

THE WEEK

**The Week
at a
Glance**



5	Trump's plans for military purge take shape	News	President-elect Donald Trump's vision to radically overhaul and repurpose the U.S. military came into focus as he confirmed plans to use soldiers to deport millions of immigrants and staffers readied lists of top generals and admirals to fire.	Government
6	RFK Jr.: Is he a threat to public health?	News	"Modern public health is one of civilization's great achievements," said Zeynep Tufekci in <i>The New York Times</i> . And Robert F. Kennedy Jr., Donald Trump's nominee to lead the Health and Human Services Department, could literally "destroy" it.	Government Health
7	Columbus, Ohio Neo-Nazis:	News	About a dozen people marched through Columbus carrying Nazi swastika flags and yelling white-power slogans—the latest in a string of rallies held by American white supremacists.	Civics World History
16	Democrats: Out of touch on trans issues?	Opinion	Rep. Seth Moulton was targeted with protests, condemned by Massachusetts Gov. Maura Healey, and "likened to a Nazi collaborator" after he complained that Vice President Kamala Harris' election defeat was partly due to his party's support for letting trans girls play in girls' sports.	Politics Government Civics
34	Team Trump: From oil to crypto, deregulation rules	Business	Under President Biden, energy policy was shaped by "climate think tanks." Donald Trump, by contrast, has gone with oil industry veterans, many of them promoted to Trump over the last months by a "shale magnate."	Government Earth Science

BRIEFLY: Quick Questions & Ideas To Engage Students

Austin Bible study PAGE 7	<ol style="list-style-type: none"> 1. What do you know about the separation of church and state in the United States? How, if at all, is this idea based on the First Amendment? 2. According to the article, what new curriculum did Texas' education board back? How, if at all, does this new curriculum conflict with the separation of church and state? 3. Why might someone support this new curriculum? Why might someone oppose it? 4. How, if at all, do you predict that the new curriculum in Texas could impact other parts of the country?
Yes, America will elect a woman PAGE 12	<ol style="list-style-type: none"> 1. What is the claim by the author in this article? What evidence does he present to support his claim? 2. Do you agree with the claim? Why or why not? 3. Why do you think a female president has not yet existed? 4. What do you think needs to happen in order for America to elect a female president?
Social media: A new, Trump-friendly TikTok PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why does Donald Trump now like TikTok? Why is TikTok "marching toward its own demise"? 3. How, if at all, would a ban on TikTok impact your life?

FEATURE OF THE WEEK: 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 news story is being illustrated here? What do you think the illustrator's point of view is on this story, based on the choices in the illustration? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on articles about Donald Trump's cabinet picks (pp 4, 5, 6, 16, 17, 32, 34)	
VOCABULARY	nomination, confirmation, conventional, sympathizer, allegations, radically, overhaul, activist, requisite, transformation, paranoid, conspiracy theorist, leftist, regulations, entrepreneur, civilian, task force, adamant, sanctions, reckless
DISCUSS	1. Why, if at all, does the president's cabinet matter? 2. How, if at all, do President-elect Trump's cabinet selections align with his campaign?
DO	1. Challenge student pairs to list the 16 title names of the president's cabinet and the cabinet members President-elect Trump has nominated. Invite pairs to share their lists. Note: The President's cabinet includes the Vice President, Attorney General, and the Secretaries of State, Treasury, Defense, Education, Commerce, Health and Human Services, Labor, Housing and Urban Development, Transportation, Energy, Veterans' Affairs, Agriculture, Interior, and Homeland Security. The list of current nominees can be found here . Explain that the tradition of the President's cabinet dates back to the beginnings of the presidency itself. Established in Article II, Section 2 of the Constitution, the cabinet's role is to advise the president on any subject he or she may require relating to the duties of each member's respective office. Challenge each pair to predict what each cabinet member advises on. 2. Ask students if they know why these cabinet positions matter. Invite discussion. In addition to being the president's trusted advisors; cabinet members are the heads of large and influential executive departments that can impact students' day-to-day lives. They oversee the execution of federal laws and have a place in line for presidential succession. After the vice president and leadership of the House of Representatives and Senate, the cabinet steps up—starting with the oldest department first. 3. Ask students what they know about how cabinet members are nominated/approved. Students can learn more here . 4. Invite student pairs to select one of the current cabinet positions and its related nominee to learn more about. Invite them to read the articles and conduct additional research. Direct research teams to identify the following information: *When the position/department was established *How the position changes with a new administration *The department's primary responsibilities *The current nominee and information about the nominee *The current nominee's qualifications for this position 5. Then, challenge student pairs to assume the roles of a senator who supports the nomination and a senator who opposes the nomination. Challenge them to write a one-minute speech to be read during the nomination process for each imaginary senator to read. 6. Have them share their speeches with the rest of the class and challenge the class to reach a consensus about whether each cabinet member will be confirmed.
EXTEND	Invite students to read about the history of the presidential cabinet .

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (pp. 18, 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSSION	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the "Pick of the week's cartoons" on p. 18 and 19. Challenge small groups to answer the following questions about each cartoon: What do you see in the cartoon? What news story and what issue is being illustrated in the cartoon? What point of view about the issue is the cartoonist trying to illustrate? Have each group report out. 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are a type of editorial cartoon made for the purpose of conveying editorial commentary on politics, politicians, and current events. Such cartoons play a role in the political discourse of a society that provides for freedom of speech and of the press. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's or his or her publication's point of view. Sometimes political cartoons can change your mind about an issue without you even realizing it! 3. Identify the articles in this week's issue corresponding to each cartoon. Note that more than one cartoon can relate to one story, and more than one story can relate to each cartoon. Challenge student pairs to match the cartoonist's points of view with one or more of the quotes from each article. 4. Political cartoonists use specific techniques to express their points of view and try to persuade readers. Introduce the following techniques, and challenge students to define and identify examples of each in this week's issue: symbolism, irony, exaggeration, analogy, and labeling. Each technique (and more) is explained here . Invite students to share which technique and which cartoon they think is most persuasive and why. Invite students to consider how the news source and date the cartoon was published can also help them analyze it. 5. Finally, ask students to select an article or issue in this week's issue of <i>The Week</i> and create a political cartoon that both illustrates their point of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Ask students if and how political cartoons could impact an election. Then, invite them to review these cartoons from the 2024 presidential election and identify the techniques and points of view from at least three cartoons.