

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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## The Week at a Glance



6	Harvard: Fighting Trump's assault on its independence	News	The Trump administration recently sent Harvard University a list of demands, threatening to cancel nearly \$9 billion in government funding unless Harvard agreed to regular federal "audits" of its hiring, admissions, and disciplinary processes, and of the "viewpoint diversity" of its professors and student body. Harvard president Alan Garber issued a public "no," pledging that the university "will not surrender its independence or relinquish its constitutional rights."	Civics Government
7	New York City Press under fire	News	In a sign of increasing pressure on the media, the executive producer of CBS's <i>60 Minutes</i> resigned this week, citing diminishing independence in the wake of a lawsuit from President Trump.	Media Studies Government
12	Will SCOTUS precedent stop Trump?	News	The "major questions doctrine," championed by the Supreme Court's conservative justices to restrain the Biden presidency, could soon haunt President Trump's "boldest assertions of authority."	Government Legal Studies Civics
16	Resistance: AOC and Sanders hit the road	Opinion	There's a "long list of liberal politicians who are mad..." said John Hendrickson in <i>The Atlantic</i> , but Vermont independent Sen. Bernie Sanders and Rep. Alexandria Ocasio-Cortez (D-N.Y.) are two of the few who genuinely "aren't going to take it anymore." They've been crisscrossing the country on the <i>Fighting Oligarchy</i> tour, drawing at least 200,000 people to their rallies.	Politics Government
35	The humble pope who preached social justice	Obituaries	Pope Francis was a pontiff of firsts. Born Jorge Mario Bergoglio to a family of modest means in Argentina, he was the first pope from the Americas and the first non-European in more than 1,200 years. Chosen in 2013, he was the first Jesuit pope and the first to take the name Francis, in honor of St. Francis of Assisi, the 13th-century saint known for his devotion to the downtrodden.	World History

## BRIEFLY: Quick Questions & Ideas To Engage Students

Courts rebuke Trump over deportations PAGE 5	<ol style="list-style-type: none"> <li>Who is Kilmar Abrego Garcia, and why is he in the news this week?</li> <li>Why is a federal judge rebuking President Trump?</li> <li>What is due process, and how does this story relate to it? How does this story relate to the separation of powers?</li> <li>Should Abrego Garcia have received due process? Why or why not?</li> </ol>
High court ready to let students opt out of LGBTQ lessons PAGE 6	<ol style="list-style-type: none"> <li>According to the article, what ruling is the Supreme Court expected to make this week?</li> <li>What is the argument that supports the ruling? What is the argument that opposes the ruling?</li> <li>How, if at all, does politics play a role in this ruling?</li> <li>What, if anything, are you curious about related to this news story?</li> </ol>
Preparing for pandemics without U.S. PAGE 15	<ol style="list-style-type: none"> <li>Based on its headline, what do you think this news story is about?</li> <li>According to the article, what agreement did the World Health Organization recently execute? Do you believe that pandemic preparedness is essential? Why or why not?</li> <li>Why did President Trump pull the United States out of the World Health Organization?</li> <li>What does global health mean to you? What, if anything, is the risk of nations addressing health issues separately?</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>Describe the illustration on this week's cover.</li> <li>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>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 article, "Harvard: Fighting Trump's assault on its independence" (p 6)	
<b>VOCABULARY</b>	institution, irrational, outrageous, audits, disciplinary, viewpoint diversity, tax-exempt, capitulate, extortion, authoritarian, decrees, discriminating, merit, ethnicity, antisemitic, activist, indoctrination, conservative, liberal, worldview, micromanage
<b>DISCUSS</b>	1. Should government leaders dictate what is taught on college campuses? Explain your answer. 2. Would you want to go to a college where protest is encouraged, even if you disagreed with the protesters? 3. What do you predict will happen in this news story?
<b>DO</b>	1. Divide students into four groups. Distribute five index cards to each group, each with one of the following terms on it: Harvard University, President Trump, antisemitism, constitutional rights, and federal funding. Challenge each group to identify the news story to which the terms relate, and make connections between all the terms as part of that story. Invite groups to share their connections. 2. Direct students to read and annotate the story. Using the SIT strategy, invite students to identify, share, and discuss with a partner one surprising fact or idea, one interesting fact or idea, and one troubling fact or idea from the story. Invite partners to pair up with another set of partners to discuss the facts and ideas they identified further. 3. In their new groups of four, invite students to consider and discuss these questions: * How important is freedom of thought and inquiry on college campuses? * Who should decide which professors are hired on college campuses? * What constitutional rights, if any, do universities have? * What are the benefits and downsides of affirmative action in hiring? 4. Invite each group of four to engage in a structured academic controversy about this news story. A structured academic controversy is an exercise where students explore a question by reading about and presenting contrasting positions, then engage in a discussion to try to reach a consensus. Write this question on the board: "Should the federal government influence the hiring and curriculum of private colleges?" 5. Divide the group of four into two dyads. Assign dyad A the "yes" position and dyad B the "no" position. Challenge each dyad to find and summarize evidence that supports its position. Once the positions are crafted, invite dyad A to present its position using supporting evidence. Ask dyad B to restate dyad A's position. Ensure that dyad A agrees with the way its position was restated. Repeat the exercise with dyad B's position. Abandon roles and invite all four students to take a position about the prompt. If consensus is reached, invite students to explain why they support this position. If consensus is not reached, challenge students to discuss the topic to see if they can reach consensus. If they can not, challenge them to explain why.
<b>EXTEND</b>	Invite students to view and reflect on <a href="#">images from college protests</a> related to the Israel/Gaza conflict.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "New York City: Press under fire" (p. 7)	
<b>VOCABULARY</b>	defamation, incite, appeals, invalidated, retrial, diminishing, deceptively, candidae, positive light
<b>DISCUSSION</b>	1. What role do journalists play in our society? 2. What could happen if journalists couldn't freely investigate and report the news?
<b>DO</b>	1. Challenge students to name and explain the five freedoms outlined in the First Amendment (speech, religion, press, peaceful protest, and petition). They can learn more and check their answers <a href="#">here</a> . 2. Ask students why they think freedom of the press was important enough to be included in the First Amendment. Discuss: What is a free press? Why is a free press essential to a Democratic society? What could happen if the press could not report on events, share opinions, or criticize the government? Should press freedoms be absolute or should they have some limits? 3. Explain to students that the free press was an issue before the US established independence. In fact, the British government attempted to censor publications in the colonies by banning newspapers from printing anything that criticized the Crown or the colonial government. Invite student groups to select one of the following Supreme Court cases related to freedom of the press to learn more about: New York Times Co. vs. United States (1971); Gertz vs. Robert Welch, Inc. (1974); Curtis Publishing vs. Butts (1966); New York Times Co. vs. Sullivan (1964); or Near vs. Minnesota (1931). For their case, challenge them to research the facts of the case, the issue before the court, the ruling, and the ruling's impact. Invite them to present their case to the rest of the class. Once all groups have presented, invite students to identify commonalities among the cases and how these cases help them better understand the significance of a free press. 4. Ask students if they know why freedom of the press is currently in the news. Invite them to read and annotate the article. 5. Finally, invite students to complete this sentence: A free press is important to our democracy because _____.
<b>EXTEND</b>	Invite students to visit the <a href="#">Reporters Committee for Freedom of the Press</a> to learn about contemporary issues relating to a free press.

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