

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	U.S. readies sanctions after Putin foe dies in prison	News	The Biden administration vowed to impose “major sanctions” against Russia after the death of Russian opposition leader Alexei Navalny, as an increasingly emboldened President Vladimir Putin appeared to be tightening his crackdown on internal dissent.	World Studies Government
6	Biden: Does his re-election campaign need a reboot?	News	Democratic Party operatives have for months worried that 81-year-old President Biden’s “low public profile” was feeding concerns about his age. With Republicans planning public hearings on Biden’s mental fitness, his team knows something “needs to change—fast.”	Politics
7	Montgomery, Ala.: Single-cell children	News	Frozen embryos are people and anyone who destroys them can be sued for wrongful death, the Alabama Supreme Court ruled last week, making the state the first to recognize single-cell fertilized eggs as children.	Government Legal Studies
9	Gaza: U.S. vetoes cease-fire call	News	The United States vetoed a U.N. Security Council resolution drafted by Algeria that sought an immediate cease-fire in Gaza, prompting widespread global criticism, including from allies such as France.	World Studies Government
12	High turnout now favors Republicans	Opinion	For decades, the “conventional wisdom” was that Republican voters—more likely to be white, educated, and older—show up even when there aren’t high-profile races on the ballot. Democrats performed better in presidential years when millions of younger and non-white voters went to the polls they shunned during midterms. But those patterns have shifted over the past decade.	Politics American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Madison, Wis.: Red to purple PAGE 7	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. How would you define the following terms: red state, blue state, and purple state? Is your state considered red, blue, or purple, and why? 3. According to the article, which of the colors listed above describes Wisconsin? How does state redistricting play a role in this distinction? 4. How, if at all, could this redistricting impact the 2024 presidential election?
Gun violence has us scared and lonely PAGE 12	<ol style="list-style-type: none"> 1. What claim does the columnist make in the article? 2. What evidence does he use to support his claim? 3. Do you agree or disagree with the claim, “Guns ruin everything”? Explain your answer. 4. Why do you think the gun issue has become so politicized?
AI math tutor gets an 'F' PAGE 20	<ol style="list-style-type: none"> 1. What do you know about the capabilities and limitations of Artificial Intelligence (AI)? 2. According to the article, why did Khanmigos get a failing grade? 3. In what instances, if any, would you trust an AI tool to help you with schoolwork? How, if at all, can you evaluate the reliability or accuracy of such a tool? 4. How, if at all, would this article impact your use of AI tools to help with schoolwork?

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: Does his re-election campaign need a reboot?" (p. 6)	
VOCABULARY	reboot, operatives, softball, elderly, stone-cold, blunders, exposure, incoherent, progressive, qualms, centrism, moderate, cogency, vigor, fleeting, lucidity, teleprompter, rally, candidate, wish-casting, mechanism, jettison, endorse, liabilities
DISCUSSION	1. Do you think there should be an age-limit for presidential candidates? If so, what should it be? If not, why not? 2. Do you think President Biden should step aside and let another candidate run? Explain your answer.
DO	1. Challenge groups to reach consensus on the five most important factors to consider when voting for a presidential candidate, from this list: character/likability, personal values, positions on key issues, experience/previous performance, ability to advance legislation, the state of the economy, party affiliation, Supreme Court rulings, age of candidate, direction of campaign or ads, alignment with background of candidate, or debate performance. They can also add their own. 2. Once they have their top five list, challenge them to create a two-column chart with the factors in the first column and how President Biden scores/relates to each factor in the second column. Encourage them to read the article and research information here , here , here , here , and here , or from additional sites. 3. Invite each group to compare its lists with another group. How would the groups describe President Biden's strengths and weaknesses? Based on what they learned, do they believe that his campaign needs a reboot? Encourage them to share at least three reasons for their answers. 4. Invite each group to imagine that it has been asked to help advise the Biden campaign on its reboot strategy, specifically focusing on encouraging young voters –ages 18-34– to vote for Biden in the presidential election. As part of its assignment, each group must do the following: <ul style="list-style-type: none"> • Research the issues that young voters care most about when voting for a presidential candidate. • Determine whether they would advise the campaign to reinforce one of President Biden's strengths or try to focus on overcoming one of his weaknesses. • Write the script and create a storyboard for a 30-second television commercial or social media ad that will kick off his campaign reboot. The script must relate to one or more issues that young voters care about. It must also include information about President Biden that they learned from research. 5. Allow students to present and explain their commercials/ads.
EXTEND	Invite students to play " Win the White House ," from iCivics where they will imagine they are a campaign manager who has been tasked with building a presidential campaign for a candidate.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "High turnout now favors Republicans" (p. 12)	
VOCABULARY	turnout, conventional wisdom, high-profile, polls, shunned, expelled, fabulist, blue-collar, allies, depress, polling, abandon
DISCUSS	1. What factors impact voter turnout? 2. Why should eligible voters vote? What would happen if everyone voted? What would happen if no one voted?
DO	1. Distribute three index cards to students. On separate cards, ask them to write answers to these questions: (1) Do you think your vote in a presidential election would matter? Explain. (2) Do you care who wins the 2024 presidential election? Explain. (3) How easy/hard is it to vote in your state? Invite students to form an inner circle and an outer circle, and have each circle face one another. Direct them to discuss answers to the first question with the student they are facing. Then, direct students to move one space to the right so they are facing a new partner. Direct them to discuss the second question. Finally, repeat the exercise for the third question. Invite student volunteers to discuss their answers. 2. Write the phrase, "voter turnout" on the board. Ask students what they think it means. Practically, voter turnout is the number of people who actually vote divided by the number of people who are eligible to vote (voter eligible population). Many believe that voter turnout is a measure of civic participation that best gauges the health of the electoral process. The higher the turnout, the healthier the electoral process. Ask students how they think the introductory questions relate to voter turnout. Explain that the more people think their vote matters and the more engaged they are and the easier it is for them to vote all impact voter turnout in an election. Discuss: What other factors might influence someone to vote or not vote? 3. Voter turnout is often measured as a percentage. Challenge students to guess what voter turnout was in the 2020 presidential election, reminding them how it is calculated. Further, ask them to make three additional predictions about voter turnout in the 2020 presidential election. Predictions could be comparisons to previous elections, turnout by state, gender, age, political party, education level, or race. Invite them to go here or here to see if their predictions were accurate. As they conduct their research, invite them to document 3-5 interesting or surprising facts about voter turnout in the 2020 presidential election. Invite them to share their research and the accuracy of their original predictions. 4. Based on what they learned, ask students to make predictions about voter turnout in the 2024 presidential election. Will it be higher or lower than 2020, and why? What groups or states will have the highest voter turnout, and why? Invite students to read and annotate the article for additional information.
EXTEND	Invite students to review and compare voter turnout in every presidential election from 1826-2016.