

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



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| 4 | Netanyahu retreats after Israelis take to the streets | News | Israeli Prime Minister Benjamin Netanyahu was forced to “suspend” a bitterly contested plan to overhaul the country’s judiciary, after a massive civil uprising that brought the nation to a standstill. | World Studies |
| 5 | After another mass shooting, a stalemate on gun control | News | President Biden renewed his call for Congress to ban assault weapons in the wake of a school shooting in Nashville that killed six people, including three 9-year-olds. | Government Civics |
| 7 | Lincoln, Neb.: Filibuster | News | Democratic state Sen. Machaela Cavanaugh has spent the past three weeks filibustering every bill that’s come before the state Senate to protest GOP-backed legislation that would restrict medical treatment of transgender minors. | Government |
| 16 | Child labor: Making it easier for teens to work | Opinion | Last month, Arkansas Gov. Sarah Huckabee Sanders signed a bill eliminating a requirement for 14- and 15-year-olds to have a state work permit to get a job. This is part of a broader push to loosen child labor laws by conservative state legislatures. | Government Civics |
| 17 | Education: The battle over ‘parents’ rights’ | Opinion | A culture war battle over public school curricula “took center stage” on Capitol Hill last week, said Lauren Gambino in <i>The Guardian</i> , as the GOP-led House passed the Parents Bill of Rights Act on a near party-line vote. | Government Civics |

BRIEFLY: Quick Questions & Ideas To Engage Students

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| Stealing Ukraine’s children PAGE 11 | <ol style="list-style-type: none"> 1. Can you find Ukraine on a world map? What do you know about the current conflict there? 2. According to the article, what has Russian President Vladimir Putin been accused of related to the children of Ukraine? 3. What are human rights, and how if at all has Putin violated the human rights of these children? 4. Why is it important for you to know about events like this in other parts of the world? |
| Child labor: Making it easier for teens to work PAGE 16 | <ol style="list-style-type: none"> 1. Should there be laws that determine a minimum age for someone to get a legal permit to work in a location like a meatpacking plant? Explain your answer. 2. What do you know about teen labor laws in your state? 3. According to the article, what changes to child labor laws are being proposed in some states? Why are these changes being proposed? 4. Do you agree with the quote in the article that “American child labor is making a comeback”? |
| Media: Does TikTok have a future in the U.S.? PAGE 38 | <ol style="list-style-type: none"> 1. What do you think this story is about, based on its headline? 2. What do you know about how social media sites collect personal information about users? 3. Should the US government be able to ban a social media site in the US? If so, in what instance(s)? If not, why not? 4. Should Tik Tok be banned in the US? Why or why not? |

FEATURE OF THE WEEK: The Cover

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| 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, "After another mass shooting, a stalemate on gun control" (p. 5) | |
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| VOCABULARY | mass shooting, stalemate, ban, non-starter, bipartisan, background checks, conservative, assailant, gender identity, purports, oppression, grievances, banned, white-supremacy |
| DISCUSS | 1. Why is the debate between gun rights vs. gun control often a political one? 2. What is meant by the term, "common sense gun laws?" Are we safer with or without guns? 3. How, if at all, have school shootings shaped your educational experience? |
| DO | <p><i>For guidance on talking with students about school shootings, you may want to read 15 Tips for Talking with Children About Violence.</i></p> 1. Write "gun control" in one corner and "gun rights" in the opposite corner. Explain that the debate over gun rights vs. gun control is one of the most divisive in our nation. For many, it is grounded in the debate between the constitutional right to bear arms and protect oneself vs. limiting those rights in an effort to reduce gun violence. Ask students to create a human barometer by standing at the point in the continuum between gun control and gun rights that represents what they believe is most important. Discuss responses and invite respectful debate. Ask students if any recent events in the news have influenced their answers. 2. Write the following on the board: "A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed." Ask students if they know what these words represent. Explain that these words are written in the second amendment to the U.S. Constitution. What do students think the words mean? What is a militia? How would they interpret this amendment today? 3. Ask students what they know about the recent school shooting in Nashville, Ten.. Direct students to read and annotate the article to learn more about the shooter, the victims, and the guns used. What do students know about assault weapons and the decades-long debate about banning assault weapons in the US? 4. Explain that, while there are federal gun laws, most laws related to guns are determined at the state level. Ask students what they know about federal gun laws and the gun laws in their state and in Tennessee where this incident took place. Which states have strict gun laws? 5. Invite students to learn more about the 1994 federal assault weapons ban and why it ended and the federal assault weapon ban proposed in 2022. Using the article and additional research, challenge groups to list at five reasons/pieces of evidence that support the passing of this ban and five reasons/pieces of evidence that oppose it. Invite each group to compare answers with a different group. Invite respectful discussion within the new group about whether students would support the passing of this ban and why. |
| EXTEND | Invite students to read how teens want to solve America's school shooting problem , and invite them to identify which teen's opinion most closely aligns with theirs and why. If they don't align with any of these opinions, invite them to share their own. |

| MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Lincoln, Neb. Filibuster:" (p. 7) | |
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| VOCABULARY | filibuster, protest, legislation, transgender, outlaw, hormone, gender, ban, legislate, life-altering |
| DISCUSS | 1. Why is a filibuster used? 2. What could be the benefits and risks of ending the filibuster? |
| DO | 1. Write the following words/phrases on separate index cards: filibuster, cloture, supermajority, and how bills pass in the Senate. Divide students into four groups, and distribute one card to each group. Challenge each group to research the definition or process related to their word or phrase. 2. Direct students to form new groups, each with one member from each original group. Invite students from each original group to present their word/phrases and definitions/processes. Once all students have presented, challenge each group to summarize the connections between all four words/phrases. 3. Invite student groups to create a list of W/H questions about the history, uses of, and controversies related to the filibuster. For example, How long can a Senator filibuster? Why might a senator use the filibuster? When was the first time a filibuster was used? Who might be in favor of changing the rules related to filibusters? What filibuster was the longest in history? Once each group has at least five questions, direct them to exchange question lists with another group and research the answers to the questions they have been assigned. They can go to the article, this video , this video , this video , or this video or any news source of their choice for help with the answers. 4. Invite each group to share its answers with the other group. 5. Finally, challenge students to answer this question and support their answer with information they learned during the activity: How democratic is the filibuster? |
| EXTEND | Invite students to learn about some of the longest filibusters in US history . |

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