

THE WEEK



The Week
at a
Glance



4	Trump abandons Ukraine at the U.N.	News	President Trump shredded the U.S. foreign policy playbook, as his administration opposed a United Nations resolution condemning Russia as the aggressor in its war on Ukraine and strong-armed Ukraine into a deal that would give the U.S. a cut of its mineral wealth.	Government World Studies
7	Washington, D.C.: 'Big, beautiful' budget	News	House Republicans narrowly approved a multitrillion-dollar appropriations bill to fund President Donald Trump's agenda's key border security, tax, and energy measures.	Government Economics Civics
11	Removing 'the enemy within'	News	The last time the federal workforce was purged, it was in the name of fighting communism. What impact, if any, did that purge have?	American History Government Civics
16	Measles: Kennedy's big disease test	News	"Thanks to successful vaccination campaigns, most Americans today have never experienced a measles outbreak," said Leana S. Wen in <i>The Washington Post</i> . So when they see that Texas has reported more than 120 cases of the disease in a month—mostly among children—"they might not understand why it's so alarming."	Government Civics Health
17	National parks: Feeling the pain of staff cuts	Opinion	The Trump administration fired about 1,000 National Park Service employees in February, and the agency's 433 national parks, historic sites, and attractions are already feeling the pain.	Government American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Measles: Kennedy's big disease test PAGE 16	<ol style="list-style-type: none"> 1. What, if anything, do you know about measles and why it's in the news this week? 2. Why is the recent measles outbreak in Texas so alarming? 3. What do you know about the current debate about vaccinations? 4. What advice, if any, would you give to Secretary Kennedy?
National parks: Feeling the pain of staff cuts PAGE 17	<ol style="list-style-type: none"> 1. What do you know about the United States' National Park Service (NPS) and why it is in the news this week? 2. Why are national parks crucial to our nation's history, culture, environment, and future? 3. What are the pros and cons of these staff cuts? 4. Why do you think the National Parks are sometimes called "America's Best Idea"?
Headphones hurt kids' hearing PAGE 21	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, how and why do headphones damage children's hearing? 3. What evidence and research are used to support this claim? 4. What can you do when you observe discrimination? What do you do?

FEATURE OF THE WEEK: Cover

Invite students to look at this week's cover and answer the questions.	<ol style="list-style-type: none"> 1. Describe the illustration on this week's cover. 2. What news story is being illustrated here? What do you think the illustrator's point of view is on this story, based on the choices in the illustration? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on the article: "Trump abandons Ukraine at the U.N." (p. 4)	
VOCABULARY	foreign policy, resolution, condemning, aggressor, strong-armed, safeguard, provision, ceasefire, framework, invasion, accountability, abstentions, dictator, incinerated, democracy, chess move, authoritarian, adversaries, cautionary tale
DISCUSS	1. What events led to the invasion of Ukraine by Russia, and what is the status of the conflict? 2. Why is it important to be aware of events in other parts of the world?
DO	1. Challenge student groups to identify Ukraine on a world map and to document what they know about the current conflict there, including what led to the conflict, who is involved, the current status of the conflict, the implications of the conflict to other nations, including the US, and how other countries are responding. Invite each group to share highlights of what they know. 2. Then, read or write this question: Should the U.S. continue to support Ukraine in its conflict with Russia? Tell students that you would like them to discuss, not debate, this statement with other students using a Socratic seminar, 3. First, invite students to read and annotate the article. Then challenge them to individually write answers to the following prompts: One new thing I learned from the article is ___. I am surprised that ___. One question I have is: My takeaway after reading the article is ___. Evidence to support my takeaway is ___. 4. Then, set up the chairs in a large circle and introduce or reinforce the process of a Socratic seminar. Explain that they are designed to express what and how students think and why rather than who is right or wrong. Students are encouraged to share their points of view and how they are affected by an issue using "I" language instead of "U" and encouraging one another to speak. 5. Start the seminar by asking fact-based questions to ensure understanding of the facts before discussing larger issues. Then, have one student start the discussion by asking a question or sharing an observation from the prompts they answered. Invite students to share their thoughts, ideas, and interpretations of the text, encourage them to refer to it, and provide specific examples to support their viewpoints. Students should be responsible for posing and reacting to questions as they work together to reflect on this new story, explore perspectives, and establish meaning. It's up to students to make sure other students are participating. Have students take notes during the discussion. 6. After the discussion, have students reflect on the seminar and their participation and thinking. Invite them to document what they learned, how their opinion evolved, and what grade they would give themselves for their participation in the seminar and why.
EXTEND	Invite students to learn more about Ukraine's mineral riches and President Trump's policies.

MAIN ACTIVITY OF THE WEEK #2: Based on the articles from Talking Points (pp. 16, 17)	
VOCABULARY	campaigns, alarming, contagious, vaccine, burgeoning, ardent, barrage, constituents, backlash, approval rating, confrontations, apocalyptic, triumphant, malice, frenetic, depravity, unfurling, distress, purge, upending, probation
DISCUSSION	1. Why is listening to other perspectives on controversial issues important? 2. When listening to someone else's perspective, what information is most likely to influence your thinking?
DO	1. Invite four students to sit in front of the classroom facing the rest of the class. Give them an opinion prompt to discuss, such as the best movie of the year, the most critical issue facing the US, or whether cell phones should be allowed in schools. Invite the four students to discuss/debate the issue. Distribute sticky notes to other students and challenge them to take notes on the strongest points made in the arguments, which points they agreed with, and which they disagreed with. 2. Invite students to unpack the debate. Which arguments were strongest, and why? Which points did they most agree on and most disagree with? 3. Ask students what they know about ethos, pathos, and logos. Explain that they are modes of persuasion. Ethos focuses on an ethical appeal by convincing an audience of the author or speaker's credibility or character. It can be developed by choosing appropriate language for the audience, sounding fair or unbiased, and introducing expertise or accomplishments. Pathos focuses on an emotional appeal by appealing to the audience's emotions. It can be developed using meaningful language, emotional tone, and emotion-evoking examples. Logos appeals to logic. To use logos would be to cite facts and statistics, historical and literal analogies, and certain authorities on a subject. 4. Challenge students to identify examples of ethos, pathos, and logos from the sticky notes. Which were most effective for them, and why? 5. Direct students to select one of the articles from this week's <i>Talking Points</i> to analyze. Challenge them to identify the columnist's point of view, share evidence that explains this point of view, and identify how the columnist uses ethos, pathos, and or logos to try to persuade readers to accept their point of view. 6. Invite students to form groups based on the articles they chose. Direct them to discuss the persuasion techniques used in the article and which were most impactful in helping them form their opinions on the news stories.
EXTEND	Invite students to create a political cartoon that illustrates their point of view on the story they chose.

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