

THE WEEK

**The Week
at a
Glance**



5	Turmoil in Arizona over revived 1864 abortion ban	News	Arizona's Supreme Court upheld a 160-year-old abortion ban, threatening to upend the swing state's presidential and Senate races.	Government Legal Studies Civics
5	Knives out for Speaker Johnson over Ukraine funding	News	House Speaker Mike Johnson (R-La.) faced an increasingly noisy hard-line threat to his position as obstacles to passing funding for aid to Ukraine multiplied.	Government World Studies
6	Israel: Failing to protect civilians and aid workers in Gaza?	News	On April 1, seven humanitarian workers with World Central Kitchen—the nonprofit founded by chef José Andrés—set off in a convoy after unloading aid at a Gaza warehouse. They drove along a road designated “safe” by Israel's military, in vehicles labeled with the group's insignia. By 11:15 p.m. all seven were dead, killed by three missiles fired from an Israeli drone.	World Studies
17	Pontiac, Mich.: Sentenced	News	The parents of Ethan Crumbley, the 15-year-old shooter who killed four classmates at his Oxford, Mich., high school in 2021, were sentenced to serve 10 to 15 years in prison each for involuntary manslaughter.	Legal Studies Civics
17	The eclipse: A moment of collective awe	Opinion	From Mexico's Pacific coast to Newfoundland, millions donned protective glasses to witness the first total eclipse visible in North America in seven years.	Science

BRIEFLY: Quick Questions & Ideas To Engage Students

The Taliban's gender apartheid PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What claim do the columnists make? What evidence do they use to support their claim? 3. What is apartheid? Do you agree that the Taliban's treatment of women is akin to apartheid? 4. Why is it important for us to pay attention to humanitarian crises in other parts of the world?
Basketball: The Caitlin Clark effect PAGE 16	<ol style="list-style-type: none"> 1. What do you know about Caitlin Clark, and why do you think she is in the news this week? 2. What is the “Caitlin Clark effect”? Whom will it impact most? 3. What claims are made in the article about the NCAA? What evidence is used to support the claims? 4. How, if at all, do you think that Caitlin Clark will impact the WNBA? Women's sports in general? Sports in general?
Life paths: Choosing trade school over college PAGE 33	<ol style="list-style-type: none"> 1. What is meant by Gen Z, and what does the author mean by “Gen Z isn't afraid to get its hands dirty”? 2. According to the article, why are more students choosing trade schools as a path after high school? 3. Do you agree that “college is still worth it”? 4. How, if at all, does this article impact your post-high school plans?

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 articles about the Israel-Gaza crisis (pp. 4, 6, and 15)	
VOCABULARY	defy, ceasefire, stronghold, deteriorated, humanitarian, cascading, famine, slaughtered, goodwill, civilians, nonprofit, convoy, malicious, distortion, tragedy, militant, ultimatum, hostility, festering, paternalism, narrative, entrenched
DISCUSSION	<ol style="list-style-type: none"> 1. How would you describe the causes and effects of the October 7 Hamas attack on Israel? 2. What emotions, feelings, thoughts, and questions do you have about what is currently happening in the region? 3. What are the goals of U.S. foreign policy? Should the U.S. get more involved in this crisis? 4. What do you know about the accidental killing of seven humanitarian workers from World Central Kitchen? How, if at all, could this event trigger a shift in the response to the crisis? Why is it important to know about events that are happening in other parts of the world?
DO	<ol style="list-style-type: none"> 1. Write these quotes on the board, and ask students if they know what current news story they are all about:: (1) “ ‘Israel cannot afford to lose this war. But it needs to lose a leader who isn’t winning it.” (2) “With this, ‘the world has had enough,” (3) “Israel ‘has not done enough to protect aid workers,’ or civilians, and (President Biden) reportedly told Netanyahu that the U.S. “won’t be able to support you” without a change of approach in Gaza.” (4) “Israel has gone to “unprecedented lengths” to protect Gaza’s civilians, even warning them of bombing raids.” (5) “If Hamas remains entrenched in Gaza, ‘able to plan the next massacre,’ that will be bad for the Palestinians as well as for us.” Challenge students to select one of the quotes to interpret. Invite them to describe the person’s perspective who said the quote, whether or not they agree with it, and why. 2. Ask students to discuss what they know about the current crisis in Israel and Gaza. What questions do they have about the situation? How, if at all, does it impact their lives? 3. Divide students into six groups. Evenly assign each group one of the three articles about the situation from this week’s issue. Invite each group to read and annotate its article, identifying the main point(s) in the article, listing differing viewpoints that are presented, identifying what new facts they learned, what most surprises them, what questions they have after reading it, and which viewpoint they most agree with. Once finished, invite them to first pair up with the other group that had the same article and compare answers. Can they reach consensus on the information? Then, invite students to form new groups, each with students who read the three different articles. Invite them to teach one another about the articles they analyzed and the different viewpoints within them. 4. Finally, invite students to come back together and determine which quote from the introductory activity they most agree with now. Have answers changed?
EXTEND	Invite students to read about what other students are saying about the state of the world .

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, “The U.S. at a glance” (p. 7)	
VOCABULARY	swing state, forgiveness, unaccredited, debt relief, manslaughter, magnitude, casualties, fault, toxic, hazardous, derailed, claim, plaintiffs, centrist, bipartisan, unity, allies, candidacy, immunity, high court, prosecutorial, scrutiny, unprecedented
DISCUSS	<ol style="list-style-type: none"> 1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? Which story most directly impacts your life, and why?
DO	<p>Note: Before class, write the names of the featured cities on six separate index cards and the text of each headline on an additional six cards.</p> <ol style="list-style-type: none"> 1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in <i>The Week</i>. * identify how the event impacts their lives, if at all. * predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a “School or Community at a glance” feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
EXTEND	Invite students to select one of the stories in this week’s “The U.S. at a glance.” Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon here .

* 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.