

# THE WEEK

**The Week  
at a  
Glance**



4	Chauvin convicted of murder in Floyd's death	News	Civil rights leaders and Black Americans expressed relief and hope for a new era of police accountability, after former Minneapolis police officer Derek Chauvin was convicted of murdering George Floyd in a case that launched worldwide protests and a national reckoning with racial injustice.	Legal Studies Civics
6	Afghanistan: Is Biden ending the 'forever war' too soon?	News	Against the advice of his generals, President Biden announced an unconditional withdrawal of all U.S. troops from Afghanistan before Sept. 11, ending the longest war in U.S. history by the 20th anniversary of the terrorist attacks that triggered it.	World Studies Government
7	Columbus, Ohio Teen death	News	A white police officer shot and killed a Black 16-year old girl, Ma'Khia Bryant, who police say threatened two other girls with a knife.	Legal Studies Civics
17	Refugees: Biden's flip-flop	News	President Biden pulled an abrupt flip-flop on refugee policy, announcing plans to keep in place a draconian Trump administration cap on refugee admissions—then backtracking hours later “under heavy pressure from fellow Democrats” and human rights activists.	Politics Government Civics
32	Manias: The strange case of Dogecoin	Business	Dogecoin, a digital currency that was created as a parody, saw its total value rise past Marriott and Ford this week, said Caitlin Ostroff and Caitlin McCabe in <i>The Wall Street Journal</i> .	Government Legal Studies

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

Reynosa, Mexico Border towns overwhelmed PAGE 8	<ol style="list-style-type: none"> <li>1. Can you find Reynosa, Mexico on a map? What strikes you about its location? What do you think is meant by the term, “border town”?</li> <li>2. What is a “migrant child”? Why are migrant children in Mexico in the news this week?</li> <li>3. According to the article, why are migrant children and their parents fleeing their home countries? Where are they trying to go? What could be the short- and long-term benefits and consequences of the increases in migrant children trying to enter the U.S.?</li> </ol>
Why do we keep electing celebrities? PAGE 12	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What two celebrities are currently considering a run for political office? Based on the article, do they have a chance to win? Why or why not?</li> <li>3. How would you describe the characteristics of an ideal political candidate? Should political candidates be required to have political experience? Why or why not?</li> <li>4. What are the current requirements to run for U.S. president? Do you agree or disagree with these requirements?</li> </ol>
The forgotten Oscars: A good year for small films—and diversity PAGE 25	<ol style="list-style-type: none"> <li>1. What do you think the writer means by the term, “forgotten Oscars”?</li> <li>2. According to the article, what is unique about this year's Oscars?</li> <li>3. How, if at all, do this year's nominees “speak to this moment”?</li> <li>4. How do you think the pandemic has impacted the movie industry?</li> </ol>

**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"> <li>1. Describe the illustration on this week's cover. What story does the image tell?</li> <li>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?</li> <li>3. What do you think the illustrator's point of view is on this story, based on the choices in the illustration?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on articles of students' choice from throughout the issue	
<b>VOCABULARY</b>	thering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
<b>DISCUSS</b>	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
<b>DO (IN PERSON OR REMOTE)</b>	1. On a large sheet of butcher paper in the center of the room or on an online slide, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper or the slide, but their conversation must be done in complete silence. They may silently type, write or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, challenge them to list the consequences of othering. Encourage them to consider consequences within a school building, a community, and even global consequences. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to go through this week's issue and identify at least five articles that illustrate othering. The articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
<b>EXTEND</b>	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

<b>MAIN FEATURE OF THE WEEK #2:</b> Based on articles from throughout the issue	
<b>VOCABULARY</b>	reckoning, injustice, racial profiling, vaccine hesitancy, mass shooting, gun violence, Taliban, inexplicable, racism, draconian, immigration, refugee, migrant children
<b>DISCUSS</b>	1. Do you think America is headed in a positive or negative direction, and why? 2. What do you think is the most important issue facing our nation? 3. Why do you think there's not more bipartisan efforts to address important issues facing our nation?
<b>DO (IN PERSON OR REMOTE)</b>	1. Write one of the following 10 issues on 10 separate signs or on an online slide: gun violence, racial profiling, and Covid-19, the war in Afghanistan, immigration, climate change, national security, the economy, political partisanship, and transportation and infrastructure. 2. Direct students to stand by or highlight the issue that they think is the most important one facing our nation right now. Tally the results. Then, invite them to stand by or highlight the issue that is the most important issue to them personally. Tally those results. Identify the issues that ranked highest in both categories. Discuss student positions on those issues, and why they think they are both important to the nation and important to them. 3. Challenge students to list each issue on a sheet of paper and write their personal position or opinion, if any, about the issue. Then, ask students what they know about the Biden administration's positions on these 10 issues. Discuss. 4. Divide students into 10 groups, and assign each group one of the issues to research. Challenge each group to identify information from the articles in the issue and additional research about the Biden administration's position on their assigned issue. They can learn more about President Biden's positions and priorities <a href="#">here</a> . Invite groups to report their research. 5. As each group reports, poll students to see whether the Biden administration's positions align with theirs. 6. At the end of the exercise, ask students to reflect on what they learned. Do any or all of their positions align with the current administration?
<b>EXTEND</b>	Poll students to see which issues they most align and most differ with the administration. For those where they differ, challenge students to come up with ideas for how they can have their positions and voices heard.

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