

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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## The Week at a Glance



4	Trump facing hush-money indictment	News	The first-ever criminal indictment of a former president loomed this week, as Manhattan District Attorney Alvin Bragg was reportedly on the verge of charging Donald Trump in connection with a hush-money payoff.	Government Legal Studies
11	Targeting the press	News	Some public officials want to roll back long-standing legal protections for journalists. Might they succeed?	Government Media Studies
15	Russia: International justice is coming for Putin	Int'l News	The International Criminal Court "caused a storm on the world stage" by indicting Russian president Vladimir Putin on war-crimes charges.	World Studies
17	Climate change: Blowing past the red lights	Opinion	The world isn't reducing carbon emissions nearly fast enough to prevent "catastrophic warming" by the early 2030s, said Sarah Kaplan in <i>The Washington Post</i> . That was the grave conclusion of a new report by the United Nations Intergovernmental Panel on Climate Change (IPCC).	Government Environmental Studies
20	TikTok: New pressure for a U.S. ban	Tech	The Trump administration in 2020 demanded that TikTok's Chinese owner, ByteDance, spin off or sell the American operations. President Trump never followed up, but last week the Biden administration gave ByteDance a similar ultimatum to choose between a spin-off or a ban.	Politics Media Studies Technology

## BRIEFLY: Quick Questions & Ideas To Engage Students

Frankfort, Ky.: Trans teens PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, what bill related to trans teens was recently passed in the Kentucky legislature?</li> <li>2. Why do you think that the legislature passed this bill?</li> <li>3. How are critics of the bill responding?</li> <li>4. What are your thoughts on this news story?</li> </ol>
Stanford law students: Silencing a federal judge: PAGE 16	<ol style="list-style-type: none"> <li>1. How would you describe your First Amendment rights?</li> <li>2. How, if at all, did Stanford law students "spit" on the First Amendment?</li> <li>3. What do you think the term, "counter speech is free speech" means?</li> <li>4. What are your thoughts on this news story?</li> </ol>
Climate change: Blowing past the red lights PAGE 17	<ol style="list-style-type: none"> <li>1. What do you think this story is about, based on its headline?</li> <li>2. According to the article, what did a new report by the United Nations Intergovernmental Panel on Climate Change reveal?</li> <li>3. Why do you think the world isn't reducing carbon emissions nearly fast enough to prevent "catastrophic warming" by the early 2030s? Do you think people don't care enough? Why are these warnings issued?</li> <li>4. What, if anything, can your generation do to reverse this alarming trend?</li> </ol>

## FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

1. Describe the illustration on this week's cover.
2. What story from this week's issue does the cover image represent?
3. What do you think the illustrator's point of view is about this news story?
4. What techniques does the illustrator use to represent his or her point of view?

MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Targeting the press" (p. 11)	
VOCABULARY	sedition, libel, landmark, mockery, sedition, malevolent, burden of proof, precedent, defamation, plaintiff, malice, precedent, negligence, assailed, allies, defamatory, ironclad, subsidy, advocates
DISCUSS	1. What limits should there be, if any, to your First Amendment rights? 2. Why is a strong and independent press necessary to a democracy?
DO	1. Challenge student groups to interpret and guess who said this quote "If it were left to me to decide whether we should have a government without a free press or a free press without a government, I would prefer the latter." Invite each group to share interpretations. 2. Explain that the quote, by Thomas Jefferson, relates to the five freedoms in the <u>First Amendment</u> (speech, press, religion, assembly, and petition). Freedom of the press was important to the framers. The press is sometimes called the "fourth branch" of the government and can provide a check and balance on the other branches. Challenge students to explain how and to predict how their lives might be different if we did not have a free press in the U.S. 3. Invite student groups to discuss this question: What limits should there be, if any, on what the free press can write? Discuss answers. Ask students if they know what the terms, "libel," and "malice" mean and if they are familiar with the Supreme Court case, <i>New York Times Co. vs Sullivan</i> . Direct students to read the article and watch <a href="#">this video</a> , <a href="#">this video</a> , and <a href="#">this video</a> to learn about all three. 4. Lead a class discussion on the relationship between the three terms, how the case impacted the rights of the press, and why some people might want to overturn the precedent established by the case. 5. Finally, challenge student groups to answer this question: Should the ruling in <i>New York Times v. Sullivan</i> precedent be overturned? Why or why not?
EXTEND	Invite students to review the Society of Professional Journalists' <a href="#">Code of Ethics</a> .

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "TikTok: New pressure for a U.S. ban" (p. 20)	
VOCABULARY	ban, ultimatum, wariness, incentive, suspicious, jeopardize, lucrative, steep, antitrust, public-image, hypocrisy, edict, isolationism
DISCUSS	1. What do you know about how social media sites collect personal information about users? 2. Should the US government be able to ban a social media site in the US? If so, in what instance(s)? If not, why not?
DO	1. Distribute two index cards to each student: one with the word, "should" on it and one with the word, "should not." Read the following statements, and direct students to hold up the sign that reflects their opinions. (1) Social media sites (should/should not) be able to collect personal information about its users. (2) I (should/should not) be aware of personal information being collected about me by social media sites. (3) Tik Tok (should/should not) be banned in the US. Discuss answers. 2. Ask students what they know about the controversy over Tik Tok and the desire by many in the US government to ban the social media site. Invite them to read and annotate the article and watch <a href="#">this video</a> to learn more. 3. Invite student groups to create a cause and effect chart. Challenge them to list the personal, political, and international causes and effects of a possible ban of Tik Tok in the US. Effects can be positive or negative. Once finished, invite each group to compare answers with another group and challenge the new, combined groups to reach consensus on the most significant causes and effects for each category. Invite each group to present its answers. 4. Then, tell students they will be doing a structured academic controversy about the possible ban of Tik Tok in the US. Introduce the process by organizing students into four-person teams comprised of two dyads. Assign each dyad one of the following positions to support: (1) Tik Tok should be banned in the US. (2) Tik Tok should not be banned in the US. 5. Direct each dyad to research its assigned position and find evidence that supports it. 6. Once research is completed, invite one dyad to present its position to the other dyad. Rather than refuting the position, the listening dyad must report back to the presenters what they understood. Listeners do not become presenters until the presenting dyad is satisfied that they have been heard and understood. Then, switch sides and repeat the exercise. 7. Challenge the four-person group to reach consensus on which position they support. If they can't reach consensus, challenge them to list reasons why.
EXTEND	Invite student groups to create a Tik Tok that explains their positions.

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