

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1132

The Week
at a
Glance



4	New border rules prevent a surge—for now	News	The Biden administration said it was “encouraged” after new asylum rules instituted after the lifting of Title 42 did not result in an expected surge of migrants at the border.	Government Civics World Studies
6	Trump: How should the media cover a demagogue?	News	In CNN’s town hall interview with former President Donald Trump, he said the 2020 election was “rigged and stolen;” that Jan. 6, 2021, was a “beautiful day”—so beautiful he’s “inclined to pardon” most of the Capitol rioters; and that he is the only man who can save America.	Politics Media Studies
7	Farmington, New Mexico: Assault-rifle violence	News	Three people were killed and six injured after an 18-year-old high school student fired indiscriminately at cars and homes on a residential street.	Government Legal Studies Civics
12	Approval ratings tell us nothing	Opinion	A recent <i>Washington Post</i> poll found President Biden’s approval at 36 percent—prompting speculation that Donald Trump will beat him. But in a hyperpolarized nation, “the days of a president enjoying approval ratings above 50 percent are effectively over.”	Government Politics
32	AI: OpenAI CEO calls for federal standards	Business	Sam Altman, the chief executive of OpenAI, issued a warning to lawmakers to act before artificially intelligent technology causes “significant harm to the world.”	Business

BRIEFLY: Quick Questions & Ideas To Engage Students

How religion influences politics PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What does the latest US Religion Census reveal about the share of Americans with a religious affiliation? 3. What claim does the author make about the relationship between religious affiliation and politics? What evidence does he use to support his claim?
The pandemic: What we did right—and what we did wrong PAGE 16	<ol style="list-style-type: none"> 1. Do you agree that the pandemic is over? Explain your answer. 2. According to the article, what did we do right and wrong as it relates to the pandemic? 3. How did the pandemic most influence your life? 4. What will you tell your children or future generations about this period in our nation’s history?
Online age rules raise privacy fears PAGE 20	<ol style="list-style-type: none"> 1. Should there be a minimum age for someone to have an account on Instagram? Tik Tok? Twitter? If so, what should that age be? If not, why not? 2. Why are states implementing online age rules? 3. According to the article, how could these online age rules infringe on people’s privacy?

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"> 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?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, “New border rules prevent a surge – for now” (p. 4)	
VOCABULARY	surge, migrants, chaotic, asylum, policies, deportation, immigration, smugglers, influx, dysfunctional, siege, deterrents, catastrophe, inflection point, progressive, vanguard, restoration, flails, squalid, dignity, despair
DISCUSSION	1. Why do you think so many migrants want to seek asylum in the United States? 2. Why do you think the issue of immigration is such a polarizing one today?
DO	1. Invite student pairs to view the images in this gallery . and discuss the following: What do you observe in the photos? Why do you think they were taken? What do you wonder? What questions do you have about these images, the people and the situation they depict? What do these images tell you about the situation at the southern border? If you had to create a headline for the collection, what would it be? 2. Invite students to read and annotate the article. Challenge them to identify and share with a partner their three biggest takeaways and any questions they still have about migrants, the end of Title 42, or about U.S. immigration policy in general? 3. Introduce the terms refugee, migrant, asylum seeker, and immigrant. Ask students if they know the differences between the terms. Invite students to watch the animated videos at this U.N. site to learn the answers. Explain that a migrant is a person who moves to another country, often to find work or better living conditions. Discuss: Why did the US recently expect a huge influx of migrants at the southern border? What policies did President Biden’s administration put into place to prevent a surge of migrants? What could be the positive and negative impacts of these policies? 4. Challenge student groups to brainstorm reasons why people from other countries would migrate to the United States. Direct each group to select and watch one of the stories at this site . For their story, challenge them to complete the following information: Name of immigrant, country of origin, year they came to the US, summary of this person’s story, why this person decided to immigrate, and what decision they would have made in the same circumstance. 5. Invite all groups to share their stories with the rest of the class. Discuss: What patterns do the stories tell? What did they learn about migration through these stories?
EXTEND	Invite students to imagine they have been asked to advise President Biden about the situation at the southern border. What advice would they give, and why?

MAIN ACTIVITY OF THE WEEK #2: Based on the article. Approval ratings tell us nothing” (p. 12)	
VOCABULARY	approval rating, polls, widespread, massive, materialized, media, bandwagon, speculation, hyperpolarized, vice versa, progressive, underwater, primaries, attribute, predictive, methodologies
DISCUSS	1. Do you think political polls are accurate? 2. If a poll showed that a presidential candidate was likely to lose, would you still vote for him/her? Why or why not?
DO	1. Distribute sticky notes to students, and direct them to write an answer to this question: On a scale of 1-10 (10 being the highest), how much do you approve of the way that President Biden is doing his job? Have students turn in their notes without revealing answers. Read half of the answers, and tally/average out the results. Explain that the exercise represents a form of polling called an approval rating. Ask students if they think the answers read from the introductory poll represent the entire class, all students their age, or even all Americans. Ask how the results might have been different if students had to say answers aloud, or if all Democrats or all Republicans had been asked the same question. Invite students to read the article and compare their answers to President Biden’s current approval rating. 2. Explain that a poll is a survey of public opinion that is based on a sampling of people. Opinion polls are conducted by asking questions of a smaller subset of people that represents the larger group. Data is compiled and generalizations are made about that group of people’s opinions, based on responses to those questions. During elections, polls are used to share information with the general public and for candidates to gain insight into their standing in a race. The first published presidential poll, based on a straw vote, appeared on July 24, 1824 but George Gallup is known for changing American politics with his polling techniques. He was the first to incorporate scientific methodology and sampling into the practice of better understanding public opinion. There are many different types of polls including public opinion, straw, exit, push, and baseline polling. Invite students to identify which of these types of polls they think are most accurate, and why. 3. Challenge groups to identify the most important factors to think about when constructing a public opinion poll, and challenge them to use evidence to explain their answers. These can include but not be limited to sample size, makeup of respondents, wording of questions, sampling method, and even who asks the questions. 4. During an election, polling is often used to predict the winner but sometimes pollsters have gotten it wrong. In fact, the article in this week’s issue reveals that, “in three of the last four national election cycles—2014, 2016, 2018, and 2020—polls significantly overestimated the performance of Democratic candidates. Challenge student groups to answer these questions: What are the benefits of political polling? What are the risks of incorrect polling? Can we trust polls? How can we fix polling? 5. Finally, ask students if they agree with the claim that “approval ratings tell us nothing.”
EXTEND	Invite students to learn about the approval ratings of former presidents .

* 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.