever they know about each word or phrase on its related sign. 2. Once students have finished, ask them to identify Afghanistan on a world map and to share what they know about why U.S. troops were in Afghanistan for 20 years from 2001-2021 and the results of the withdrawal of U.S. troops. To help with background knowledge, invite students to review this historical timeline or to watch or read a transcript of President Biden's speech about the U.S. withdrawal. 3. Invite students to read and annotate the articles and, based on what they've learned, challenge students to identify how each of the terms from the introductory activity are connected. 4. Then, invite student groups to view these two collections of pictures, one from before the US withdrawal and one from after , and answer these questions about one image from each collection: What do you see in the image? Why do you think the image was taken? What questions do you have about the image? What caption would you use to describe this image? How, if at all, do you think this image will tell a story 25 years from now?
EXTEND	Challenge students to imagine that they are one of the women in this collection of images who has documented her last day of work before the Taliban takes over. Direct them to write a journal entry from this woman's point of view about how she feels, what this "last day" is like for her, and her hopes for the future.

* 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.