

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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**The Week
at a
Glance**



4	U.S. ends the nation's longest war	News	The last U.S. forces left Afghanistan this week, bringing an end to the longest war in the nation's history after 20 years, some \$2 trillion spent, and nearly 2,500 American lives lost	World Studies World History U.S. History Government
6	The pandemic: Why gloom is setting in	News	A pandemic that looked to be winding down in the spring is surging again, thanks to the highly infectious Delta variant and the ongoing reluctance of so many Americans to get vaccinated.	Health
7	Austin Voting overhaul	News	The GOP-controlled Texas legislature passed a contentious bill this week overhauling the state's election rules.	Politics Government Civics
17	Afghan refugees: Will America step up?	Opinion	In the past two weeks, some 117,000 Afghans "clambered onto evacuating flights," often without luggage or any clue where they were headed. Will the U.S. welcome them?	Civics Government World Studies
36	Apple: Cracking open the App Store	Tech	Apple is changing its App Store rules as it seeks to fend off a growing wave of regulatory scrutiny and legal challenges, said Bradley Olson in The Wall Street Journal.	Social Media Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Beijing: Kids can't game PAGE 9	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, what new rules did the Chinese authorities issue for young gamers? 3. Why do you think these rules were put into place? 4. What do these new rules reveal about freedoms in China? How would you feel if these rules or similar ones for technology you enjoy were imposed on you?
Kabul bombing: Remembering the fallen soldiers PAGE 16	<ol style="list-style-type: none"> 1. How were 13 American soldiers killed in Kabul last week? 2. Why is it so important to remember these fallen soldiers? 3. Why do you think only one percent of Americans serve in the armed forces? What do you think motivates young Americans to serve in the armed forces? 4. How can we best honor these 13 heroes?
Covid: Should firms make vaccination mandatory? PAGE 38	<ol style="list-style-type: none"> 1. According to the article, what message is corporate America giving to unvaccinated Americans? How, if at all, did the Food and Drug Administration (FDA) approval of the Covid-19 vaccine impact this stance? 2. What is your opinion on the examples shared for how corporations are "delivering" this message? 3. Why do you think some Americans are resistant to getting the Covid-19 vaccine? 4. Do you think workers should be required to get vaccinated? What are the benefits and downsides of such a mandate?

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 photograph on this week's cover. What is happening in the photograph, and where was it taken? Why do you think it was taken? What questions does it lead to? 2. Why do you think this week's cover is a photograph rather than an illustration? 3. What do you think the photographer's point of view is on this story?
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MAIN ACTIVITY OF THE WEEK #1 : Based on the article, "U.S. ends the nation's longest war" (p. 4)	
VOCABULARY	mission, chaotic, indeterminate, unleashed, hasty, humiliating, competent, gruesome, stalemate, defensible, predecessors, logistical, feats, blundering, scapegoat, tyranny, extremist, diplomatic
DISCUSS	1. Do you think ex-Presidents care about their legacies? Should they care about their legacies? Why or why not? 2. What would you want your legacy to be?
DO	1. Post these quotes from the article, and challenge students to identify the news story: (1) "The military mission is over. A new chapter of America's engagement with Afghanistan has begun." (2) "I was not going to extend this forever war." (3) "It's a horrifying moment for the people of Kabul. All I see is a dark future for us." (4) "Our hasty, humiliating exit is 'Biden's disgrace.'" (5) "Biden hardly is the only president to blame for this mess." (6) "Nobody wanted to leave like this." 2. Ask students for a definition of causality or "cause and effect." Explain that cause and effect is the relationship between an event and a second event where the second event is understood as a direct consequence of the first. It is a guiding principle in the study of history. For any event, we can find a cause(s) and an effect(s) that can help us better understand and learn from the event so history is not repeated. Invite student groups to create a two-column chart, and label the first column "causes," and the second column, "effects." Ask students what they know about the 20-year war in Afghanistan, which started before they were born but just ended last week. Challenge them to use the article, this video , and additional research to identify the causes and effects of this war. 3. Invite each group to present its causes and effects, and challenge the class to reach consensus on the 3-5 most significant causes and the 3-5 most significant effects. Discuss: What are the biggest lessons of the war in Afghanistan? Who, if anyone, benefitted from this war? Who lost the most? Who is responsible for its outcome? Of the four U.S. presidents involved in this war (Bush, Obama, Trump, and Biden), what is each one's legacy related to it? Did we leave Afghan citizens better off when we left? 4. Invite students to select one of the quotes identified above or another of their choice from the article to analyze. Challenge them to explain why they support or refute the quote, and why.
EXTEND	Invite students to watch videos of President Bush announcing the beginning of the war and President Biden announcing the end of it .

MAIN FEATURE OF THE WEEK #2: Based on the feature, "The U.S. at a glance?" (p. 7)	
VOCABULARY	fatally, assassination, remorse, rigged, bloodshed, insurrection, overhaul, contentious, quorum, unsolicited, partisan, disproportionately, restrictive, intervene, morgues, surging, pandemic, defiance
DISCUSS	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
DO (IN PERSON OR REMOTE)	1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in <i>The Week</i>. * identify how the event impacts their lives, if at all. * predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
EXTEND	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon here .

* 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.