

THE WEEK

**The Week
at a
Glance**



4	Trump rages as hush-money trial goes ahead	News	Donald Trump scored a victory in a Manhattan courtroom, as an appeals court slashed the size of a potentially crippling bond payment—but an hour later took a blow in a second courtroom, as a judge ruled that the first of four pending criminal cases against him will start trial April 15.	Legal Studies Government
5	High court poised to maintain wide access to abortion pill	News	The Supreme Court signaled that it was likely to reject a challenge to the abortion pill mifepristone, which is now used in 63 percent of terminations and has become the latest battleground in the fight over reproductive rights.	Legal Studies Civics
6	Biden vs. Trump: Was the U.S. better off four years ago?	News	With the GOP nomination now secured, Donald Trump has chosen to begin his general election campaign by reviving Ronald Reagan's famous 1980 appeal to voters: "Are you better off than you were four years ago?" He's hammering that message in speeches and social media posts "as though it's a slam-dunk winner," oblivious to the fact that the spring of 2020 is "a time most of us would prefer to forget."	Government Civics Economics
7	Tallahassee: Social media ban	News	Florida enacted a landmark law this week banning most minors from social media.	Civics Government
34	Apple: Trustbusters take their big swing	Business	The Department of Justice, along with attorneys general from 16 states, sued Apple, alleging that the firm "uses its monopoly position" to "thwart innovation, throttle competitors, and discourage users from buying rival devices."	Legal Studies Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Oakland: Running mate PAGE 7	<ol style="list-style-type: none"> 1. What big announcement did presidential candidate Robert F. Kennedy, Jr., make last week? 2. Why do you think he chose Nicole Shanahan for his running mate? 3. Would a candidate's running mate influence your vote? If so, why? What qualities do you think are important for a Vice Presidential candidate to have? 4. Do you think Kennedy's pick will impact his chances of winning?
Tel Aviv Rift with U.S. widens: PAGE 9	<ol style="list-style-type: none"> 1. Why did Israeli Prime Minister Benjamin Netanyahu cancel his delegation to the United States? 2. What do you know about the current situation in Israel and Gaza? How, if at all, did the current situation impact Netanyahu's decision? 3. What are the benefits and risks of a ceasefire in the region? 4. How, if at all, could this decision impact the relationship between Israel and the United States?
Vaping alters your DNA PAGE 21	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What claim does the author make? 3. What evidence is used to support this claim? 4. Why is vaping so popular? Would the information in this article impact how likely you would be to vape? Explain.

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, "Biden vs. Trump: Was the U.S. better off four years ago?" (p. 6)	
VOCABULARY	reviving, oblivious, obsessively, donor, litany, forward-thinking, catastrophically, musing, literal, pining, nostalgia, disastrous, dereliction, inflation, clinical, traumatic, unprocessed, grief, rationally, free-floating
DISCUSSION	1. What factors would you use to evaluate a successful presidency? 2. If the presidential election was held tomorrow, which candidate would you vote for, and why?
DO	1. Poll students with this question: Is the United States "better off" today or four years ago? Invite volunteers to explain their answers. 2. Ask each student to roll a die. Direct students to form groups with students who rolled the same number that they did. Assign die groups the following categories: 1- economy (interest rates, gas prices, housing market, jobs, etc.); 2- women's rights (equal pay, reproductive rights); 3- immigration/border security; 4- foreign policy; 5- healthcare; 6- crime and guns. 3. Invite students to read and annotate the article. Then, challenge groups to conduct research to learn about the state of their category four years ago when Donald Trump was president and today when Joe Biden is president. They can use data, research, polling, legislation, but everything they list must be factual. Challenge them to find at least five facts for each time period. 4. Once the groups have captured their facts, challenge them to determine if, based on their category, the United States was "better off" four years ago or today. They must be able to explain their reasoning. 5. Invite groups to present information to the rest of the class. Encourage spirited debate. 6. Finally, repeat the introductory exercise. Did answers change or stay the same?
EXTEND	Challenge students to create an alternate cover for this week's issue that represents their point of view on this story.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Tallahassee: Social media ban" (p. 7)	
VOCABULARY	ban, enacted, landmark, bipartisan, prohibits, platforms, addictive, curation, algorithms, infinite, vulnerable, violating, stringent, regulations
DISCUSS	1. How has social media changed our society? How has it changed your life? 2. Could you go one day without social media? One month? One year?
DO	1. One at a time in speedround style, invite students to say one word that they would use to describe social media. They can repeat answers. Discuss the exercise. 2. Direct students to create a two-column chart. At the top of the first column, direct students to write "love," and in the second column, direct them to write, "hate." Give students five minutes to write what they love about social media in the first column and what they hate in the second column. They must write for the entire five minutes without putting down their pen or pencil. After five minutes, direct students to pair up with another student to compare answers. Invite volunteers to share what they most love and most hate about social media with the rest of the class. 3. Ask students how they think most teens feel about social media. Are there differences between boys and girls? Which social media site is most popular? What do most teens value about social media? What is most challenging? Direct students to a recent study by the Pew Research Center called Teens, Social Media, and Technology . Invite them to answer the following questions: With which results do you most agree? Disagree? What do you wonder about the results? How do these results compare to the class's answers in the previous activity? What research question about teens and social media would you like to investigate? Invite student groups to discuss and compare answers. 4. Ask students what, if anything, they know about a recent landmark law that was passed in Florida related to teens and social media. Invite them to read and annotate the article and identify the positive and negatives of this law related to the following points of view: teens, parents, legislators, social media companies, advertisers, and influencers. 5. Finally, invite them to write a paragraph or essay that begins with the following claim: Teens should/should not have access to social media.
EXTEND	Invite students to watch part or all of a recent Senate Judiciary Committee hearing on the exploitation of teens from social media.

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