

# THE WEEK

**The Week  
at a  
Glance**



5	The U.S. economy is experiencing a powerful rebound	News	The American economy showed signs of surging momentum, as the Department of Commerce reported that U.S. gross domestic product (GDP), a measure of the total size of the economy, grew at a 6.4 percent annual rate in the first three months of 2021.	Government Economics
6	Republicans: Why they're embracing 'The Big Lie'	News	Top Republican officials have now fully committed themselves to Donald Trump's "Big Lie" that Democrats stole the 2020 election, making it a "defining loyalty test."	Politics Government American History
7	Tallahassee: Voting restrictions	News	The state legislature passed a sweeping election bill here last week that imposes a range of restrictions on absentee voters, in the latest such move undertaken by Republicans across the country.	Government Civics
9	New Delhi: Apocalyptic surge	World News	India is reporting close to 400,000 new coronavirus infections a day—accounting for about half of the world's current cases—and nearly 4,000 daily deaths in a viral storm that shows no sign of letup.	World Studies Health
17	Free speech: Drawing a line for students	Opinion	Can schools and police punish students for what they say on social media—even when they're not in school? That is the central question in a complex Supreme Court case.	Government Civics

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

It's time to fully reopen schools PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the author make in this article?</li> <li>2. What evidence does she use to support her claim?</li> <li>3. According to the article, what communities have been hit particularly hard by schools remaining remote? Why?</li> <li>4. What do you think the author means by this sentence: "History will not look kindly on those who kept schools closed longer than necessary"?</li> </ol>
Racism: Scott's rebuttal to the Left PAGE 16	<ol style="list-style-type: none"> <li>1. Who is Tim Scott, and why is he in the news this week?</li> <li>2. What does it mean for one member of Congress to give a rebuttal to a speech?</li> <li>3. What is your reaction to this statement: "Hear me clearly, America is not a racist country."? What evidence from the article supports his claim? What evidence refutes it?</li> <li>4. According to the article how do Democrats and Republicans define racism differently?</li> </ol>
Facebook: Trump ban will stay—for now PAGE 32	<ol style="list-style-type: none"> <li>1. Why was former President Donald Trump banned from Facebook?</li> <li>2. According to the article, why did Facebook's Oversight Board extend the ban? Why do you think Facebook created an oversight board, and what do you know about <a href="#">who is on it</a>?</li> <li>3. Do you think Facebook's Oversight Board made the right decision? Why or why not?</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 the article, "Free speech: Drawing a line for students" (p. 17)	
<b>VOCABULARY</b>	distinction, undermine, supervise, chaos, trampled, bullying, harassment, forbid, foresee, overzealous, rampant, torment
<b>DISCUSS</b>	1. What values and principles are basic to our constitutional democracy? 2. When, if at all, should freedom of speech be censored or limited? 3. Should you be able to say whatever you want on your social media pages? Explain your answer.
<b>DO (IN PERSON OR REMOTE)</b>	1. Challenge students to name the five basic rights that are outlined in the <a href="#">First Amendment</a> . Direct students to read the text of the First Amendment and identify the five rights (freedom of religion, speech, press, petition, and assembly). Ask students what they think each of the rights means and how it relates to their lives. How do they use them now? How would their lives be different if these rights were not protected? Challenge them to identify which right is most important and which they would eliminate if they had to. 2. Lead a discussion about why they think the Founders included freedom of speech in the First Amendment. Explain that the Founders were concerned with preventing tyranny and they believed that freedom of speech was necessary for a free, open, and civil society. Freedom of speech protects the right to express our beliefs and ideas through words, actions or other methods to communicate. It even protects the right to express unpopular or controversial ideas. Ask students if they think freedom of speech is absolute. Do we have the right to say whatever we want, whenever we want? If not, what might the limitations be? 3. Invite students to research the <a href="#">limitations of free speech</a> . Discuss each limitation and challenge students to come up with examples of each. 4. Ask students to consider how, if at all, principles and limitations of freedom of speech relate to social media. Invite students to read the article and challenge them to consider the following question: Does the article illustrate the rights or limitations of freedom of speech? 5. Finally, challenge students to write and perform their own speeches to express their opinions on this question from the article: Can schools police and punish students for what they say on social media—even when they're not in school?
<b>EXTEND</b>	Invite students to read about the landmark 1969 Supreme Court case, " <a href="#">Tinker v. Des Moines</a> " that cemented students' rights to free speech in public schools.

<b>MAIN FEATURE OF THE WEEK #2:</b> Based on the feature, "The world and a glance?" (p. 8 and 9)	
<b>VOCABULARY</b>	retractable, gladiator, marvel, raid, prolific, plunging, structural integrity, rallies, clashes, nonessential, shutdown, entrepreneur, democracy, crematorium, abandoning, coalition, baton, fleet, shadowing, conciliatory
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
<b>DO (IN PERSON OR REMOTE)</b>	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 11 places for this week's featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; or (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate
<b>EXTEND</b>	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.