

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

March 3, 2023
Issue 1119

The Week at a Glance



4	Biden, in Kyiv, vows 'unwavering' support	News	President Biden made a daring and dramatic show of support for Ukraine, with a surprise visit to Kyiv and a speech in Poland where he vowed that support from the U.S. and its allies "will not waiver."	Government World Studies
6	Teen girls: An epidemic of despair	News	A CDC report paints a deeply disturbing picture of the mental health of high schoolers. Among the more than 17,000 teens surveyed in 2021, 42 percent said they experienced persistent feelings of sadness or hopelessness.	Health Media Studies
16	Nikki Haley: Running in the 'Not Trump' lane	Opinion	Nikki Haley, the former South Carolina governor and onetime ambassador to the United Nations, launched her presidential run, but her candidacy feels "oblivious to the reality of the current GOP base."	Politics
16	<i>New York Times</i> : An 'anti-trans' bias?	Opinion	Nearly 1,000 journalists and academics who contribute to the <i>New York Times</i> signed a letter expressing "serious concerns about editorial bias in the newspaper's reporting" on transgender people.	Civics Media Studies
32	Speech wars: Tech firms defend liability shield	Business	The Supreme Court heard arguments in two cases that could "upend the modern internet" by holding platforms liable for harmful content, said Cat Zakrzewski and Robert Barnes in <i>The Washington Post</i> .	Business Legal Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Teen girls: An epidemic of despair PAGE 6	<ol style="list-style-type: none"> 1. According to the article, what did a CDC report reveal about the mental health of high schoolers? 2. How does the article answer the question of what "caused the misery"? 3. Do you agree that the results of this CDC report reveal a national crisis? 4. What do you think can or should be done to reverse this trend?
<i>New York Times</i> : An 'anti-trans' bias? PAGE 16	<ol style="list-style-type: none"> 1. According to the article, why is <i>The New York Times</i> under fire? 2. What evidence is presented in the article to support the claim that the <i>Times</i> has an editorial bias in its reporting about transgender people? How has the <i>Times</i> responded to this claim? 3. What do you think it means to say that the <i>Times</i> is "hiding behind a 'false 'objectivity' under an oppressive status quo"? 4. Would biased reporting impact your loyalty to a news source? Explain your answer.
Fox News: Where lies are good for business PAGE 17	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What do you know about the political leanings of Fox News? 3. What claim is made in this article, and what evidence is presented to support the claim? 4. Do you feel that news sources should be unbiased? Explain your answer.

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 could be another headline for this illustration?
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MAIN ACTIVITY OF THE WEEK #1: Based on articles of students' choice from throughout the issue	
DISCUSS	<ol style="list-style-type: none"> 1. Why might someone choose to run for local, state, or national office? 2. What would you change about politics if you could?
DO	<ol style="list-style-type: none"> 1. Before class, write the following quotes on the board: (1) "One of the main reasons people hate politics is that truth is rarely a politician's objective. Election and power are." (2) "Vote for the man who promises least. He will be the least disappointing." (3) "Turn on to politics, or politics will turn on you." (4) "Politics, it seems to me for years, has been concerned with right or left instead of right or wrong." 2. Hang two signs in opposite corners of the room, one that says, "agree" and one that says, "disagree," and challenge students to stand at or between the signs in response to this prompt: I would be interested in holding local, state, or national political office someday. Debrief the exercise asking students to explain their responses. Why do they think someone their age would or would not be interested in going into politics? 3. List these names on the board, and challenge students to identify what they all have in common: Joe Biden, Kevin McCarthy, Ron DeSantis, George Santos, Nikki Haley, and John Fetterman. Guide students to the conclusion that they are all involved in politics. They all also happen to be featured in one or more articles in this week's issue. 4. Invite student pairs or small groups to select and list what they know about one of these politicians, including his or her political party; what office he or she has held; what, if anything, is notable about him or her; and why he or she might be in the news this week. Then, direct each group to find the article in this week's issue that features the politician it researched and to summarize information about him or her and why he or she is in the news. 5. Debrief the information, and challenge students to share what the stories reveal about politics in America and why someone their age might be more or less interested in going into politics. 6. Finally, challenge students to select one of the quotes on the board to interpret and to identify how one or more of the news stories in this week's issue relates to it.
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 "Pick of the week's cartoons." (pp, 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	<ol style="list-style-type: none"> 1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	<ol style="list-style-type: none"> 1. Direct students to the "Pick of the week's cartoons" featured on pp. 18 and 19. In small groups, challenge them to answer the following questions about all six cartoons: What do you see in the cartoon? What news story is being illustrated in the cartoon? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the following techniques to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and create a political cartoon that both illustrates their points of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Invite students to review and analyze additional cartoons from <i>The Week</i> .

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