

# THE WEEK

**The Week  
at a  
Glance**



4	Anger and heartache after another school massacre	News	America's decades-long debate over gun-safety laws received a horrifying jolt of urgency this week, after an 18-year-old gunman killed 19 children and two teachers in a Texas elementary school.	Government Criminal Justice American History
5	With victory elusive, Russia batters Donbas	News	Russian forces redoubled efforts to seize Ukraine's eastern Donbas region this week, raining fire on the city of Sievierodonetsk with such intensity that Ukraine's human rights ombudswoman called it "the new Mariupol."	World Studies
6	Covid: Denial in the face of a sixth wave	News	A new, highly transmissible subvariant of Omicron, BA.2.12.1, has evolved to evade prior immunity and is rapidly spreading across the country.	Health
17	Regulations: Is enforcement illegal?	Opinion	A federal appeals court just handed down an "astonishing decision" that could "dismantle much of the system the federal government uses to enforce long-standing laws," said Ian Millhiser in <i>Vox</i> .	Government
21	Microsoft's China problem	Tech	Microsoft's search engine, Bing, has been censoring searches of names of people who are politically sensitive for China, said Aaron Tilley in <i>The Wall Street Journal</i> .	Business Tech World Studies

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

Buenos Aires Historical justice: PAGE 8	<ol style="list-style-type: none"> <li>1. Of what crime was Argentina recently found guilty?</li> <li>2. What does it mean to be indigenous? What are reparations?</li> <li>3. What verdict was handed down for the crime, and why was it a surprise?</li> <li>4. What do you think the quote, "It's important that the truth be told" means and how does it relate to this news story? To what other events from history could the quote relate?</li> </ol>
What drives mass shooters to kill? PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the author make in the article?</li> <li>2. What evidence does he use to support his claim?</li> <li>3. Do you agree with his claim? Why or why not?</li> <li>4. How does his claim relate to the current political debate about gun control?</li> </ol>
A nation of sleepless teenagers PAGE 12	<ol style="list-style-type: none"> <li>1. What do you think the article is about, based on its headline?</li> <li>2. What is sleep debt, and what is the risk of living in sleep debt?</li> <li>3. According to the article, what is causing sleep debt, and what can be done to reverse this trend?</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 photograph on this week's cover.</li> <li>2. What story from this week's issue does the illustration represent?</li> <li>3. Why do you think a photograph was used on this week's cover instead of the illustrations that are normally used?</li> <li>4. How would you answer the question in the headline?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on the article, "Anger and heartache after another school massacre" (p. 4)	
<b>VOCABULARY</b>	jolt, massacre, rampage, tactical, muster, incomprehensible, rampant, sanity, barbarism, thwarted, bipartisan
<b>DISCUSS</b>	1. Why is the debate between gun rights vs. gun control often a political one? 2. What can be done to reduce gun violence? 3. Is this an issue that would impact your vote for president? 4. How, if at all, have school shootings shaped your educational experience?
<b>DO</b>	1. Write the following on the board: "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 students what these words represent (the beginning of the Second Amendment) and to interpret what they mean. Why are there references to the militia? What does the "right of the people" mean? Is the amendment still relevant today and how, if at all, might they interpret it differently today? 2. Ask students what they know about the school shooting last week in Uvalde, Tx. Invite them to read and annotate the article and to go <a href="#">here</a> for the latest updates. As they annotate the article, challenge them to circle the sentence that most closely aligns with their opinion on the gun debate, put a square around a fact that most surprises them, put a triangle around something they are curious about, and highlight the sentence they most disagree with. Invite small groups to respectfully discuss the activity. 3. Then, hand each student three index cards, and direct them to write "yes," "no," and "unsure" separately on the cards. Ask the following questions, and invite students to hold up the card that reflects their opinion. (1) Does the Second Amendment give individual citizens the right to own guns? (2) Should there be more national restrictions on who can purchase guns, how they can purchase them, and what guns can be purchased? (3) Do we have a gun violence crisis in the United States? (4) Are our political leaders addressing the issue of gun violence? (5) Has our society become numb to school shootings? (6) Should the shooter in Uvalde have been able to purchase the guns he did? 4. Invite students to discuss answers back in their groups. Then, direct student pairs to select one of those questions to further examine in order to identify and support with evidence a "yes" or "no" position. Give students ample time to conduct their research and develop their positions. 5. Invite each pair to present its position and evidence. Encourage spirited but respectful debate by pairs with different positions. 6. Repeat the introductory exercise and see if opinions changed.
<b>EXTEND</b>	Invite students to read how <a href="#">teens want to solve America's school shooting problem</a> , and invite them to identify which teen's opinion most closely aligns with theirs and why. If they don't align with any of these opinions, invite them to share their own.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles of students' choice from throughout the issue	
<b>VOCABULARY</b>	change, empowerment, advocacy, informed action, communicate, civic engagement, perspectives
<b>DISCUSS</b>	1. If you could impact any issue or make any change in our nation or the world, which issue would you choose and why? 2. What do you think your generation's and your personal responsibility is to make positive changes in the world?
<b>DO</b>	1. Invite students to choose one of the following quotes to interpret: (1) Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.(2) "It doesn't matter what you do, so long as you change something from the way it was before you touched it into something that's like you after you take your hands away." (3) "The only people who can change the world are people who want to. And not everybody does." (4) "Status quos are made to be broken." 2. Ask students what they think it means to "change the world." What do they know about the actions of teens after the school shooting at Marjory Stoneman Douglas High School four years ago? Invite them to watch <a href="#">this trailer</a> for a movie about them. Note: There are curse words bleeped out of the trailer. Ask: Does your generation have a responsibility to change the world? Do you? Can changing the world start with one small action? If so, how? 3. Invite students to look through this week's issue to find a story about an issue they care about. Challenge them to summarize the issue; explain why it's important to them; research what, if anything, has already been done to address the issue; brainstorm options for how they could positively impact the issue; assess the options; and create an action plan. Invite them to visit " <a href="#">Do Something</a> " to learn about teens who are already taking action to transform their communities and the world around them. 4. Encourage students to implement their action plans and celebrate any successes they have.
<b>EXTEND</b>	Challenge students to find one lawmaker who is involved in, or supports or opposes solutions related to the issue they care about. Further challenge them to email this lawmaker explaining why they align or misalign with his or her position.

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