

THE WEEK

**The Week
at a
Glance**



6	A cease-fire in Israel and Gaza, but no peace	News	Israelis and Palestinians began repairing the damage and considering the path forward after 11 days of fighting ended in a cease-fire that few expected would lead to lasting peace.	World Studies World History
5	Little change in policing one year after Floyd's death	News	One year after Minneapolis police officer Derek Chauvin pressed his knee into George Floyd's neck for more than nine minutes, demonstrators returned to streets nationwide to mark the somber anniversary of Floyd's death and renew calls for police reform.	Government Civics
7	Covid lab-leak theory gains ground	News	President Biden ordered U.S. intelligence agencies to step up their investigation into the origins of the pandemic, after a new report added credence to the once fringe idea that the coronavirus might have started with a leak from a Chinese lab.	World Studies Government
19	Vaccination: America's great divide	News	Covid is in rapid decline, with half of U.S. adults fully vaccinated, and new cases plunging to their lowest point in nearly a year. But that great news obscures a "far less optimistic" reality: "The virus continues to rage among those who haven't received a shot."	Health Government Science
33	Antitrust: D.C. sues Amazon over pricing	News	The Attorney General of the District of Columbia filed an antitrust suit against Amazon, alleging the e-commerce giant harms consumers, said Ryan Tracy in The Wall Street Journal. The suit centers on Amazon's 2019 Fair Pricing Policy	Government Business Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Tallahassee A ban on bans PAGE 9	<ol style="list-style-type: none"> 1. What law did Florida Gov. Ron DeSantis sign this week? What recent news story do you think prompted this new law? 2. Do you think social media companies should be able to ban political candidates? If so, in what instance? If not, why not? 3. Why are some civil liberties advocates calling this law unconstitutional? In what way, if any, does this story relate to the First Amendment?
Lightfoot's progressive racism PAGE 14	<ol style="list-style-type: none"> 1. Who is Lori Lightfoot, and why is she in the news this week? 2. What recent decision did Lightfoot announce related to one-on-one interviews with her? According to the article, why did she make this decision? Why is the decision being called "racist" by some? 3. What do you think the terms "progressive racism" and "woke racism" mean? 4. What is your opinion on Lightfoot's decision?
Trump searches for new platform PAGE 22	<ol style="list-style-type: none"> 1. Why do you think tech companies are vying to be former President Trump's "megaphone"? 2. What do you know about why President Trump was suspended from Twitter and Facebook? Do you agree with this decision? Why or why not? 3. Why do you think former President Trump remains so popular with so many Americans? Do you think he should be paid in exchange for his endorsement or participation on a social media network? Explain your answer.

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. What story does the image tell? 2. List the symbols in the illustration, and explain what each represents and why each is used. How does the illustrator use specific techniques, like exaggeration, to tell a story? 3. What do you think the illustrator's point of view is on this story, based on the choices in the illustration?
--	---

MAIN ACTIVITY OF THE WEEK #1 :	
Based on the article, "Little change in policing one year after Floyd's death" (p. 5)	
VOCABULARY	somber, conceding, chokeholds, stalled, immunity, misconduct, tragic, surged, stonewalled, tally, reckoning
DISCUSS	<ol style="list-style-type: none"> How can we transform policing and public safety to be safe for all? What impact does "bad policing" have on individuals, society, and the police force as a whole?
DO (IN PERSON OR REMOTE)	<ol style="list-style-type: none"> Individually or in small groups, challenge students to freewrite an answer to this question: What is the purpose of policing in our society? Invite students to compare answers with another student or group and to try to reach consensus on the best answer. Visit the website of local law enforcement to see if you can identify a mission statement or compare student answers to one of these: "The highest duties of government, and therefore the police, are to safeguard freedom, to preserve life and property, to protect the constitutional rights of citizens and maintain respect for the rule of law by proper enforcement thereof, and, thereby, to preserve democratic processes." (American Bar Association, Police Function) "The purpose of law enforcement in a free society is to promote public safety and uphold the rule of law so that individual liberty may flourish." (Jeremiah Mosteller, "Role of Police in America," Charles Koch Institute). How do student answers compare to these? Challenge the class to reach consensus on the most important roles or purposes for police in our society. Introduce the term "police reform," and ask students if they know why a police reform bill is currently before Congress and what anniversary just passed that escalated calls for police reform. Invite students to read and annotate the article, highlighting information that relates to support for and opposition to police reform. Ask students if they know specific changes for policing that are being proposed nationally or for local agencies. Challenge student groups to brainstorm or conduct research to create a list. Examples include: Require body and dashboard cameras for police officers and their vehicles; end qualified immunity (qualified immunity shields state and local government officials, such as police officers, from legal liability for claims that the officer violated their rights, as long as the officer is not violating clearly established laws); ban no-knock warrants (no-knock warrants are issued by a judge and allow law enforcement to enter a property without immediate prior notification of the residents, such as by a knock or doorbell); end chokeholds; prohibit racial, religious and other discriminatory profiling by law enforcement agencies; mandate training against racial, religious and other discriminatory profiling; create a national police misconduct registry to prevent police officers who are fired or pushed out for bad performance from being hired by other agencies; use federal grants to help communities establish commissions and task forces to study police reforms; address police militarization by limiting how much military-grade equipment is awarded to state and local law enforcement agencies; redirect funds from police budgets to social services, such as those that address domestic violence, substance abuse, homelessness, mental health, and other services; pass laws that reduce police use of deadly force; require police officers to attend training to reduce racial profiling and excessive force; require independent investigations (not the local police department) of all cases where police kill or seriously injure civilians; appoint special prosecutors in officer-related shootings or other killings; recruit and hire more Black, Latinx and female police officers; and establish an all-civilian community oversight structure with discipline powers. (Source: Anti Defamation League) Invite students to select 1-3 of these proposed reforms to learn more about. Challenge them to identify possible pros and cons of instituting the reforms they selected. Once research is complete, invite students to share what they learned. Challenge students to evaluate the proposed changes to identify whether they would recommend them, and why. Reflect back to their answers for the purpose of policing in our society to ensure that there is alignment.
EXTEND	Invite students to read the text of H.R.1280 - George Floyd Justice in Policing Act of 2021 .

MAIN FEATURE OF THE WEEK #2 :	
Based on the articles, "A cease-fire in Israel and Gaza, but no peace" (p. 5) and "Israel: Why American support has changed" (p. 18)	
VOCABULARY	cease-fire, militants, humanitarian, consulate, bloodshed, encroachment, provocative, clout, intractable, cross-hairs, vigilantes, fragile, civilians, consulate, progressives, slaughtering deliberate, oppressed, demonize, entrenched, systemic oppression, relentless, viscerally, mosque, structural
DISCUSS	<ol style="list-style-type: none"> What are your questions about the current conflict and recent cease-fire between Israel and Palestine? Do you think the United States can or should have a role in helping end conflicts in other part of the world? Explain.
DO (IN PERSON OR REMOTE)	<ol style="list-style-type: none"> Ask students what, if anything, they know about the recent Israeli-Palestinian conflict and subsequent cease-fire. Ask them to listen to this news report that includes President Biden's latest remarks, and in small groups invite them to create W/H questions about the conflict. These questions could include: Why were Israelis and Palestinians fighting? What prompted this latest escalation? When did the escalation start? How did the United States respond? Which side, if either, does the United States most support? How many people were been injured or killed? Where did the worst violence happen? Why was this conflict different from past ones? Once students have their questions, challenge them to conduct research to learn the answers. Primers on the recent escalation can be found here, here, here, and here. Invite each group to share its questions and answers with another group in person or in an online breakout room. Come back together as a class, and invite students to share what they learned and what questions, if any, they still have. Divide students into four groups. Invite two groups to read, annotate and summarize, "A cease-fire in Israel and Gaza, but no peace" on p. 5 and the other two groups to read, annotate, and summarize "Israel: Why American support has changed" on p. 18. Invite each group to share and compare summaries. Then, challenge them to highlight the one quote from the articles with which they most disagree; circle the one quote from the articles with which they most disagree; and put a box around the one quote from the articles they are most curious about. Discuss as a group. Finally, challenge students to answer this question: What should be the role of the United States in helping to end the conflict/sustain the cease-fire between Israel and Palestine?
EXTEND	Invite students to view and discuss images of the recent conflict. Note: All images should be previewed to ensure that they are appropriate for your students.

* 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.