

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Justices skeptical about Biden's debt-relief plan	News	President Biden's plan to wipe out student debt for tens of millions of Americans appeared to be in jeopardy, as the Supreme Court's conservative majority questioned its legality during oral arguments.	Government Legal Studies
5	Biden limits asylum seekers at the border	News	Anticipating a surge of migrants at the southern border, the Biden administration announced new rules that will bar most migrants who show up there from claiming asylum.	Government Civics
6	Greene: Should the U.S. get a 'national divorce'?	Opinion	Marjorie Taylor Greene, the once-fringe Georgia congresswoman, now a close ally of Republican House Speaker Kevin McCarthy and a rumored vice-presidential candidate, declared that it's time for a "national divorce" between "red states and blue states."	Government American History
16	Russia's war in Ukraine: What year two may bring	Opinion	On the eve of Vladimir Putin's Feb. 24, 2022, invasion of Ukraine, "the world treated Russia as a great power"—a major supplier of oil and gas with a large, capable military that could easily crush Kyiv's resistance, kill or chase Ukrainian President Volodymyr Zelensky into exile, and install a puppet government. But then Ukraine's outnumbered but agile and fearless forces shocked Putin and the world by rapidly proving themselves "one of the most effective armies in Europe." What happens next?	World Studies
33	Jobs: The benefits of a four-day workweek	Business	The pandemic made "flexibility around work-life balance" crucial for companies trying to hold on to workers, said Irina Anghel and Arianne Cohen in <i>Bloomberg</i> . "Now some see the four-day workweek as a new weapon in the battle for talent."	Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Murdoch admits Fox News knowingly promoted lies
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1. What, if anything, do you know about the political leanings of Fox News?
2. According to the article, how and why did Fox News knowingly promote lies?
3. What are the dangers of news organizations promoting lies for profit or to retain viewers?
4. Do you feel that news sources should be politically unbiased? Explain your answer.

Culture wars: The taming of Roald Dahl
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1. Can you name any books written by Roald Dahl? What, if anything, do you know about his writing style?
2. According to the article, how is Dahl's publisher trying to make his books "more acceptable to modern readers"?
3. How, if at all, is this decision being politicized?
4. Should literary classics be amended as culturally sensitive language evolves, or not? Explain.

For Adidas, it's not easy to drop Yeezy
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1. What do you think this article is about, based on its headline?
2. What was the former relationship between Kanye West and Adidas? How and why did that relationship recently change?
3. Would you buy or wear a pair of Yeezy shoes? Explain your answer.
4. Are you typically more, less, or not at all likely to purchase something based on a celebrity collaboration?

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 political leaders are featured on the cover?
4. What do you think the illustrator's point of view is about this news story?
5. What techniques does the illustrator use to represent his or her point of view?

MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Greene: Should the U.S. get a 'national divorce?'" (p. 6)	
VOCABULARY	ally, conservatives, woke culture, vital, trolling, secession, vast, animosity, dissolution, dysfunctional, amicable, flirtation, distinction, hinterland, extremists, utopia, pesky, compromise, impulse, toxic, progressives, ideology
DISCUSS	1. Why do you think American politics is so divisive? 2. What factors contribute to the selection of a political party?
DO	1. Write "strongly agree" on one side of the room, and "strongly disagree" on the other. Read the following prompt to students, and challenge them to stand at the point on or between the labels that reflect their opinions: The U.S. should divide up into two countries based on political parties. Invite students to explain their answers. 2. Distribute two index cards to each student, and direct them to write "R" on one and "D" on the other. Explain that the letters represent the two major political parties in the U.S.: Republicans and Democrats. Challenge them to hold up the correct card to answer the following: Which political party is most associated with blue and a donkey? Red and an elephant? Gun rights? Gun control? Stricter voting laws? Social programs that help others? Big government? More state control? Taxing the wealthy? Concerns about climate change? Stricter immigration laws? Review or research answers. 3. Ask students to define "political party" and research the role of political parties in American politics. Discuss: Why do we have political parties? Do you think they are important? Should there be more or less than two major political parties in the U.S.? How might the nation be different if there were no political parties? Invite students to watch this video to learn why we have political parties and what role they play in our political process. 4. Challenge student groups to identify three issues they care about most. These could include the economy, education, healthcare, defense, the environment, civil rights, homeland security, immigration, crime, women's rights, etc. In a three-column chart with each issue in the first column, challenge them to research and record the Republican position in the second column and the Democratic position in the third. Further direct them to circle the position that most closely aligns with theirs. Invite respectful dialogue in small groups about what students researched. 5. Invite students to read and annotate the article in the issue as well as this article . Challenge them to summarize Congresswoman Marjorie Taylor Greene's proposal. Direct them to highlight reasons that support her proposal in one color and reasons that oppose it in another. 6. Finally, direct them to complete this exit card. I (do/do not) believe that the United States should divide up into two countries, based on political beliefs because _____. Challenge them to document at least three reasons that support their opinion.
EXTEND	Challenge students to generate ideas for how their generation could improve the American political process.

MAIN ACTIVITY OF THE WEEK #2: Based on articles of students' choice from throughout the issue	
VOCABULARY	executive, judicial, legislative, balance, checks, separation of powers
DISCUSS	1. Do you think the separation of powers is still relevant, as outlined in the U.S. Constitution? Why or why not? 2. What are the risks of one branch of government having too much power?
DO	1. Hang five large sheets of chart paper around the room, each with one of the following words/phrases on it: judicial, executive, legislative, checks and balances, and separation of powers. Invite students to do a gallery walk around the room and list on each paper what they know and what questions they have about each term/phrase. Once students have finished, review the information and the remaining questions. Challenge students to predict answers to the questions and to determine how all of the words/phrases are related to one another. Direct students to watch this video to validate information and answer questions. 2. Poll students with the following question: Which branch of government is most powerful? Invite students to justify their answers, and encourage spirited debate. 3. Explain that the Constitution divided the government into three branches, each with its own powers (separation of powers), and each with a certain amount of power over other branches. This is important because it prevents any one branch from becoming too powerful. This is called checks and balances. 3. Challenge student groups to identify examples of how each branch has certain powers over the other branches and further challenge groups to identify modern examples that illustrate each one. 4. Then, direct each group to identify articles in this week's issue that relate to each branch and at least one article or cartoon that illustrates the concept of checks and balances. Examples can be found on pp. 4,5,6,7,12, 17, 18, 19, and 34. Challenge groups to identify and share examples of checks and balances that the article illustrates. Discuss the examples as a class. 5. Challenge students to use information from the articles to support or refute this claim: The separation of powers as outlined in the Constitution is still relevant and necessary today.
EXTEND	Divide students into three groups, each representing one of the branches of government. Select a story in this week's issue and challenge the group to reach consensus about how its branch would react or respond to the issue.