

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1110

The Week at a Glance



6	Brittney Griner: The steep price of freedom	News	Brittney Griner, 32, the WNBA star arrested in Moscow in February for possession of cannabis oil, was freed from a Russian penal colony, after President Biden brought her back in exchange for Viktor Bout, 55, a notorious Russian arms dealer.	Government Human Rights World Studies
7	El Paso, Texas: Overwhelmed	News	A group of more than 1,000 migrants, many of them from Nicaragua, turned themselves in to U.S. border authorities—one of the increasingly large groups from Central America who have arrived regularly at the border.	Government Civics
16	Sinema: Why she became an independent	Opinion	Arizona Sen. Kyrsten Sinema's announcement that she was changing her registration and becoming an independent might not change much in the new Senate, which will still have 51 senators caucusing with the Democrats.	Government Civics
16	Same-sex marriage: Limited new protections	Opinion	This week, President Biden signed the Respect for Marriage Act into law after Congress approved the bill guaranteeing federal recognition and protection of same-sex and interracial marriages.	Government Civics
17	Economy: Inflation cools to 7.1 percent	Business	"For the past 18 months, inflation has acted like the villain in a horror movie, reappearing every time you think it might be dead." But does November's data mean the monster might be finished?	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Auckland, New Zealand: Smoking phased out PAGE 9	<ol style="list-style-type: none"> 1. What law related to smoking did the New Zealand Parliament recently pass? 2. Why do you think this law was passed? 3. Do you think a similar law should be passed in the US? Why or why not? What people or groups would be impacted if a similar law was passed?
Back to the moon...and beyond PAGE 11	<ol style="list-style-type: none"> 1. According to the article, why did NASA return to the moon with the Artemis mission? 2. What did Artemis I accomplish to support that goal? What is the goal of the Artemis II mission? 3. Do you think the US should continue to invest large amounts of money in space travel? Why or why not? 4. Would you consider living on the Moon?
Voter ID laws have no impact PAGE 12	<ol style="list-style-type: none"> 1. What do you know about Voter ID laws in the US? 2. What claim does the columnist make about Voter ID laws? 3. What evidence does he use to support his claim? 4. What impact, if any, do you think Voter ID laws have in elections? Support your answer with evidence.

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 illustration represent? 3. What do you think the illustrator's point of view is about this news story? 4. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration to express his or her point of view? 5. Invite students to come up with their own headlines for this illustration.
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MAIN ACTIVITY OF THE WEEK #1: Based on the article "Brittney Griner: The steep price of freedom" (p. 6)	
VOCABULARY	cannabis oil, penal colony, notorious, warlords, espionage, abomination, lopsidedness, diplomat, inducements, hostages, minions, partisan, profitable
DISCUSS	1. How does examining different viewpoints on a controversial issue help you better understand it? 2. How do you typically handle it when someone has a completely different viewpoint from you? 3. What is the risk of looking at a one-sided historical narrative?
DO	1. Read aloud or write the following sentences on the board; (1) "This deal is not only a "moral abomination," said Jim Geraghty in <i>National Review</i> , it's a geopolitical blunder. The sheer lopsidedness of the trade—a U.S. sports celebrity for an international war criminal—has handed Vladimir Putin a badly needed public relations triumph in Russia." (2) "It's good that Griner is home," said Max Boot in <i>The Washington Post</i> , "but her release should prompt a 'serious reconsideration' of our hostage-trading policies." (3) "Biden 'had to take what he could get,' and achieved 'a major political victory' by bringing Griner home just before Christmas." (4) "Turning it down would have meant letting an American 'suffer indefinitely in unspeakable conditions.' Is that what Republicans would have preferred?" (5) "Did Griner—a self-described 'social justice activist' who said during the George Floyd protests in 2020 that the WNBA should not play the national anthem—get 'preferential treatment' from a Democratic administration because Whelan 'is a straight, white man and she is a Black lesbian?'" 2. Ask students if they know what news story the quotes are referring to. Invite them to read and annotate the story, "Brittney Griner: The steep price of freedom" on page 6 and highlight information that explains the point of view that supports President Biden's decision in one color and information that opposes his decision in another. Introduce the term "controversy," and ask students why they think this topic is considered the "Controversy of the week." Based on information from the article and additional research, what is their opinion about President Biden's decision to trade arms dealer Viktor Bout to bring Brittney Griner home. Ask: Why is it important to research and learn about different viewpoints when forming opinions about controversial issues? 3. Invite students to select another article from the issue about a controversial topic. Before reading the article, direct them to summarize what they know and what their opinion is about the topic or news event. Then, challenge them to research four different people's opinions on the topic. These opinions can come from the article itself or from other sources. Along with the opinions, direct them to list information about each person, any relevant affiliations, and why they might have that opinion. 4. Invite each student to summarize whether any of the opinions they researched changed their own and with which person's viewpoint they most agree and most disagree, and why. 5. Finally, create an "agree" and a "disagree" wall, and invite students to write the opinions they most agree and disagree with on sticky notes to post on the walls. Challenge students to draw conclusions, based on the opinions that are selected.
EXTEND	Invite students to write a Week-style "Talking Points" article that supports one of the opinions they selected.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (pp. 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	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" featured on pp. 18 and 19. In small groups, challenge them to answer the following questions about all six cartoons: What do you see in the cartoon? What news story is being illustrated in the cartoon? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 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 cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the following techniques to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and create a political cartoon that both illustrates their points 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	Invite students to review and analyze additional cartoons from <i>The Week</i> .

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