

THE WEEK

**The Week
at a
Glance**



4	Biden defends U.S. pullout as Afghanistan falls	News	A defiant President Biden stood behind his decision to withdraw U.S. troops from Afghanistan as the Taliban seized the country, bringing a two-decade campaign of counterterrorism and nation building to a chaotic end.	Government World History
5	Boosters on the way as Delta variant rages	News	With the Delta variant continuing to drive soaring case counts, hospitalizations, and outbreaks in newly reopened schools, the Biden administration recommended that Covid booster shots be made available to most fully vaccinated Americans from Sept. 20.	Government Health
16	Border crisis: What is Biden's policy?	Opinion	More than 212,000 migrants were apprehended last month at the southern border, a 21-year high, including 83,000 family members and 19,000 unaccompanied children. "Border agents are undermanned and exhausted," new tent cities are rising to house the overflow, and in Mission, Texas, hundreds of migrants were camped under a bridge.	Government Civics
16	The census: A shrinking white majority	Opinion	Between 2010 and 2020, U.S. Census data revealed last week, the white population experienced a "stunning numerical and percentage decline." Thanks to a low birth rate among whites, immigration, and a whopping 276 percent rise in the number of Americans who call themselves multiracial, the country went from 64 percent white to 58 percent, and is "clearly on track to lose its white majority at some point in the 2040s."	American History Government
20	Innovation of the week	Tech	NASA is testing a 3D printer that can make solid objects out of moon dust, said Georgina Torbet in DigitalTrends .com. The system, from the company Redwire, recently arrived at the International Space Station "for its use in upcoming Artemis moon missions, hoping to make use of the moon's dusty soil as raw material for printing."	Business Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Memphis:Counterfeit PAGE 7	<ol style="list-style-type: none"> 1. According to the article, how many fake vaccination cards have been seized by U.S. Customs and Border Protection this year? 2. Why do you think fake Covid-19 vaccination cards are being produced, sold, and purchased? 3. What could be the short- and long-term impact of Americans using fake vaccination cards? 4. What do you think the punishment should be for someone who is caught selling, purchasing, or using fake vaccination cards?
Erasing Native American culture PAGE 11	<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 did 19th and 20th century U.S.government and religious leaders force young Native American students to attend boarding schools? 3. What was life like for the students? According to the article, what methods were used to force the students to give up their identities, languages, and culture? 4. Why do you think Secretary Haaland has opened up an investigation into America's boarding school policy?
Vaccinated-only need apply PAGE 33	<ol style="list-style-type: none"> 1. According to Indeed.com, by what percentage did job listings requiring a Covid vaccine increase from July to August? 2. Do you think employers should be able to mandate vaccines for new hires? Why or why not? 3. How does this story relate to the "Memphis: Counterfeit" story on p. 7?

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? Why do you think the editors chose to use this headline? 2. 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?
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MAIN ACTIVITY OF THE WEEK #1 : Based on the articles, "Biden defends U.S. pullout as Afghanistan falls" (p. 4); "Afghanistan: Was it all a waste?" (p. 6); and "How they see us: America's Afghanistan fiasco" (p. 15)	
VOCABULARY	defiant, tarmac, conquest, resistance, wavered, reprisals, documentation, bloodshed, occupation, neocon, illiterate, reconstruction, epic, homeland, emanating, hoodwinked, pivot point, scapegoat, militants, Taliban, ramifications
DISCUSS	1. Why was the United States military in Afghanistan for 20 years? Should we have stayed longer? 2. How is life likely to change for Afghan women under Taliban rule?
DO	1. Ask students to identify Afghanistan on a world map and to share what they know about why U.S. troops were in Afghanistan for the last 20 years and the results of the recent 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 recent speech about the withdrawal. 2. Divide students into three groups, and direct each group to read and annotate one of the three articles about Afghanistan on pp. 4, 6, and 15 of this week's issue. For the article they have been assigned, invite each group to write a 5-10 sentence summary, to highlight a quote from the article with which they agree and a sentence from the article that helped them understand the situation best, and to list at least three questions they have after reading the article. 3. After they are finished, direct students to form three new groups, each consisting of members from the three original groups. Invite students in the new groups to share their article summaries and additional questions and to work together to identify and then research answers to questions that are still left unanswered. 4. Challenge students to use what they have learned to discuss and answer these questions in their new groups: Should the U.S. have withdrawn when they did? If so, why? If not, should they have left sooner or later, and why? Which people or groups bear the greatest responsibility for the way the U.S. withdrawal unfolded? Which three effects of the withdrawal most concern you? How does the situation in Afghanistan directly relate to your life? 5. Invite groups to report out answers to the rest of the class. Then, challenge students to answer the question in the headline on p. 6. "Was it all a waste?"
EXTEND	Invite students to view these images from the U.S. withdrawal and Taliban takeover in Afghanistan and to identify the image that resonates with them most. Note: Some of the images are graphic in nature and should be reviewed before sharing with students.

MAIN FEATURE OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (p. 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO (IN PERSON OR REMOTE)	1. Direct students to the "Pick of the week's cartoons" featured on pp. 18 and 19. In small groups, challenge them to answer the following questions about all five cartoons: What do you see in the cartoon? What news story is being illustrated in the cartoon? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the following techniques to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and create a political cartoon that both illustrates their points of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Invite students to review and analyze additional cartoons from <i>The Week</i> .

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