

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	U.S. worries Gaza war could spread across Mideast	News	Fears were rising that the Israel-Hamas war could escalate into a wider Middle East conflict, after Iran-backed militias launched a wave of attacks on U.S. forces and Tehran warned of regional mayhem if Israel continues its strikes on Gaza.	Government World History World Studies
5	Republicans choose hard-right Johnson as House speaker	News	The House of Representatives ended more than three weeks of paralysis after Republicans unanimously elected Mike Johnson to the speakership.	Government American History
11	The surge in child labor	News	A growing number of companies in the U.S. are illegally hiring children—and putting them to work in dangerous jobs.	American History Civics Human Rights
16	Oct. 7 attacks: The pain of American Jews	Opinion	Hamas' Oct. 7 attack—in which terrorists went house to house in Israel "murdering and abducting children and grandparents, pulling them from their beds, displaying victims' dead bodies online"—stirred in Jews a "horribly familiar" feeling.	World Studies Civics
17	Palestinian-Americans: Fear, anger, and grief	Opinion	As they watch the destruction unfold in Gaza, Palestinian Americans feel "terrified, dehumanized, and erased," said Sandhya Dirks in <i>NPR.org</i> .	World Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

What voters don't know is a lot PAGE 12	<ol style="list-style-type: none"> 1. What is the point of view of the columnist? 2. What evidence does he use to support his point of view? 3. Do you agree with this point of view? Explain your answer. 4. What steps can you take to ensure that the news you consume is accurate?
News publishers face tech backlash PAGE 20	<ol style="list-style-type: none"> 1. According to the article, why is "hosting news more trouble than it's worth" for tech companies? 2. Where do you consume most of your news? 3. How, if at all, do you know the news you consume is accurate? 4. Why do you think that web traffic to top news sites has decreased?
Social media: States sue Meta over kids' health PAGE 32	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, what did 41 states accuse Meta of doing? 3. Do you think that Facebook and Instagram are fueling a youth mental health crisis? Explain your answer. 3. How, if at all, could you change your social media habits, based on information from this article?

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 article, "RFK Jr. will hurt Trump more" (p.12)	
VOCABULARY	swing state, conspiracy theorist, explicit, critique, populist, paranoid, hostility, conditional
DISCUSSION	1. Why do you think third-party candidates typically struggle in presidential elections? 2. Why does the United States have a two-party political system?
DO	1. Challenge student groups to answer the following questions: What does the phrase, "third party" mean? How many third-party presidential candidates from history can you name? What is the role of third party candidates in political elections? What third party candidate from history received the highest number of votes in a presidential election? Invite groups to pair up with other groups to compare answers. Then, invite them to go here and here to research the answers. 2. Direct student groups to select a third-party presidential candidate from this list and conduct research to learn which year the candidate ran, his or her party or platform, whether he or she received any votes, and whether he or she had an impact on the election that year. Direct each group to present its candidate to the rest of the class and to reach consensus on whether any of these candidates impacted the elections they ran in. 3. Ask students if they know the names of any third party candidates running in the 2024 presidential election. Invite them to read and annotate the article and discuss the following: Why is RFK Jr. running? Why is it especially significant that RFK Jr. is running as a third-party candidate? How would you describe RFK Jr.'s platform? Would students vote for him? Why or why not? 4. Finally, invite students to complete the following sentence, "I believe that RFK Jr. will/will not have an impact on the 2024 presidential election because _____.
EXTEND	Challenge students to create a 30-second video to persuade young voters to either vote for or against RFK Jr.

MAIN ACTIVITY OF THE WEEK #2: Based on the articles, "Oct. 7 attacks: The pain of American Jews" (p. 16) and "Palestinian Americans: Fear anger, and grief" (p. 17)	
VOCABULARY	evoked, millennia, anti semitic, atrocities, inquisition, descendants, maimed, obtuse, massacre, identity crisis, leftist, righteous, anticolonial, resistance, brutality, condemn, dehumanized, bombardment, narrative, terrorists. gaslit, Islamophobia, decry, humanity, rhetoric, oppressed, tyrannical, oppressed, merciless
DISCUSS	1. What role, if any, should the United States play to help reduce escalating tensions and avoid growing catastrophe in the Middle East? 2. Should freedom of speech protect hate speech? Why or why not?
DO	<i>Note: These stories may be upsetting, graphic, and emotionally-charged for students; and they may have cultural ties or relatives in the region. Be sure to review all materials ahead of the activity and consider using the strategies in this guide.</i> 1. Write the following quotes from the articles on the board, and invite students to select one of the quotes to interpret: (1) "Why aren't Jews treated like any other group that is victimized?" (2) "If I am not for myself, who will be? If I am only for myself, what am I?" (3) "I'm literally watching my family get bombed and then being gaslit to say, 'oh, they deserve it.'" (4) "I feel like my humanity is not equal to anyone else's humanity." 2. Invite student groups to discuss the quotes they have selected and challenge them to identify the news stories to which the quotes are connected and the people or groups who said them. 3. Direct students to read and annotate the articles and find each of the quotes. For background on the Israel-Hamas war, invite students to go here . 4. Direct students to form an inner and outer circle that faces each other. For the first round of this activity, invite students in the inner circle to explain the perspective of American Jews to the person in the outer circle in 15 seconds, based on the article and additional research. After 15 seconds, invite the person in the outer circle to present additional or conflicting information on the perspective. Then, invite each person to move to the left so they are facing a new person. Repeat the activity. Once all students have shared perspectives with everyone on the opposite circle, repeat the activity with the perspectives of Palestinian-Americans, based on the article and additional research. 5. Finally, discuss the activity as a class and challenge students to reach consensus on these perspectives. Invite them to identify the quote from the introductory activity that most resonates with them and the one they are most curious about. Ask them to explain their answers.
EXTEND	Invite students to create a political cartoon that illustrates their point of view from one of these news stories. For guidance on how to create a political cartoon, go here . For inspiration from <i>The Week</i> , go 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.