

# THE WEEK



THE WEEK MAGAZINE  
EDUCATION PROGRAM

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Issue 1109

## The Week at a Glance



4	Warnock's win lifts Democrats	News	Georgia Sen. Raphael Warnock beat Republican challenger Herschel Walker in a tight run-off election, giving Democrats a 51-seat Senate majority and compounding GOP frustration over a midterm performance that fell far short of expectations.	Government Politics Civics
7	Colorado Springs, Colo: Hate charges	News	Anderson Lee Aldrich was charged with 305 criminal counts, including first-degree murder and 48 hate-crime charges—one for each person believed to be at gay nightclub Club Q on Nov. 19, when Aldrich allegedly used an AR-15-style rifle to kill five people and injure 17.	Legal Studies Civics
6	Democrats betray rail workers	Columns	President Biden and his congressional allies have imposed a labor contract on 115,000 rail workers that denies them any paid sick leave. Did Democrats betray rail workers?	Government Civics
16	DeSantis: Is he ready for prime time?	Opinion	Fresh off a blowout reelection win, Florida Gov. Ron DeSantis has become the GOP's great white hope, said Mark Leibovich in <i>The Atlantic</i> . Republicans eager to coalesce around a candidate they believe has a better chance than the damaged Donald Trump to win in 2024 are flocking to DeSantis—a conservative culture warrior and “owner of libs” who offers “full MAGA without the high drama.”	Politics
17	Supreme Court: Free speech vs. gay rights	Opinion	There is no more fundamental question in constitutional law than what happens when equality and liberty come into conflict,” said Noah Feldman in <i>Bloomberg</i> . That's what is at stake in a major case argued this week before the Supreme Court.	Legal Studies Civics

## BRIEFLY: Quick Questions & Ideas To Engage Students

Homelessness: Is it time for tough love? : PAGE 6	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, what plan did New York City Mayor Eric Adams recently announce related to people who are homeless?</li> <li>3. What problems and solutions are identified in the article related to homelessness for people with mental illness?</li> <li>4. How would you answer the question in the headline: Is it time for tough love?</li> </ol>
Teens in crisis PAGE 11	<ol style="list-style-type: none"> <li>1. According to the article, why are teens in crisis? Are more boys or girls suffering, and why?</li> <li>2. What evidence is presented that supports why teens are in crisis?</li> <li>3. Why do you think so many teens are suffering from anxiety and depression?</li> <li>4. What, if anything, can we do both personally and societally to reverse this trend?</li> </ol>
Media: Facebook threatens to eliminate news PAGE 32	<ol style="list-style-type: none"> <li>1. According to the article, why is Facebook-owner Meta threatening to eliminate news on the social media platform?</li> <li>2. What is the Journalism Competition and Preservation Act, why do a group of bipartisan lawmakers support it, and why is Meta against it?</li> <li>3. Why would the decay of the local news industry be troubling for some? Whose responsibility, if anyone's, is this decay?</li> <li>4. From where do you most frequently get your news, and why? How might your parents or grandparents answer this question?</li> </ol>

## 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"> <li>1. Describe the illustration on this week's cover.</li> <li>2. What story from this week's issue does the illustration represent?</li> <li>3. What do you think the illustrator's point of view is about this news story?</li> <li>4. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration to express his or her point of view?</li> <li>5. Invite students to come up with their own headlines for this illustration.</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article "Colorado Springs: Hate charges" (p. 7)	
<b>VOCABULARY</b>	first-degree, hate-crime, allegedly, advocated, elites, racist, homophobic, gender nonbinary, mass killer
<b>DISCUSS</b>	1. How would you describe why people hate? 2. How might society be different if people didn't hate one another?
<b>DO</b>	1. Write the word, "hate" on one large sheet of butcher paper and the word, "crime" on another. Place the papers on the floor in the center of the room and place a set of markers beside them. Divide students into two groups and ask each group to define, illustrate, or write examples of each word on one of the sheets of paper without speaking. After a few minutes, have groups switch papers and repeat. After a few minutes, invite students to review what is written on both sheets of paper and place a check mark by the entries that best describe each word. Ask students how, if at all, the words relate to one another? Can hate be a crime? 2. Put the papers together to make the phrase, "hate crime," and challenge students to define or describe what a hate crime is and what makes it different from other types of crimes. Explain that the FBI defines a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." You may also want to explain that hate itself is not a crime – and that the FBI is mindful of protecting freedom of speech and other civil liberties. Challenge students to share examples of hate crimes they have heard or read about. 3. Invite students to read and annotate the article. Do they believe this crime would constitute a hate crime? Why or why not? 4. Challenge student groups to identify and research a <a href="#">recent hate crime from American history</a> . Direct them to summarize the crime, explain why it was a hate crime, and explain what happened to the victim(s) and the person or group that committed the crime. 5. Invite groups to report out their crimes and note any trends or patterns in the penalties. Explain that state hate crimes are typically "penalty-enhancement" statutes meaning that they increase the penalty for an offense if the victim or target is intentionally selected for violence because of a personal characteristic. Further explain that the federal hate crime statute, called the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, allows the federal government to provide assistance in the investigation and prosecution of hate crimes and, in some cases, to investigate and prosecute hate crime cases if the locality is unable or unwilling to. They can go <a href="#">here</a> to learn more about federal and state laws.
<b>EXTEND</b>	Invite students to learn more about <a href="#">Matthew Shepard</a> and <a href="#">James Byrd, Jr.</a>

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the feature, "World at a glance" (pp. 8 and 9)	
<b>VOCABULARY</b>	ambassador, diplomatic, intimidation, disclose, notorious, henchman, legitimate, human rights, bombshell, polarizing, vulnerabilities, incapacitated, scandal, ouster, disbanded, morality, mollify, coup, martyrs, vague, lockdowns, adultery
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about news events that are happening in other parts of the world?
<b>DO</b>	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; and (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changes.
<b>EXTEND</b>	Invite students to research news stories in 12 new places around the globe to create their own customized, "World at a glance" feature.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.