

The Week at a Glance



4	Harris puts agitated Trump on ropes in debate	News	Kamala Harris was widely credited with dominating Donald Trump in their first presidential debate, in which she calmly needled an increasingly rattled Trump about everything from his felony convictions to the crowd sizes at his rallies.	Politics Government
5	Americans killed in Gaza and Israel as talks stall	News	Israel offered Hamas leader Yahya Sinwar safe passage out of Gaza in exchange for relinquishing all 101 remaining hostages, just days after six captives were found dead in a Gaza tunnel.	World Studies
7	New York City: Remembrance	News	President Biden, Vice President Kamala Harris, former President Donald Trump, and his running mate, Sen. JD Vance, gathered to commemorate the 23rd anniversary of the 9/11 terrorist attacks.	American History
16	School shootings: Putting parents on trial	Opinion	Fourteen-year old Colt Gray has been charged with murder in last week's school shooting in Georgia, and his father, Colin, who bought Colt the rifle for Christmas, faces 14 counts, including second-degree murder.	Politics Government Civics
21	Climate change policies that actually work	Health & Science	Of the hundreds of climate policies that world governments have enacted to reduce carbon dioxide emissions, only a tiny fraction are effective, a new study shows.	Environmental Science World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Springfield, Ohio: Pet panic PAGE 7	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? How would you summarize this story in just five words? 2. Why do you believe the narrative about Haitian immigrants eating pets has been shared by Donald Trump and J.D. Vance? 3. What larger societal issues does this story touch on?
Israel: Is Netanyahu the obstacle to a hostage deal? PAGE 15	<ol style="list-style-type: none"> 1. What, if anything, do you know about the events from October 7 in Israel and Gaza? 2. Why is Israeli Prime Minister Benjamin Netanyahu described in this article as being an obstacle to a hostage deal? 3. According to the article, why is he against a ceasefire? 4. What do you believe will need to happen for the hostages to be safely released?
School shootings: Putting parents on trial PAGE 16	<ol style="list-style-type: none"> 1. What, if anything, do you know about the recent school shooting in Georgia? 2. Why is the gun debate described in the article as "a political and practical dead end"? 3. Do you believe Colt Gray's father should be held accountable for the school shooting? Why or why not? 4. What changes, if any, should the U.S. adopt related to gun control and gun rights?

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, "Harris puts agitated Trump on ropes in debate" (p. 4)	
VOCABULARY	agitated, dominating, rattled, felony, inflation, progressive, crucial, deadlocked, taunted, assertions, bogus, transgender, illegal aliens, bleak, migrants, spin room, moderators, conceded, lamenting, gauzy, grievance, vanity, spew, xenophobic
DISCUSSION	<ol style="list-style-type: none"> 1. What moment stands out to you from the debate between Kamala Harris and Donald Trump? 2. How much, if at all, do debates matter in a presidential election?
DO	<ol style="list-style-type: none"> 1. Invite students to watch some or all of the first televised presidential debate in 1960 between Richard Nixon and John F. Kennedy, Jr. Ask students to share their observations about the candidates' answers and performances. Which candidate, if either, did better? Explain that many people believe that John F. Kennedy would not have become president if without this debate. Ask students to share reasons why. More information can be found here. 2. Ask students to share what role they think that presidential debates should and do play in an election. Explain that, while not a requirement for candidates, debates have long been viewed as a way for the public to get to know the candidates and their positions and to highlight direct differences in those positions. The debates give the candidates a large national stage to deliver their messages and an opportunity for voters, particularly undecided ones, to get to know the candidates' positions, personalities, and messages to help them decide. 3. Ask students if they watched the recent debate between Kamala Harris and Donald Trump. If so, direct them to share their observations about the debate in small groups. 4. Invite each small group to select one of the following issues: the economy, reproductive rights, immigration/border policy, foreign policy, crime, or the environment. For the issue they have selected, direct each group to write what they know about each candidate's position on the issue. Then, direct them to read or watch the part of the debate when the issue is discussed/debated and write what they learned about each candidate's positions. Finally, direct them to go to each candidate's website and summarize what is written about each candidate's position. 5. Bring the class back together and form new groups, each with a member of one of the issue research groups. Invite each new group member to share what they learned about their issue with the rest of the group. 6. Bring the class back together again and challenge each group to share one thing they learned. one thing they are still curious about, and which candidate they most agree with related to each issue from the debate.
EXTEND	Invite students to find and analyze one poll related to the debate. In their opinion, what is the key takeaway about the impact of the debate or one/both candidates' performances related to the debate?

MAIN ACTIVITY OF THE WEEK #2 Based on the article, "New York City: Remembrance" (p. 7)	
VOCABULARY	remembrance commemorate, terrorist, intent, memorial
DISCUSS	<ol style="list-style-type: none"> 1. What, if anything, do you know about the events of September 11, 2001? 2. What, if anything, do you think our nation learned from the events of September 11, 2011? What should we have learned?
DO	<ol style="list-style-type: none"> 1. Direct students to create a two-column chart, and write "What I know" at the top of the first column and "What I wonder" at the top of the second. Invite them to complete the chart using September 11, 2001 as the topic. 2. When students have completed their charts, invite them to form small groups and discuss what they each know and what they each wonder. Assign each group to read and annotate 2-3 artifacts about 9/11 and to identify any information that helps them answer the questions from the second column. Ask each group to do a readout of what they know, what they wondered, and what information they learned. Discuss and encourage students to conduct additional research to learn answers to remaining questions. 3. Ask student groups to imagine that they have been asked to create a sketch for a museum exhibit that shows how the United States has changed since 9/11. They can focus on one theme or many themes, and the changes can be positive or negative. They must base their exhibit on evidence and that evidence must come from at least one primary source. Primary sources can include images, speeches, executive orders, legislative acts, interviews, or videos. 4. Give groups ample time to conduct research and design their exhibit sketches. 5. Invite groups to present their sketches, and ask students to draw conclusions about these questions: How did 9/11 change America? What is the legacy of 9/11?
EXTEND	Invite students to watch video reflections about 9/11 from the 9/11 Tribute Museum.

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