

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week
at a
Glance



4	Israel rejects cease-fire calls as Gaza death toll rises	News	Israeli Prime Minister Benjamin Netanyahu rebuffed growing international calls for a cease-fire in Gaza, as Palestinian authorities claimed that more than 10,000 people in the territory had been killed in the month-old Israel-Hamas war.	Government World Studies
5	Democrats score state wins with focus on abortion	News	Abortion rights advocates celebrated victory after victory in state elections, a sign the issue could be a potent driver of votes for Democrats in 2024.	Government Politics Civics
6	Supreme Court: Do domestic abusers have a right to guns?	News	Last week, the Supreme Court of the United States heard <i>United States v. Rahimi</i> , a case that asks whether domestic abusers should have the right to own and carry firearms.	Government Legal Studies Civics
14	Europe: Antisemitic violence explodes across the continent	News	Antisemitic attacks—hundreds of them—have proliferated across the continent in the wake of the massacre of Israelis by Palestinian terrorists and the subsequent Israeli invasion of Gaza.	World Studies Human Rights
16	Biden: Should Democrats panic over his polls?	Opinion	With a year to go until the 2024 election, new polls “paint a dismal picture for President Joe Biden,” said Steven Shepard in <i>Politico</i> .	Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

Washington, D.C.:
Censured
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1. What do you know about Rep. Rashida Tlaib and why she is in the news this week?
2. What does it mean to be censured in Congress?
3. Why was Rep. Tlaib censured?
4. If you were in Congress, would you have voted to censure her? Why or why not?

Savannah, Ga.:
Anti-vax platform
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1. What do you know about Robert F Kennedy, Jr. and why he is in the news this week?
2. How would you describe Kennedy's anti-vax platform?
3. Do you think a third-party candidate can win the presidency?
4. Why are some people opposed to vaccines?

Fight hate, not Jews
or Muslims
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1. What is the point of view of the columnist in this article?
2. What information does he use to support his point of view?
3. Why are some calling President Biden's position on Israel and Gaza contradictory? Do you agree? Explain your answer.
4. What emotions, feelings and thoughts are you experiencing about the Israel-Hamas war?

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 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?

MAIN ACTIVITY OF THE WEEK #1: Based on the article, “Supreme Court: Do domestic abusers have a right to guns?” (p.6)	
VOCABULARY	domestic abuser, bystander, restraining order, bombshell, ultraconservative, conviction, unconstitutional, jurisprudential, prevail, loyalists, implications, proceeding, weaponry, slaughterhouse
DISCUSSION	1. How do the Supreme Court and experts who study the Constitution understand and apply the Second Amendment? 2. How might the justices on the Supreme Court form their opinions?
DO	1. Introduce the term, “domestic abuser” to students, and write the following question from the article’s headline on the board: “Do domestic abusers have a right to guns?” Challenge student groups to come up with two reasons that support the answer, “yes” and two reasons that support the answer, “no.” 2. Invite groups to share reasons with another group, and challenge them to reach consensus on the strongest reason to support “yes” and the strongest reason to support, “no.” Poll students to see whether they would personally answer “yes” or “no” based on what they know so far. 3. Invite students to read and annotate the article. Direct student groups to identify additional supporting reasons that emerged from the article. 4. Ask students to share what they know about the Supreme Court of the United States. Invite them to read and annotate <u>Article III</u> of the Constitution where the Founders outlined the role of the Supreme Court. Ask students if they think the Supreme Court makes laws or interprets them. Explain that, in the view of many, Supreme Court decisions do not make law, which is the role of the Legislative Branch, but instead interpret and apply the Constitution and statutes. Ask students what constitutional amendment relates to this case. Introduce the text of the <u>Second Amendment</u> , and invite student groups to interpret it. Then, invite students to read the text of and background information about <i>United States vs. Rahimi</i> , which asks the Supreme Court to decide whether 18 U.S.C. 922(g)(8), which bans firearm possession for someone under a civil protective order due to domestic violence, violates the Second Amendment. The United States argues that the ban does not violate the Second Amendment because the history and tradition of firearm regulations in the United States allow Congress to disarm individuals who are not law-abiding, responsible citizens. Zackey Rahimi contends that § 922(g)(8) violates the Second Amendment which protects the firearm rights of all United States citizens and § 922(g)(8) bears no resemblance to any firearm regulations in American history. The outcome of this case will affect the constitutionality of laws that address domestic violence, as well as how future gun regulations will be analyzed. 5. Finally, invite student groups to discuss what they have learned. Challenge them to select one quote from the article with which they most agree and to write a position paper that explains their point of view on this case.
EXTEND	Invite students to learn more about the Supreme Court of the United States and to listen to oral arguments of its cases.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, “Biden: Should Democrats panic over his polls?” (p.16)	
VOCABULARY	dismal, bleak, urgency, generic, alarming, steamrolling, convicted, sentenced, minority, economy, liability, dictatorship, appall, cronies, invoke, insurrection, deployed, trumpeting, authoritarian, democracy, petty, republic
DISCUSS	1. How much faith do you put into political polls before an election? 2. Do you think there should be an age limit on presidential candidates? If yes, what should it be? If not, why not?
DO	1. Distribute index cards to students, and ask them to anonymously write “yes” or “no” to answer the following question: “Have you ever cheated on a test?” Collect the papers and put them aside. Then, ask students to raise their hands to answer “yes” or “no” to the same question. Compare answers from each questioning method. Ask students if they were more comfortable answering anonymously or in front of others. Ask how this introductory exercise relates to political polling. 2. Explain to students that political polling, a type of public opinion polling, has been around for many years. The mission of political polling is to gauge the political opinion of the entire nation by asking only a small sample of likely voters. Ask students what public opinions presidential candidates might be interested in learning about. Consider which candidate they are likely to vote for, how they feel about certain issues, whether their messaging is being perceived as positive or negative, or even whether voters consider a candidate to be too old to run for office. 3. Further explain that George Gallup was one of the first scientific practitioners of polling in the 1930’s and Franklin Roosevelt was the first American president to use a private polling service to advise him on both election strategy and public policy. John F. Kennedy’s 1960 campaign relied heavily on public opinion polls, and every American presidential candidate since has used polling information as part of his or her campaign strategy. 4. Ask students what factors they think would be important to ensure the accuracy of polling results. Invite them to go here to learn about representative samples, margins of error, question structure, and types of polling. Then, invite them to read this article to learn about how and why polls were wrong in the 2016 presidential election. 5. Invite students to read and annotate the article. Then, invite them to analyze the results of three recent presidential polls . 6. Based on what they have learned, challenge them to answer the question in the headline: Should Democrats panic over (Biden’s) polls?
EXTEND	Invite students to use what they have learned to design, conduct, and analyze a poll related to the presidential election.

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