

# THE WEEK

**The Week  
at a  
Glance**



5	Putin rejects full cease-fire with Ukraine	News	Russian President Vladimir Putin nixed President Trump's 30-day cease-fire plan, which Ukraine had accepted. He insisted that peace would require the U.S. and Europe to halt all military and intelligence aid to Ukraine.	Government World Studies
9	Gaza City: Israel relaunches war	News	Israel hit Gaza with devastating airstrikes, killing more than 400 people, including children, and shattering a two-month cease-fire.	World Studies
11	Trump's TPS takedown	News	President Trump plans to deport a million immigrants with protected status. What effects will that have?	Government World Studies Civics
16	Tesla: The focus of anti-DOGE rage	Opinion	Since Elon Musk began "laying waste to the federal government" through his Department of Government Efficiency, "demonstrations outside Tesla showrooms have become weekly events," with protesters waving signs reading "Nobody elected Musk" and "No Swastikas." Embarrassed Tesla owners are selling their electric vehicles, often at a loss, or buying bumper stickers that read, "I bought this before Elon went crazy."	Government Legal Studies Civics
17	Schumer: Did he betray the Democrats?	Opinion	Senate minority leader Chuck Schumer is facing his Democratic colleagues' ire after he and nine establishment colleagues voted yes to pass the House Republicans' six-month stopgap funding bill, which prevented an imminent government shutdown.	Government

**BRIEFLY: Quick Questions & Ideas To Engage Students**

The U.S.'s reputation is ruined PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the author present in the article?</li> <li>2. What evidence does he use to support his claim?</li> <li>3. What do you know about the source of this article? Do you trust the source? Why or why not? Does the source have a political bias? How could you use lateral reading to confirm this claim?</li> <li>4. Do you agree with the author's claim? Why or why not?</li> </ol>
Five years on: How Covid changed everything PAGE 16	<ol style="list-style-type: none"> <li>1. What, if anything, do you remember about the Covid pandemic?</li> <li>2. According to the article, what were the positive and negative impacts of Covid to the nation and our lives? How would you describe the positive and negative impacts on your life personally?</li> <li>3. Why do you think the nation feels so unified during times of crisis?</li> <li>4. How do you think Covid will be remembered for the next generation?</li> </ol>
The EPA: Let's forget about climate change PAGE 17	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What do you know about climate change and the Trump administration's stance on climate change?</li> <li>3. What role does the Environmental Protection Agency play in our lives?</li> <li>4. Do you agree that President Trump's actions related to the EPA will grant businesses "a new license to pollute" and "speed up the clock on the planet becoming unlivable"?</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 articles that include questions in the headline (pp. 6, 11, 17)	
<b>VOCABULARY</b>	receivership, ostensibly, expulsion, antisemitism, conservatives, languishing, detention, dissent, deportation, asylum, immigrants, protected status, migrants, authoritarian regime, betray, establishment, imminent, morale, spectacle
<b>DISCUSS</b>	1. What issue related to our nation are you most curious about, and why? 2. What are the benefits of exploring multiple perspectives on controversial issues?
<b>DO</b>	1. Write these three questions on the board: (1) "Is Trump at war with free speech" (2) The president plans to deport a million immigrants with protected status. What effects will that have? (3) Schumer: Did he betray the Democrats? Ask students if they can identify what news story each headline is from. 2. Challenge student groups to select one of the headlines, list what they know about the news story, list what they are curious about related to the news story, list their preliminary answer to the question in the headline, and list what information they would need to know to provide a more thorough answer. 3. Invite groups to pair up with another group who selected the same question to share information and opinions. 4. Divide each larger group up differently, with some members of each original group forming a new group. Direct each new group to read the article that relates to their question and conduct additional research to help them: <ul style="list-style-type: none"> <li>• Summarize the news story in three sentences.</li> <li>• Answer at least three questions from their original list of questions.</li> <li>• Summarize the impact of this news story on our world, our nation, at least one demographic group, and to them personally.</li> <li>• Share a third-party's opinion about the news story with which they agree, and an opinion about the news story with which they disagree.</li> <li>• Answer the question in the headline, based on all they have learned, and justify the answer with data and facts.</li> </ul> 4. Invite each group to share out its answers with the rest of class. Encourage spirited and respectful conversations and debate.
<b>EXTEND</b>	Invite students to <a href="#">create a poem</a> that summarizes the news story and their opinion about it.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Tesla: The focus of anti-DOGE rage" (p. 16)	
<b>VOCABULARY</b>	efficiencies, demonstrations, vandals, Molotov cocktails, ally, liberal, sabotaging, domestic, leftist, domestic terrorism, boycott, conservative, modicum, onslaught, unprecedented, regulators
<b>DISCUSSION</b>	1. What issue might you feel strongly enough about to boycott a product or company? 2. What boycotts from history have been most effective?
<b>DO</b>	1. Write the following terms/phrases on separate signs around the room, and invite students to do a gallery walk and write down anything they know about them: Boston Tea Party, Montgomery Bus, 1980 Olympics, Abercrombie & Fitch, SeaWorld, Nike, Chick-fil-a, and the Economic Blackout. 2. Review what is written on the signs, and ask students what they all have in common. Explain that they are all examples of famous boycotts and/or companies/events/products that have been boycotted. Ask students if they know what a boycott is, and why a company, event, or type of goods/product might be boycotted. What could be the potential advantages and risks of staging a boycott against a company or brand? 3. Invite each group to choose one of the activities from the introductory activity to research. Challenge them to gather information about what sparked the boycott, who was behind it, what results it was designed to achieve, its immediate or short-term aftermath, and its long-term impact and/or current status. 4. Challenge the class to create a list of results that would make a boycott successful. Using that criteria, challenge the class to determine which of the boycotts they researched would be considered successful. 5. Ask students what, if anything, they know about recent efforts to boycott Tesla. Direct them to read the article, answer the questions from the earlier part of the activity and determine whether they think the Tesla boycott is or will be successful and why. 6. Challenge students to share whether they would boycott or buy a Tesla, and the reasons for their choice.
<b>EXTEND</b>	Ask students to write an imaginary letter either from Elon Musk to Tesla boycotters, or from Tesla boycotters to Elon Musk.

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