

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week
at a
Glance



4	Trump cruises to victory in New Hampshire	News	Donald Trump decisively won the New Hampshire primary, moving forward on what increasingly appears to be a glide path toward the GOP presidential nomination and a November rematch with President Biden.	Politics
5	Gaza cease-fire floated as Mideast flash points multiply	News	Negotiations toward a temporary ceasefire resumed between Israel and Hamas, even as conflicts involving Iranian proxies in Yemen, Syria, Iraq, and elsewhere threatened to mushroom into a region-wide war.	World Studies
6	Ukraine: Will House Republicans abandon Kyiv?	News	Congressional Republicans have refused to approve President Biden's request for billions in funding for Ukraine, saying aid must be combined with a toughening of U.S. immigration policy. Biden agreed to pair that aid with demands like stricter asylum and detention rules. Senate Republicans and Democrats are finalizing what has been called "the most conservative border security bill in four decades." But the chance that this bill will ever make it into law is "near zero."	Government World Studies Civics
17	Supreme Court: Rescinding federal regulations?	Opinion	Having already overturned Roe v. Wade and gutted affirmative action, the conservative legal movement has targeted a 1985 Supreme Court ruling that gives federal agencies broad leeway to interpret the law to impose regulations on corporations.	Government Legal Studies Business
32	Bull market: Stocks reach record highs	Opinion	A month into 2024, the stock market has climbed to record highs, said Jess Melton in <i>Bloomberg</i> . What, if anything, does this indicate about the economy?	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Is the video real or a deep fake? PAGE 12	<ol style="list-style-type: none"> 1. What is a deep fake, and why are deep fakes dangerous? 2. What claim does the columnist make in the article, and what evidence is presented to support it? 3. According to the article, how are politicians using Artificial Intelligence to their advantage? 4. What steps could you take to determine if a video is real or a deep fake?
Schools: A crisis of chronic absenteeism PAGE 16	<ol style="list-style-type: none"> 1. How would you answer the question in the first sentence of the article: Why are so many kids skipping school? 2. Would you call chronic absenteeism a crisis? Why or why not? 3. According to the article, what are the short- and long-term impacts of chronic absenteeism? 4. How, if at all, did the pandemic impact your perspective or actions related to school?
Above the law: Trump's desperate appeal PAGE 17	<ol style="list-style-type: none"> 1. What does it mean to be "above the law"? 2. How would you summarize this article in just six words? 3. According to the article, what does President Trump believe about presidents and criminal immunity? 4. What is your opinion on President Trump's position?

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 several articles about the Supreme Court (pp. 7 and 17)	
VOCABULARY	dismantle, deter, buoys, rally, underscore, landmark, catapulted, rescinding, regulate, leeway, ambiguous, conservative, latitude, dysfunctional, emissions, expertise, hostile, uniformly
DISCUSSION	1. Do you think Supreme Court justices should be appointed for life? Why or why not? 2. What major issues that could reach the Supreme Court this year are most important to you?
DO	1. Challenge student groups to source and interpret the following: "The Judicial Power of the United States shall be vested in one supreme court, and in such inferior Courts as the Congress may from time to time ordain and establish The Judges ... shall hold their Offices during good Behaviour, and shall, at stated times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office." Explain that it is an excerpt from Article 3 of the U.S. Constitution, and it refers to the powers, tenure, and compensation of Supreme Court justices. 2. Ask students what they know about the Supreme Court. What is its role? How does a justice get nominated and confirmed? How many justices are there? Which presidents nominated them to the court? How many are considered conservative-leaning? How many are liberal-leaning? Invite students to go here and here to learn the answers. 3. Invite students to read and interpret this quote from former Chief Justice of the Supreme Court William Rehnquist: "It seems to me that a major reason the Constitution has kept the ship of state afloat is the existence of an independent judiciary as a co-equal branch of our federal government. It is easy today to see the need for an independent judiciary, with the authority to enforce the terms of a written constitution, but back in 1787, when the Founding Fathers were drafting our Constitution, it was an entirely novel concept. I believe that the creation of an independent constitutional court, with the authority to declare unconstitutional laws passed by the state or federal legislatures, is probably the most significant single contribution the United States has made to the art of government. How do you interpret the quote? What is meant by an "independent judiciary"? What does it mean that the judiciary is a "co-equal branch of our federal government"? 4. Ask students if they know any of the cases that the Court will hear during the current term. Invite students to read and annotate the three articles. Invite student groups to conduct research to learn more about one of the cases referenced in the articles: They can learn more at SCOTUSblog . Direct them to summarize the case and the positions of each side, document the Court's ruling (and the number of justices in the majority and minority opinion) and/or the rulings of lower courts, the potential impact of the ruling, how they would have ruled, and the impact of the case, if any, on their lives. 5. Invite groups to present their cases to the rest of the class. Poll students to determine how they would have voted on each case, based on what they have learned.
EXTEND	Invite students to listen to oral arguments from the Supreme Court.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (pp 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	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	1. Direct students to the "Pick of the week's cartoons" on pp. 18 and 19. Challenge small groups to answer the following questions about each cartoon: What do you see in the cartoon? What news story and what issue is being illustrated in the cartoon? What point of view about the issue is the cartoonist trying to illustrate? Have each group report out. 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 a type of editorial cartoon made for the purpose of conveying editorial commentary on politics, politicians, and current events. Such cartoons play a role in the political discourse of a society that provides for freedom of speech and of the press. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's or his or her publication's point of view. Sometimes political cartoons can change your mind about an issue without you even realizing it! 3. Identify the articles in this week's issue that correspond with each cartoon. Note that more than one cartoon can relate to one story, and more than one story can relate to each cartoon. Challenge student pairs to match the cartoonist's points of view with one or more of the quotes from each article. 4. Political cartoonists use specific techniques to express their points of view and to try to persuade readers. Introduce the following techniques, and challenge students to define and identify examples of each in this week's issue: symbolism, irony, exaggeration, analogy, and labeling. Each technique (and more) is explained starting at 11:00 here . Invite students to share which technique and which cartoon they think is most persuasive, and why. Invite students to consider how the news source and date the cartoon was published can also help them analyze it. 5. Finally, ask students to select an article or issue in this week's issue of <i>The Week</i> and create a political cartoon that both illustrates their point 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	Ask students if and how political cartoons could impact an election. Then, invite them to review these cartoons from the 2020 presidential election and identify the techniques and points of view from at least three cartoons.

* 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.