

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	California staggered by mass shootings	News	Horried Californians found their state at the epicenter of the nation's gun violence epidemic, after a shooter's rampage through a majority Asian-American suburb of Los Angeles was quickly followed by a pair of mass shootings in the San Francisco Bay Area.	Civics Legal Studies
6	Anti-abortion movement divided over state bans	News	Thousands of anti-abortion activists marched in Washington, D.C., to celebrate the demise of Roe v. Wade, amid growing divisions in the movement and the Republican Party about how far to take abortion bans in the states.	Government Legal Studies
7	Memphis: Shades of Rodney King	News	A police video shows that a 29-year-old Black man who died after being pulled over by police was shocked with a stun gun and beaten "like a human pinata,"	American History Civics
11	Hardening schools	News	Elementary and high schools are spending billions of dollars to prevent shootings. Are students any safer?	Government Economics
16	Artificial intelligence: The dawn of a startling new era	Opinion	Some Silicon Valley executives and tech experts believe AI will transform society as dramatically as the smartphone or even the internet. What are AI's capabilities, and how will it change your life?	Economics Business Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Tallahassee: Indoctrination or education PAGE 7	<ol style="list-style-type: none"> 1. What does the word "indoctrination" mean to you? What about the term, "woke indoctrination"? 2. What do you know about the views of Florida Gov. Ron DeSantis and the Stop WOKE Act? 3. How would you summarize each side of the debate about the new public high school course on African American studies? 4. What is your view on this debate, and why?
Atlanta: Outside influence? PAGE 7	<ol style="list-style-type: none"> 1. What do you know about the recent protests in Atlanta over the death of an environmental activist? 2. Do you think protest is a productive way to express our opinions? Explain. 3. What is an issue you care enough about that you would publicly protest in support or opposition of it? 4. What lessons can be learned from this incident?
Social media: U.K. threatens jail for harm to teens PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What is the Online Safety Bill that was recently passed in the UK House of Commons? 3. Do you think that tech companies should be held responsible for what might be considered content that is harmful to teens' mental health? Why or why not? 4. How, if at all, will your use of social media change as a result of reading this article?

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. Why do you think a real photo of a hand was used this week instead of an illustration? 5. Come up with your own headline for this image.
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MAIN ACTIVITY OF THE WEEK #1: Based on articles of students' choice from throughout the issue	
VOCABULARY	limited government, republicanism, checks and balances, federalism, separation of powers, sovereignty, constitution, amendment
DISCUSS	1. How do you think the Founders would feel about the current state of our government? Explain your answer. 2. What is the significance of the Six Big Ideas in the U.S. Constitution historically and for Americans today?
DO	<p>1. Hang six pieces of chart paper around the room with one of the following terms written on each one: limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty. Direct students to travel to each piece of paper twice to write what they think the term means in one color on the first round and one question they have about the term in another color on the second round. In the third round, invite students to review what is written on each sheet of paper.</p> <p>2. Ask students if they know what all of the terms have in common. Explain that these six terms are the "Six Big Ideas" in the U.S. Constitution. Challenge the class to reach consensus on how they would summarize each of these Big Ideas in one sentence. Then, watch this video to learn more and check answers.</p> <p>3. Divide the class into six groups, and assign or have each group choose one of the Big Ideas to learn more about. Challenge groups to select three of the following assignments to research, summarize or discuss for the Big Idea they have selected or been assigned:</p> <ul style="list-style-type: none"> *Summarize their Big Idea in six words *Research where in the Constitution their Big Idea is outlined or covered *Find one primary source that relates to their Big Idea *Identify 1-3 events from US history that brings their Big Idea to life *Find an article in this week's issue that relates to their Big Idea *Discuss and summarize how their lives would be different if their Big Idea had not been part of the Constitution *Determine how, if at all, their Big Idea is still relevant and why <p>4. Invite each group to present its information, and challenge students to rank the six Big Ideas in order of importance today.</p>
EXTEND	Challenge student groups to imagine that they have been asked to create a Constitution for your school. What would be the "Big Ideas" of that Constitution, and why?

MAIN ACTIVITY OF THE WEEK #2: Based on articles of students' choice from throughout the issue	
VOCABULARY	rights, constitutional rights, civil rights, voting rights, equal rights, human rights
DISCUSS	1. Do you feel like you have too little, too many, or just the right number of rights? Explain your answer. 2. What are the risks of not knowing your rights?
DO	<p>1. Place a large sheet of butcher paper in the middle of the floor with the phrase, "my rights" on it. Distribute markers and invite students to spend five minutes writing words, phrases, or illustrations that they believe define or represent their rights.</p> <p>2. Debrief the exercise and ask students what a "right" is and how they know what their rights are. Direct student groups to create three signs: one that says "constitutional," one that says "civil," and one that says "human." Ask students if they know the differences between their constitutional rights, their civil rights, and their human rights. Explain that a constitutional right can be a prerogative or a duty, a power or a restraint of power, recognized or established by a sovereign state or a union of states. Their constitutional rights can be found in the Bill of Rights. Civil rights are a designated set of rights designed to protect people from unfair treatment. They are the rights of individuals to receive equal treatment and to be free from unfair treatment or discrimination in a number of settings including education, housing, employment, public accommodations, and more. Most laws guaranteeing and regulating civil rights originate at the federal level through legislation such as the Civil Rights Act, the Voting Rights Act, the Fair Housing Act, and the American Disabilities Act. Civil rights can also come from court decisions like Brown v. The Board of Education or Roe v. Wade. Finally, human rights are rights inherent to all human beings everywhere regardless of gender, age, nationality, language, religion or any other status. Our human rights can be found in the United Nations Universal Declaration of Human Rights. Discuss the differences between each category of rights and challenge students to organize the rights from the butcher paper exercise into these three categories.</p> <p>3. Invite student groups to select one of the rights categories. Challenge them to conduct research about their category that allows them to understand the category itself and the types of rights that fall under that category. Then, challenge them to find one or more articles in this week's issue that relates to their rights category. Further challenge them to identify which specific right is outlined, how the article or event relates to it, and whether the right is being protected or violated.</p> <p>4. Finally, invite students to present their rights and articles to the rest of the class and to draw conclusions about the importance of knowing their rights.</p>
EXTEND	Challenge students to create a social media post or campaign that encourages other students their age to know their rights.

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