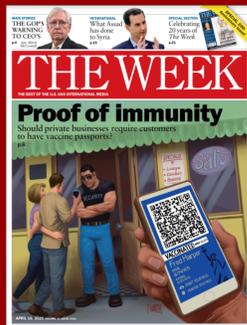


THE WEEK

**The Week
at a
Glance**



4	Corporate leaders, GOP battle over election laws	News	Republicans found themselves in a showdown with Coca-Cola, Major League Baseball, and other corporations who've taken a stand against Georgia's controversial new voting law, with Senate Minority Leader Mitch McConnell accusing them of caving to "far-left mobs" and warning them to "stay out of politics."	Government Civics Business
11	The Latino vote	News	President Trump's inroads among Hispanics in the last election shocked Democrats. What happened?	Politics Civics
16	Biden's infrastructure bill: Does it target what's needed?	News	Having signed the \$1.9 trillion Covid relief bill, President Biden now proposes a \$2.3 trillion infrastructure bill that harkens back to "the massive government investments of the New Deal" and the Eisenhower administration, and would reshape "the entire U.S. economy."	Government Economics
22	A short history of <i>The Week</i>	News	<i>The Week</i> was launched into a world very different from today's. Why has it thrived, and what has it seen in its 20 years? Meet its illustrators, see 20 years of history through its covers, and celebrate 20 years of milestones.	American History Media Studies
46	Employment: Jobs numbers show recovery in full swing	News	Employers added 916,000 Americans to their payrolls last month, crushing the expectations of even the most optimistic analysts and lowering the unemployment rate to 6 percent.	Economics Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Vaccine passports: A ticket to freedom—or tyranny? PAGE 6	<ol style="list-style-type: none"> 1. What is a vaccine passport, and why is it controversial? 2. Why are certain states and private businesses working together to develop a digital proof of vaccination? 3. Should those who are vaccinated get privileges and access that unvaccinated Americans do not get? 4. After reading the article, do you believe that vaccine passports would be better described as a "ticket to freedom" or "tyranny"? Explain your answer.
Little Rock, Ark. Transgender treatment ban PAGE 7	<ol style="list-style-type: none"> 1. Why is the state of Arkansas in the news this week? 2. According to the article, why did Republican lawmakers in the General Assembly override a veto by Gov. Asa Hutchinson to make the state the first to ban genderconfirming medical surgeries and treatments for transgender minors? 3. Why did Gov. Asa Hutchinson want to veto the bill? 4. How do you feel about this news story?
Clubhouse: An intimate chat with up to 5,000 friends PAGE 33	<ol style="list-style-type: none"> 1. What do you know about Clubhouse? 2. Why do you think that Clubhouse is so popular? 3. What do critics of Clubhouse say? 4. Do you predict that Clubhouse will still be popular one, five, or ten years from now? Explain your answer.

FEATURE OF THE WEEK: Pick of the Week's cartoons

Invite students to look at this week's Pick of the week's cartoons on p. 18 and answer the questions.	<p>Review each cartoon, and answer the following questions; What do you see in the cartoon? What news story is being illustrated? What point of view is the cartoonist trying to convey? What techniques were used to help reinforce the points of view? Which cartoon is most effective in conveying a point of view, and why?</p> <p>Can you identify the following techniques in the cartoons: symbolism, exaggeration, labeling, analogy, and irony?</p>
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MAIN ACTIVITY OF THE WEEK #1 : Based on the article, "The Latino vote" (p. 11)	
VOCABULARY	decisive, despite, panned, resonated, devout, socialist, regimes. pugnacious, conservative, stark, regulations, origin, gravitated, communist, ancestry, immigrated, optimistic, disproportionate, adamant, monolithic, civic engagement
DISCUSS	1. Why is the Latino vote so important in the U.S.? 2. Why were the results of the 2020 presidential election, as they related to the Latino vote, so surprising to many people?
DO (IN PERSON)	1. Write this question on the whiteboard, or on a digital slide: "Why is the Latino vote so important?" Give students a few minutes to free-write their answers and additional questions or information they'd like to learn about this topic, and a few additional minutes to conduct a think-pair-share with another student. For the share, invite students to share one thing they learned from their partner. 2. Explain to students that they will be investigating this compelling question in the activity. Challenge students to create a list of supporting questions that can help them explain why the Latino vote is so important. Examples can include: How have Latinos have voted in the last several presidential elections? How many Latinos are eligible to vote and how and why has that number changed over time? What issues are most important to Latino voters? How does the Latino vote change based on country of origin or how Latinos identify? Are more Latinos Democrats or Republicans? In which states is the Latino vote the strongest? How does the Latino vote break down based on gender, age, education, or economic factors? Invite each pair to select one of the supporting questions to research. To help them answer their questions, challenge them to review at least three different reliable sources and at least one statistic. Sources can include the article in this week's issue, this video from the BBC, research about the Hispanic/Latino vote from the Pew Research Center, this article from Bloomberg Media, this editorial from USA Today, this collection of videos from C-SPAN, this article from Penn Today, this podcast from LatinXperts, this podcast from FiveThirtyEight, or any reliable source of their choice. 3. Once pairs have answered their supporting questions, invite them to join another pair to share information and identify how the information they answered helps them answer the compelling question introduced at the beginning of the activity. 4. Then, invite each group of four to share its information and answers with the rest of the class. 5. Finally, introduce the compelling question again and challenge students to use what they have learned to write a paragraph that answers it.
EXTEND	Invite students to create a political cartoon that illustrates something they have learned about the importance of the Latino vote. They can review this week's "Pick of the week's cartoons" on p. 18 for inspiration.

MAIN FEATURE OF THE WEEK #2: Based on the special feature, "20 years of <i>The Week</i> " (pp. 21-32)	
VOCABULARY	amid, furor, partisan, rancor, remission, placid, inordinate, flatwater, obscene, billowing, controversy, curate, distill, deluge, enduring, catastrophic, innumerable, permeate, tycoon, transformative, consequential, succinct, journalese, brevity, clarity
DISCUSS	1. What were the most important stories of the past 20 years, and why? 2. Why is examining balanced viewpoints on controversial issues so important?
DO (IN PERSON OR REMOTE)	1. Ask student groups to review this week's cover and answer the following questions.: What do you see (people, objects, activities) in the illustration? What news story does the cover illustrate? Why is this an important news story? What does this illustration make you wonder? What is the illustrator's point of view on this story? How do you know? What techniques does the illustrator use to express his or her point of view? What would this illustration tell others 5, 10, or even 50 years from now about this moment in our nation's history? Invite each group to share its answers. 2. Share with students that each issue of <i>The Week</i> , with a few exceptions, is dominated by an illustration that represents a major news story from the current week that is often also written about within the issue. Challenge students to identify and read the article that this week's cover illustrates. Ask: How can an illustration support the key ideas in an informational text? 3. Direct students to the gallery of covers from the last 20 years of <i>The Week</i> that can be found on pages 21, 22, 23, and 26. Challenge them to identify as many news stories as they can that correlate to each cover. Ask: What does a review of these covers teach you about the last 20 years in American history? How can illustrations be a way to record history? Which cover illustration do you like the most, and why? 4. Invite students to select the 3-5 news stories represented in this gallery of covers that they believe are the most significant news stories of the last 20 years. Challenge them to create a verbal or written argument that explains their choices and to be prepared to present and defend their choices in small groups. 5. Finally, challenge students to illustrate another story from this week's issue that they believe could be important for students to know about 20 years from now.
EXTEND	Invite students to select and interpret one of the quotes from the sampling of timeless observations on p. 32. Challenge them to identify how quotes are another powerful way to learn about our nation's history.

* 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.