

THE WEEK

**The Week
at a
Glance**



4	U.S. and NATO pursue a full Russian defeat	News	As the U.S. and other NATO nations stepped up the shipment of heavy arms to Ukraine, Biden administration officials said the goal had shifted to a decisive Ukrainian victory that would leave Russia's military so "weakened" it could no longer menace its neighbors.	World Studies Government
7	Lafayette, La.: Rapid deportations	News	A federal judge blocked the Biden administration this week from winding down Title 42—a public-health policy used to expel more than 1.8 million migrants at the southern border—before it expires on May 23.	Government Civics
16	DeSantis vs. Disney: The next phase of the culture wars	News	Florida Gov. Ron DeSantis signed legislation passed by the GOP-controlled state legislature stripping Disney World in Orlando of a special agreement, dating back to 1967, that gave the company full control over the 43-square-mile site of its theme park, after Disney officials spoke out against a law that restricts the teaching of sex and gender issues in Florida elementary schools.	Business Government Civics
20	Streaming: Netflix stumbles while CNN+ belly flops	Tech	A tough week for the streaming industry has more observers questioning its future, said Josef Adalian in <i>New York</i> magazine. First, Netflix revealed its subscriber growth has stalled "far sooner than it—or Wall Street—ever expected." Then CNN announced it was shutting down its new streaming service, CNN+, after less than a month.	Media Studies Business
34	Twitter: The world's richest man gets his prize	Business	Elon Musk's hostile \$44 billion bid for Twitter was grudgingly accepted, and less than nine years after going public, Twitter will again be "private under Musk's leadership."	Media Studies Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Living on the streets PAGE 11	<ol style="list-style-type: none"> 1. How would you describe the homeless situation in the U.S.? What statistics from the article are most surprising? 2. What factors have most contributed to the number of homeless in the U.S.? 3. How are cities across the U.S. responding to the homeless situation? 4. What do you think we can do to best support those who are facing this situation?
Zelensky's inspirational leadership PAGE 12	<ol style="list-style-type: none"> 1. What do you know about Volodymyr Zelensky and why he's in the news? 2. How would you describe Zelensky's leadership of Ukraine? According to the article, what influence has his leadership style had across the globe? 3. What responsibility, if any, do you think the U.S. has in protecting or helping Ukraine? 4. What current or former U.S. president, if any, most compares to Volodymyr Zelensky, and why?
Jerusalem: New conflict blazes at holy site PAGE 15	<ol style="list-style-type: none"> 1. What are the historical social, political, economic, and geographic issues that have created conflict between Israel and Palestine? 2. How would you describe the conflict that recently broke out at Jerusalem's Temple Mount/Al-Aqsa Mosque? 3. How would you describe each side's perspective in the conflict? 4. What creates allies and enemies?

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, "Lafayette, La.: Rapid deportations" (p. 7)	
VOCABULARY	deportations, policy, expel, migrants, fate, pandemic, exempting, authorities, invoked
DISCUSS	<ol style="list-style-type: none"> 1. Why do migrants leave their countries? 2. What are reasons for and against allowing migrants into the U.S.? 3. How, if at all, has immigration become a political issue?
DO	<ol style="list-style-type: none"> 1. Invite students to select one of these images, and answer these questions, What do you see in this image? Why do you think someone captured this image? What can you learn from this image? What do you wonder about this image? What would your caption for this image be? What do you think happens next in this image? Invite students to share their answers with a partner. Explain that all of these images show the situation at the US-Mexico border as immigrants try to enter the U.S. 2. Ask students what they know about the current situation at the US-Mexico border and how the U.S. asylum process works. Invite student groups to research the current situation, including how many migrants are trying to enter the U.S., whether that number is increasing or decreasing, why they are trying to enter, what happens to them once they enter, and what the current laws are as they relate to migrants entering the U.S. this way. Discuss answers. 3. Ask students what they know about Title 42, a rarely used section of U.S. code dating back to 1944, that relates to U.S. policy about those trying to enter the U.S.. Invite student pairs to read and annotate this week's article and this article and write down 10 facts about Title 42 including information about what Title 42 is, what its origins were, why it was invoked in the last few years, why President Biden wants to lift it, why some people oppose lifting it, and what the positive and negative impacts could be of lifting Title 42. Direct each pair to join another pair to share answers. 4. Finally, invite students to use what they've learned to create a political cartoon that illustrates their point of view on Title 42 and the migrant situation at the border.
EXTEND	Invite students to read the stories, resilience, and struggles of 7 migrants.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "DeSantis vs. Disney: The next phase of the culture wars" (p. 16)	
VOCABULARY	culture wars, dominated, backlash, unimaginable, ambitions, quintessential, wokeness, tourist, retaliate, progressive, trans, banal, revoke, favoritism, bestowed, hypocrisy, emulating, capitalism, haste, revoking, authoritarian
DISCUSS	<ol style="list-style-type: none"> 1. Why do you think the Disney company spoke out against the "Parental Rights in Education" bill? 2. Should companies speak out on social and political issues? If so, when?
DO	<ol style="list-style-type: none"> 1. Invite students to watch this video from Nike. Challenge them to identify the overt and less obvious messages in the ad, why they think Nike selected Colin Kaepernick to be featured in the ad, and what this ad says about Nike's stand on any social or political issues. Why might some consumers have celebrated Nike for taking this stand while others boycotted the company? Would they be more or less likely to purchase something from Nike, based on this ad? Invite students to read this article to learn about both the positive and negative impacts to Nike of taking this stand. 2. Ask students to name other companies that have taken a political or social stand. Examples include Walmart, Chobani, Procter and Gamble, Starbucks, Patagonia, CVS, My Pillow, and Chick-fil-a. Invite student groups to select a company that has taken a stand on a social or political issue. Challenge them to identify the company name, the issue, the company's stand, the reason the company took this stand, how the company took this stand, and the positive and/or negative impact. 3. Invite each group to report out and discuss the following questions: Which companies' stands led to a positive impact? A negative one? Why do and should companies speak out on social or political issues? Explain that, according to a recent Forrester survey of 600 U.S. adults, 47% of all respondents (and 51% of Gen-Z) associate the social, environmental and political views of CEOs with those of the businesses they lead. In fact, 35% say they're more likely to trust brands when they take a stance, with 43% favoring companies that do so on social, environmental and political issues in particular. 4. Ask students what, if anything, they know about the recent stand taken by the Walt Disney Company on a social or political issue. Invite them to read and annotate the article and to read the following statement from the Disney company: "Florida's HB 1557, also known as the 'Don't Say Gay' bill, should never have passed and should never have been signed into law. Our goal as a company is for this law to be repealed by the legislature or struck down in the courts, and we remain committed to supporting the national and state organizations working to achieve that. We are dedicated to standing up for the rights and safety of LGBTQ+ members of the Disney family, as well as the LGBTQ+ community in Florida and across the country." Disney has been both applauded and criticized for taking this stand. Invite student groups to conduct research to learn what led up to Disney's statement and what has happened since. 5. Challenge students to predict the impact of Disney's stand by writing a <i>The U.S. at a glance</i>-style story for one month and one year from now about this news story.
EXTEND	Invite students to imagine they have been asked to create an advertisement that showcases a company's position on a social or political issue. Which company and which issue would they select? How would they express the company's position?

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