

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

April 25, 2025  
Issue 1232

## The Week at a Glance



4	Trump defies courts over migrant's deportation	News	A potential constitutional crisis loomed, as a federal judge accused the Trump administration of ignoring a Supreme Court order to pursue the release of an asylum seeker from a notoriously brutal El Salvador megaprison.	Government Civics World Studies
7	Jena, La.: Activist detentions:	News	An immigration judge ruled that Mahmoud Khalil, a Columbia University graduate involved in last year's pro-Palestinian protests, can be deported, in a case that tests the government's power to expel permanent residents.	Civics Government
12	The GOP's latest attempt to limit voting	News	Republicans' latest effort to curtail voting rights is the Safeguard American Voter Eligibility Act, which could disenfranchise millions of people, including married women who've taken their husband's last name.	Government Civics
20	Climate tech: Can geoengineering cool the globe?	News	Some scientists think we can quickly cool the planet, Carolyn Gramling in <i>Science News</i> wrote, by blocking the sun. "Solar geoengineering" is an umbrella term for a variety of possible strategies to reflect sunlight.	Earth Science Technology
32	Antitrust: Meta defends Instagram purchase	Opinion	In its lawsuit, the Federal Trade Commission is arguing that Meta "violated competition laws by purchasing WhatsApp and Instagram" to "cement its power" and to bury competition.	Government Economics

## BRIEFLY: Quick Questions & Ideas To Engage Students

Augusta, Maine: Trans athletes PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, why did President Trump's administration sue Maine's Department of Education (DOE)?</li> <li>2. What do you know about Title IX, and how, if at all, it relates to this news story?</li> <li>3. Do you believe that Maine's DOE is violating Title IX and/or discriminating against female athletes? Explain your answer.</li> <li>4. What do you predict will happen in this news story? What questions do you have?</li> </ol>
Jena, La.: Activist detentions PAGE 7	<ol style="list-style-type: none"> <li>1. What, if anything, do you know or remember about the pro-Palestinian protests on college campuses last year?</li> <li>2. Who is Mahmoud Khalil, and why is he in the news this week?</li> <li>3. What is the significance of the immigration judge's ruling that Khalil can be expelled from this country?</li> <li>4. What are three facts that support the expulsion of Khalil and three facts that oppose it?</li> </ol>
The myth of the flighty Millennial PAGE 33	<ol style="list-style-type: none"> <li>1. What do you think this news story is about based on its headline?</li> <li>2. What is a Millennial?</li> <li>3. What are the benefits and drawbacks of staying at the same job for an extended period? What are the advantages and drawbacks of frequently changing jobs?</li> <li>4. What is your ideal career, and why?</li> </ol>

## FEATURE OF THE WEEK: 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 news story is being illustrated here? What do you think the illustrator's point of view is in this story, based on the choices in the illustration?</li> <li>3. Sketch a different illustration that shows the same or a different point of view about this news story.</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the feature, "World at a glance" (pp. 8-9)	
<b>VOCABULARY</b>	legislation, jeopardized, nationalization, investor, measures, surveillance, deteriorated, biologically, gender-recognition, high-court, discrimination, marginalized, constitutional amendment, democracy, referendum, imposed, tariff, surged, war crime, condemning, hacking, opposition faction, suffocation, fertile, atrocity, refugee, humanitarian
<b>DISCUSS</b>	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events happening in other parts of the world?
<b>DO</b>	1. Draw a continuum with numbers from 1 to 10. Explain that one represents "strongly disagree," and 10 means "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 happening in other parts of the world." "I care about issues happening in other parts of the world." "I should know and care about issues happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings represent 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 or an online slide. Ask students if they know current issues or news stories from any place. Then, read the headlines individually 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: * Write the causes and effects of one of the news stories along with its connection to their lives or our country. * Summarize at least one connection among two or more stories, and conclude the significance, if any, behind the connection. * Choose one story that interests them most and write about why it interests them and its connection to their lives. * 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 changed results, if appropriate
<b>EXTEND</b>	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles of choice in this week's issue	
<b>VOCABULARY</b>	constitutional rights, human rights, civil rights, voting rights, equal rights
<b>DISCUSSION</b>	1. What is the difference between a right and a responsibility? 2. Why is it so important to know your rights? What are the risks of not knowing your rights?
<b>DO</b>	1. Place a large sheet of butcher paper in the middle of the floor with the phrase "my rights" on it. Distribute markers and invite students to spend five minutes writing words, phrases, or illustrations that they believe define or illustrate their rights. 2. Debrief the exercise and ask students what a "right" is and how they know their rights. Direct student groups to create three signs, each with one of the following words: constitutional, civil, and human. Ask students about the differences between their constitutional, civil, and human rights. Challenge groups to categorize the rights from the butcher paper onto the three signs. Explain that a constitutional right can be a prerogative or a duty, a power or a restraint of power, recognized and established by a sovereign state or union of states. Their constitutional rights can be found in the <a href="#">Bill of Rights</a> . <a href="#">Civil rights</a> are a set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in several settings -- including education, employment, housing, public accommodations, and more -- and based on specific legally-protected characteristics. Most laws guaranteeing and regulating civil rights originate at the federal level, through federal legislation such as the Voting Rights Act, the Civil Rights Act, the Fair Housing Act, and the Americans with Disabilities Act. Civil rights also come from federal court decisions like Brown v. the Board of Education. Finally, human rights are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or other status. They are in the <a href="#">United Nations' Universal Declaration of Human Rights</a> . 3. Invite student groups to select one of these categories and conduct research that allows them to explain the set of rights to the other groups in five minutes or less. 4. Ask students why knowing their rights is so important. Are they familiar with current news stories relating to constitutional, civil, or human rights? Challenge student groups to find examples from this week's issue that exemplify constitutional, civil, and/or human rights being violated or protected. Guide them to pp 4, 7, 8, 9, 12, 14, 17 for examples. Challenge them to identify the right(s) being violated or protected; how, if at all, the story relates to their own lives; and what they predict will happen in the story. 4. Invite students to share their explanations and examples with another group.
<b>EXTEND</b>	Challenge students to create a "Know Your Rights" campaign for other students or community members.

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