

# THE WEEK

**The Week  
at a  
Glance**



4	<p><b>GOP vows to fight Biden's vaccine mandates</b></p>	News	<p>With vaccinations still lagging in Covid-ravaged red states, President Biden opened a new front in the battle to combat the pandemic by ordering vaccination mandates for employees of large businesses and most health-care workers—a move many Republican governors this week called “tyranny.”</p>	Government Health
7	<p><b>New York City and Shanksville, Pa. Somber observance</b></p>	News	<p>Americans paid tribute last week to the 20th anniversary of the Sept. 11 attacks.</p>	U.S. History
12	<p><b>Tearing down the myth of Robert E. Lee</b></p>	News	<p>Robert E. Lee's towering bronze likeness was removed last week from its pedestal in Richmond, Va., where it stood as a defiant symbol of the Confederate “lost cause.”</p>	U.S. History Civics
15	<p><b>China: Launching a cultural revolution</b></p>	News	<p>In an unusual move, the Communist Party's top anti-graft watchdog published a report condemning “shocking” misconduct by Chinese pop stars and actors and “the extreme behavior of the mainland's unruly celebrity fan culture.”</p>	World Studies
20	<p><b>Tech fashion: Facebook goes where Google failed</b></p>	Tech	<p>Ray-Ban Stories are the latest wearable “smart” glasses, brought to you this time by Facebook, which has partnered with the iconic dark-rimmed eyewear brand to pick up where Google Glass failed.</p>	Technology Business

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

<p>Tearing down the myth of Robert E. Lee PAGE 12</p>	<ol style="list-style-type: none"> <li>1. What do you know about Robert E. Lee and why a statue was dedicated to him?</li> <li>2. Why was the statue recently removed from its pedestal in Richmond, Va.?</li> <li>3. How can the passage of time change our opinions of events and people?</li> <li>4. What do you think the author means by “the myth of Robert E. Lee”?</li> </ol>
<p>Poll watch PAGE 17</p>	<ol style="list-style-type: none"> <li>1. What is a presidential approval rating, and why and how is it calculated?</li> <li>2. What types of events might make a president's approval rating higher or lower?</li> <li>3. Why do you think President Biden's approval rating has recently dropped?</li> <li>4. Do you predict that his approval rating will increase, decrease, or stay the same for the remainder of the year? Explain your answer.</li> </ol>
<p>Instagram: Internal research showed harmful effects PAGE 38</p>	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What did a study by Instagram's internal researchers reveal about the impact of the social media site on teens?</li> <li>3. If Instagram makes teen girls feel “worse about themselves,” why do you think it is so popular?</li> <li>4. What, if anything, could Instagram do to mitigate its harmful effects on teens?</li> </ol>

**FEATURE OF THE WEEK: The Cover**

<p>Invite students to look at this week's cover and answer the questions.</p>	<ol style="list-style-type: none"> <li>1. Describe the illustration on this week's cover. Who is represented in the image? What symbolism is used as part of the illustration, and why?</li> <li>2. What story from this week's issue does the illustration represent?</li> <li>3. What do you think the illustrator's point of view is on this story, based on the illustration?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on the article <i>GOP vows to fight Biden's Vaccine mandates</i> (p. 4) and additional articles of students' choice from the issue	
<b>VOCABULARY</b>	lagging, ravaged, pandemic, tyranny, safeguard, mandate, constitutionality, municipal, tyrants, arc, surge, hailed, agonizing, overkill, progressive, patrons, validation, obnoxious
<b>DISCUSS</b>	1. How does examining different viewpoints on a controversial issue help you better understand it? 2. How do you typically respond when someone has a completely different viewpoint than you do? 3. What is the risk of looking at a one-sided historical narrative?
<b>DO</b>	1. Put two signs in opposite corners of the room: one that says, "strongly support" and one that says, "strongly oppose." Read the following positions from the article aloud, and invite students to silently get up and stand at the point between the two signs that reflects their opinion on President Biden's recent vaccine mandate for businesses: (1) "It's exactly what's needed at this moment. It's going to fundamentally shift the arc of the current surge." (2) Biden's business mandate is needless overkill and an executive overreach." (3) Biden's bold move was courageous and necessary. We now have at our disposal a rare medical miracle that could end this brutal pandemic. (4) Biden is making a big mistake. Using a sweeping and undemocratic expansion of federal authority to force vaccinations risks shredding the social fabric of a country already being pulled apart by political tribalism. 2. Ask students to predict or explain what the story is about, why the topic is considered controversial, what the two sides of the issue are, and what side most closely aligns with their own views. Ask students to draw conclusions about the introductory exercise. Are there differing viewpoints in the class? Guide students to conclude that people often have different points of view related to controversial issues. Challenge students to list the benefits of listening to different points of view on controversial issues as well as the risks of only listening to one point of view. 3. Invite students to select another article from this week's issue about a controversial topic. Before reading the article, direct them to summarize what they know and what their position is about the topic or news event. Then, challenge them to research four different people's opinions on the topic. These opinions can come from the article itself, or from other sources. Along with the opinions, direct them to list information about each person, any relevant affiliations, and why he or she might have that point of view. 4. Invite students to summarize whether any of the opinions they researched changed their own and which person's viewpoint they most agree and disagree with, and why. 5. Debrief the exercise as a class.
<b>EXTEND</b>	Invite students to create a political cartoon that reflects their point of view on the topic they chose.

<b>MAIN ACTIVITY OF THE WEEK #2 :</b> Based on articles about September 11 (pp. 6, 7, 14, and 40)	
<b>VOCABULARY</b>	debased, half-crazed, catalyzed, jihadist, existential, epoch, jingoism, shambolic, destabilized, optimism, paranoia, anthrax, grim, prognosis, mastermind, intrusive, xenophobia, conspiratorial, err, robust, pessimistic, extremists, allude, solidarity, legacy
<b>DISCUSS</b>	1. What, if anything, do you know about the events of September 11, 2001? 2. What, if anything, do you think our nation learned from the events of September 11, 2011? What should we have learned?
<b>DO (IN PERSON OR REMOTE)</b>	1. Direct students to create a two-column chart, and write "What I know" at the top of the first column and "What I wonder" at the top of the second. Invite them to complete the chart using September 11, 2001 as the topic. 2. When students have completed their charts, invite them to form small groups and discuss what they each know and what they each wonder. Assign each group to read and annotate the four articles and to identify any information that helps them answer the questions from the second column. Ask each group to do a readout of what they know, what they wondered, and what information they learned. Discuss and encourage students to conduct additional research to learn answers to remaining questions. 3. Ask student groups to imagine that they have been asked to create a sketch for a museum exhibit that shows how the United States has changed since 9/11. They can focus on one theme or many themes, and the changes can be positive or negative. They must base their exhibit on evidence and that evidence must come from at least one primary source. Primary sources can include images, speeches, executive orders, legislative acts, interviews, or videos. 4. Give groups ample time to conduct research and design their exhibit sketches. 5. Invite groups to present their sketches, and ask students to draw conclusions about the questions in the headlines of two of the three articles: How did 9/11 change America? What is the legacy of 9/11?
<b>EXTEND</b>	Invite students to watch <a href="#">video reflections</a> about 9/11 from the 9/11 Tribute Museum.

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