

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Fox pays \$787 million to settle suit over election lies	News	Fox News averted weeks of potentially damaging courtroom testimony from its top executives and on-air hosts, after it agreed to pay \$787.5 million to settle a defamation suit filed by Dominion Voting Systems.	Legal Studies Media Studies
5	One dead, three injured in wrong-address shootings	News	Armed Americans shot innocent people who approached them by mistake in three separate incidents across the country over the past week, raising fears that any random encounter could prove deadly in a nation where guns now outnumber people.	Government Civics
16	Boston: Anti-vax, anti-Biden	News	Robert F. Kennedy Jr., the most prominent public anti-vaccine activist, announced a long-shot bid for the Democratic presidential nomination this week.	Politics American History
16	Immigration: Florida's draconian bill	Opinion	Florida's new immigration bill, expected to pass the state legislature in the coming weeks, would make it a felony to hire, rent an apartment to, or even give a ride to any of the state's estimated 900,000 undocumented immigrants, punishable by up to five years in prison.	Government Civics
20	Montana plans complete TikTok ban	Tech	Montana's lawmakers became the first state legislature to "approve a wholesale <i>TikTok</i> ban affecting nearly all devices," potentially setting a precedent for other statewide bans, said Mack DeGeurin in <i>Gizmodo</i> .	Government Media Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Why gun sales keep soaring PAGE 12	<ol style="list-style-type: none"> 1. What do you know about the debate between gun rights and gun control? 2. Why do you think the past three years have been the most profitable for gun manufacturers? 3. Which information from this article, if any, most surprises you? 4. What, if anything, does this article reveal about our society?
Trump changed everything PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on the headline? 2. What claim is the author making, and what evidence does she use to support her claim? 3. Why do you think former President Trump remains so popular among many Republican voters? 4. Do you think we should or can go back to a time "before Trump"? Explain your answer.
Bud Light: Caught in the culture war PAGE 20	<ol style="list-style-type: none"> 1. How and why is Bud Light caught in a culture war? 2. How would you summarize this story in six words? 3. What issue, if any, would lead you to either boycott or support a brand? 4. What advice would you give to the team that markets Bud Light?

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 articles, "Fox pays \$787 million to settle suit over election lies" (p. 4)	
VOCABULARY	averted, defamation, rigged, absurd, demonic, newsworthy, allegations, disinformation, amplifying, radicalized, credibility, peddlers, tawdry, grievances, historic, artifact, immortal
DISCUSS	1. What is the role of the media in a democratic society? 2. How do you know if the news that is reported is accurate and reliable?
DO	1. Write the following excerpt from the First Amendment on the board: "Congress shall make no law abridging (limiting) the freedom of speech, or of the press ..." Ask students if they know what the excerpt is from and what it represents. Explain that freedom of the press is one of the main freedoms outlined in the First Amendment of the Constitution. Ask students what they think it means to have a free press and whether they think that freedom is still relevant today. 2. Invite students to learn more about freedom of the press by watching this video . Challenge them to identify the definition of freedom of the press, what freedom of the press actually means, what its limitations are, and how it has evolved over time. 3. From the video or their own knowledge or research, challenge student groups to list the instances where the government is allowed to limit the freedoms of the press. Note: These include malice, defamation, obscenity, and inciting violence or illegal activity. There are also some legal limits to how much a reporter is able to protect a source. 4. Challenge student groups to read and annotate the article and to highlight each time that something is mentioned that relates to freedom of the press and/or its limits. 5. Challenge student groups to list the risks of the false claim made by Fox News that Dominion voting machines had been rigged in an effort to steal the election. 6. Ask student groups to develop a list of questions or steps they think should be taken to determine if news stories are accurate and reliable. Invite them to share their lists with another group to try to reach consensus on one list. Then, direct them to compare that list to the one available at factcheck.org from the Annenberg Public Policy Center.
EXTEND	Invite students to learn what they can do during National News Literacy Week to help restore the public's faith in the media.

MAIN ACTIVITY OF THE WEEK #2: Based on the 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 signs 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 sign 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 take a " crash course " 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. 4. 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. 5. 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. 4,5,6,7,12,16, and 17. Challenge groups to identify and share examples of checks and balances that the article illustrates. Discuss the examples as a class. 6. 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.

* 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.