

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Trump's agenda-defining bill heads to Senate	News	President Trump's "big, beautiful bill" faced an uncertain path in the Senate, as some senators vowed to oppose the version that squeaked through the House, and Trump said he expected them to make "fairly significant" changes.	Government Economics
5	Harvard faces expanded White House war	Opinion	The Trump administration moved to revoke Harvard's ability to enroll international students, and signaled that it could use similar leverage in a broader campaign against universities.	Government World Studies
6	Antisemitism: What a young couple's murder tells us	News	Antisemitic incidents have surged 893% over the past decade, says the Anti-Defamation League, and the wave has been "supercharged" by Hamas' Oct. 7 massacre of Israelis and Israel's military response.	Civics
7	Minneapolis No oversight:	News	The Justice Department moved to end federal oversight or investigations of nearly two dozen police departments accused of violating civil rights, abandoning a Biden-era initiative that stemmed from a series of high-profile police killings of Black people in 2020.	Government Civics
16	Time's up: The Democratic gerontocracy	Opinion	Thanks to its insistence on keeping ailing political dinosaurs in office, "the Democratic Party is literally dying."	Government Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

A dire need for political moderates PAGE 12	<ol style="list-style-type: none"> 1. What is a political moderate? 2. What claim is the author making in the article? 3. What evidence does he use to support his claim? 4. Do you agree with his claim? Why or why not?
George Floyd: Did Black Lives Matter fail? PAGE 17	<ol style="list-style-type: none"> 1. What do you know about George Floyd and the Black Lives Matter movement? 2. With which quote in the article do you most agree? Most disagree? 3. What does this article tell us about our society? 4. How would you answer the question in the headline? Explain your answer.
Online safety: Texas passes age verification law PAGE 32	<ol style="list-style-type: none"> 1. According to the article, what law did Texas recently pass related to how kids use apps? 2. What are the benefits of this law? The drawbacks? 3. At what age do you believe kids should be able to make independent decisions about the apps they download?

FEATURE OF THE WEEK: Cover

Invite students to examine this week's cover and answer the accompanying questions.	<ol style="list-style-type: none"> 1. Describe the illustration on this week's cover. 2. What news story is being illustrated here? What do you think the illustrator's point of view is in this story, based on the choices in the illustration? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Trump's agenda-defining bill heads to Senate" (p 4)	
VOCABULARY	significant, wrangling, moderates, balked, fractious, caucus, modifications, non-partisan, malodorous, staggering, debt, monstrosity, wails, skyrocketed, exemption, bureaucratic, legitimate, deficit, disdain, incoherent, pretense, snuff
DISCUSS	1. What role should the federal government play in your life? 2. What budget categories would you want your tax dollars to go toward?
DO	1. Distribute 100 pennies to student groups, and ask them to imagine that the pennies represent the federal budget (what our national government spends its money on). List the following categories, and challenge each group to divide its pennies up by how much of the federal budget should go to each category: national defense, Medicare and Medicaid (healthcare for those who need financial support), education, veterans' benefits, defense, border security, highways and railroads, space exploration, education, the arts, science and medical research, disaster relief, law enforcement, and to pay back debt. Invite each group to present its "budget." Encourage discussion and debate. 2. Ask student groups to identify what they know about the federal budgeting process, and why the federal budget is in the news this week. Explain that the federal government makes money, primarily from taxes. There are two types of federal budget spending: mandatory (required by law) and discretionary (federal agency funding). There is also money that goes to pay down our debt (what we owe on money we have borrowed). They can learn more about the federal budgeting process here , the federal budget categories here and here . 3. Invite students to read and annotate the article. Challenge them to identify what stage we are at in the budgeting process, what President Trump's budget priorities are, and what the reaction has been from Republican and Democratic congressmen to those priorities. How are President Trump's priorities likely to impact (benefit and/or hurt) certain groups? How do President Trump's priorities compare to the priorities students identified in the introductory activity? 4. Ask student groups to imagine that they have been asked to lobby Congress for more funding to be allocated to one of the following categories: Medicare, veterans' benefits, border security, or the arts. They must research how much money has historically been allocated to their category, how much is being proposed in President Trump's budget, and what federal funds would be allocated to their category. They must then write a 3- to 5-minute speech for an imaginary congressional hearing to lobby for more federal funding.
EXTEND	Invite students to review H.R. 1, the "One Big Beautiful Bill Act."

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Antisemitism: What a young couple's murder tells us" (p. 6)	
VOCABULARY	Antisemitism, idealistic, terrorism, massacre, generic, progressive, activist, grievance, empathy, maximalist, rhetoric, ecosystem, slew, ranting, racist, fringe, glorification, emanates, atrocities, counterproductive, contagious
DISCUSSION	1. Why do you think some people hold and perpetuate biases and hatred toward other people, based on their religion? 2. How are prejudice and bias created? How do we overcome them? 3. When should an individual take a stand against what he/she believes is an injustice?
DO	1. Write the following quote, and invite student groups to interpret and react to it, and to share how, if at all, it relates to contemporary issues and/or their lives. "First they came for the Socialists, and I did not speak out – Because I was not a Socialist. Then they came for the Trade Unionists, and I did not speak out – Because I was not a Trade Unionist. Then they came for the Jews, and I did not speak out – Because I was not a Jew. Then they came for me – and there was no one left to speak for me." Invite groups to report out. Explain that the quote is attributed to Lutheran pastor Martin Niemöller who believed that Germans had been complicit through their silence during the Nazi imprisonment, persecution, and execution of millions of people. 2. Introduce the term "Antisemitism" and invite student pairs to create a K-W-L chart about Antisemitism. (What I Know. What I Wonder. What I Learned. Challenge pairs to research answers from their "W" column, and record those answers in their "L" column. Background information can be found at the United States Holocaust Memorial Museum and the Anti-Defamation League . Once research is completed, direct each pair to join another pair and discuss questions and answers. 3. Direct each new group of four to read and annotate the article to learn about recent events in Washington, DC. Based on what they have learned, how does this reflect Antisemitism? How does it relate to the quote in the introductory activity? 4. Challenge groups to list other historical and contemporary examples of Antisemitism. According to the Anti-Defamation League, Antisemitic incidents have surged 893% over the past decade. Visit this heat map to research antisemitic incidents in your state or around the nation. As a class, invite students to discuss the events they researched. Discuss: Why do you think Antisemitism exists? What are the consequences and risks of Antisemitic behavior? What can students do to combat Antisemitism in their school and/or community?
EXTEND	Invite students to listen to one or more podcasts from the United States Holocaust Memorial Museum.

* 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.