

THE WEEK

**The Week
at a
Glance**



4	A new push for gun laws as Uvalde mourns	News	As grieving parents in Uvalde, Texas, began burying the 19 children and two teachers gunned down at Robb Elementary School, a bipartisan group of senators began exploring whether there's a path forward for even modest gun-control measures.	Government Criminal Justice American History
11	Afghanistan's misery	News	Under Taliban rule, Afghans are suffering from widespread hunger, desperate poverty, and brutal oppression. What can or should the rest of the world do to help?	World Studies
17	Monkeypox: No cause for panic—yet	News	Another infectious disease is spreading around the globe. So far in the U.S., there have been 15 confirmed cases of monkeypox across eight states, and worldwide, about 435 cases have spread across 23 countries.	Health
19	Social media: A Texas battle over online censorship	Tech	The Supreme Court blocked a Texas law that would have tied the hands of social media companies, said Lauren Feiner in CNBC.com, setting up a future showdown over online censorship.	Government Media Studies
21	Gunmakers: An industry sheds rules and norms	Business	The gun industry “used to adhere to self-imposed rules and norms,” said former firearms executive Ryan Busse in <i>The Guardian</i> , like restricting the sale of tactical gear. But about 15 years ago, the NRA turned to fearmongering and vitriol, and “some in the gun business realized this messaging could be adopted to sell more guns.”	Business Media Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Cape Coral, Fla.: Copycats PAGE 7	<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 was a 10-year-old boy arrested last week in Florida? 3. What is a copycat crime? 4. How, if at all, could media coverage contribute to copycat crimes?
Social media: A Texas battle over online censorship PAGE 19	<ol style="list-style-type: none"> 1. According to the article, what Texas law did the Supreme Court recently block? 2. How would you summarize the different perspectives as they relate to this law? 3. What is censorship? What is online censorship? 4. Do you think social media platforms should be able to block or remove posts? If so, in what instances? If not, why not?
Gunmakers: An industry sheds rules and norms PAGE 34	<ol style="list-style-type: none"> 1. Have you ever seen an advertisement for a firearm? If so, what do you remember about it? 2. Should there be regulations on advertising for firearms? If so, what should they be? If not, why not? 3. What responsibility, if any, do gunmakers or dealers have if a crime is committed with a weapon they sell?

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. 2. What story from this week's issue does the illustration represent? 3. What do you think the illustrator's viewpoint on the story is, based on the illustration? 4. How does he or she use techniques like symbolism and exaggeration to express his or her viewpoint?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "A new push for gun laws as Uvalde mourns" (p. 4)	
VOCABULARY	grieving, bipartisan, modest, trajectory, overcome, filibuster, vowed, motifs, charismatic, malady, profound, alienation, obscenity, seizing, demonstrable, neurologically, susceptible, rational, imposing, calculus
DISCUSS	<ol style="list-style-type: none"> 1. Why is the debate between gun rights vs. gun control often a political one? 2. What is meant by the term, "common sense gun laws?" 3. Are we safer with or without guns? 4. How, if at all, have school shootings shaped your educational experience?
DO	<ol style="list-style-type: none"> 1. Put five signs in different areas of the room, with each sign saying one of the following: strongly agree, agree, disagree, strongly disagree, or unsure/need more information. Read these questions, and direct students to stand by the sign that best reflects their opinion. After each question is read, invite discussion, and challenge students at each sign to explain their positions. (1) Only police should be allowed to own guns. (2) Individuals should have the right to bear arms without government interference. (3) The minimum age to purchase a firearm should be 21.(4) Assault weapons should be banned from purchase. (5) There should be universal background checks before weapons can be purchased. (6) There should be a waiting period before a weapon can be purchased. (7) Family members should be able to obtain a court order to remove guns from someone who is deemed a threat. 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 here 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. Ask students what they know about current gun laws (federal and state) in the U.S. Challenge them to identify proposed gun laws/changes that are identified in the article. These include universal (or expansion of) background checks, red-flag laws, raising the minimum age to purchase a gun, and banning the sale of assault weapons. Direct student groups to identify one of these proposed laws to research. Challenge them to summarize the proposed law, list what (if anything) has been done to date related to their law, collect data related to the proposal, summarize both sides of the debate related to the proposed law, and determine their own opinion related to it. Invite respectful debate if students disagree. 4. Once research is completed, invite each group to present its proposed law and the group's opinions related to it. 5. Repeat the introductory exercise and see if opinions changed.
EXTEND	What do students know about gun laws in their state? Invite them to learn more here .

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "World at a glance" (pp. 8 and 9)	
VOCABULARY	Banned, importing, fraud, populist, magnate, gruesomely, schizophrenia, melee, cohorts, clandestine, referendum, predecessor, aspiration, cusp, stipulation, exemption, uranium, vigils, clampdowns, militia, assailants, anguished
DISCUSS	<ol style="list-style-type: none"> 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?
DO	<ol style="list-style-type: none"> 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; or (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.
EXTEND	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

* 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.