

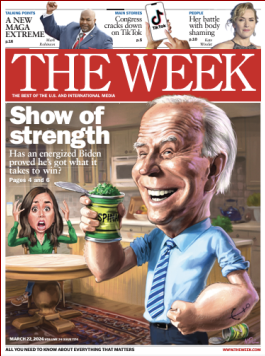
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week
at a
Glance



4	Biden and Trump set for 2020 rematch	News	President Biden and Donald Trump locked down their parties' nominations for the presidency, setting the stage for a bitter campaign and the first presidential rematch since 1956.	Politics
6	House passes potential TikTok ban	News	The House passed legislation that would force TikTok's Chinese owners to sell their stake in the social media company or see it removed from app stores,	Government Tech Business
5	Biden announces aid by sea for hunger-ravaged Gaza	Opinion	U.S. ships containing food for starving Palestinians in Gaza left Virginia, as President Biden sharpened his criticism of Israeli Prime Minister Benjamin Netanyahu's tactics in the Gaza war.	World Studies
6	State of the Union: Did Biden silence his critics?	Opinion	In his State of the Union speech, President Biden scolded Republicans for blocking a bipartisan bill that would send military aid to Ukraine and harden our southern border. More pointedly, referring to Donald Trump only as "my predecessor," he shamed GOP lawmakers for embracing a candidate who tried to overturn the 2020 election, reminding them that "you can't love your country only when you win."	Government Politics
17	GOP: Britt's botched Biden rebuttal	Opinion	When Republicans chose Alabama Sen. Katie Britt to deliver the rebuttal to President Biden's State of the Union address, they hoped to spotlight a GOP rising star, said Nikki McCann Ramirez and Asawin Suebsaeng in <i>Rolling Stone</i> . Instead, Britt became a national laughingstock after delivering "the most bizarre State of the Union rebuttal in recent memory."	Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Walpole, Mass.: Third parties PAGE 7	<ol style="list-style-type: none"> 1. What does the term, "third party" mean as it relates to politics? 2. Why do you think there are only two major political parties in America? 3. What do you know about Robert F. Kennedy, Jr.? Do you think he could win the 2024 presidential election? Why or why not? 4. Should America have more than two political parties? Explain.
Covid's toll in the classroom PAGE 11	<ol style="list-style-type: none"> 1. What do you think the article is about, based on its headline? How would you summarize this story in just six words? 2. What is the primary claim in the article? What evidence is used to support this claim? 3. How can students hope to "catch up" from the learning losses from Covid? 4. How do you think Covid most impacted your life?
The problem isn't political 'polarization' PAGE 12	<ol style="list-style-type: none"> 1. What is polarization? Do you think American politics is polarizing? Explain. 2. What claim about politics does the author make? How does she support the claim? Do you agree with the claim? 3. With which political party, if either, do you most identify and why? 4. Do you think your generation is more or less civically engaged than the previous generation? Explain.

FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

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?

MAIN ACTIVITY OF THE WEEK #1: Based on the article, "State of the Union: Did Biden silence his critics?" (p. 6)	
VOCABULARY	authority, dementia, incapable, vigorous, invigorated, obliterating, frail, jabbed, hecklers, cynically, bystander, predecessor, immigrant, earnest, absurd, humanitarian, partisan, apocalyptic, moderate, dignity, seismic, repudiation
DISCUSSION	1. Do you believe that American politics is divisive? If so, why? If not, why not? 2. How would you describe the state of our union?
DO	<p>1. On the board, write "The president shall from time to time give to the Congress information on the State of the Union." Ask whether students know where this clause can be found and to what it refers. Explain that it is from Article II, Section 3, of the United States Constitution and refers to the president's State of the Union (SOTU) address. What do students know, if anything, about this address? Explain that what was once a periodic report to Congress is now a major televised speech to all Americans about the current state of our country and the current President's agenda. The SOTU has been broadcast on radio since 1923, televised since 1947, and webcast live since 2002. Beginning in 1966, a spokesperson for the opposition party has been given airtime for a rebuttal. The SOTU address is now one of the most important events on the nation's political calendar, attended not only by members of Congress, but by military leaders, Supreme Court justices, and invited guests. Have students ever watched a State of the Union address? If so, how would they describe it? If not, what do they imagine it would include? How would they describe the state of our union? How do they think President Biden and his supporters would describe it? How do they think former President Trump and his supporters would describe it?</p> <p>2. Direct students to read the text of the State of the Union address delivered by George Washington on January 8, 1790. Invite students to identify the progress and proposals outlined by Washington. Which parts of the speech, if any, could still be relevant today?</p> <p>3. Poll students to see who watched President Biden's recent State of the Union address. Invite those who did to share highlights and observations. The address lasted for approximately 73 minutes. Divide the text of the speech into sections, and assign each section to a different student group. For their section, challenge groups to do the following: (1) annotate and summarize the text; (2) identify why the topics covered in the section were highlighted; (3) fact check at least one claim made in their section, using at least two credible sources; (4) highlight the parts of the speech with which they agree; (5) circle the parts of the speech with which they disagree; (6) describe both Democrats' and Republicans' reactions to something from their section. Direct students to read the article for additional context and commentary.</p> <p>4. Invite students to share their information with the rest of the class. Then, challenge them to answer these questions. Did President Biden explain the state of our union? If so, how? If not, why? Did he make a case for his re-election?</p>
EXTEND	Invite students to repeat the analysis exercise using Senator Katie Britt's Republican response .

MAIN ACTIVITY OF THE WEEK #2: Based on articles of student choice in this week's issue	
DISCUSS	1. Why might someone choose to run for local, state, or national office? 2. What would you change about politics if you could?
DO	<p>Note: Before class, write the following quotes on the board: (1) "One of the main reasons people hate politics is that truth is rarely a politician's objective. Election and power are." (2) "Vote for the man who promises least. He will be the least disappointing." (3) "Turn on to politics, or politics will turn on you." (4) "Politics, it seems to me for years, has been concerned with right or left instead of right or wrong."</p> <p>2. Hang two signs in opposite corners of the room, one that says, "agree" and one that says, "disagree," and challenge students to stand at or between the signs in response to this prompt: I would be interested in holding local, state, or national political office someday. Debrief the exercise asking students to explain their responses. Why do they think someone their age would or would not be interested in going into politics?</p> <p>3. List these names on the board, and challenge students to identify what they all have in common: Joe Biden, Donald Trump, Robert F. Kennedy, Jr. Katie Britt, Kathy Hochul, Tina Kotek, Mike Johnson, Mark Robinson, and Kamala Harris.. Guide students to the conclusion that they are all involved in politics. They all also happen to be featured in one or more articles in this week's issue.</p> <p>4. Invite student pairs or small groups to select and list what they know about one of these politicians, including his or her political party; what office he or she does/has held; what, if anything, is notable about him or her; and why he or she might be in the news this week. Then, direct each group to find the article in this week's issue that features the politician it researched and to summarize information about him or her and why he or she is in the news.</p> <p>5. Debrief the information, and challenge students to share what the stories reveal about politics in America and why someone their age might be more or less interested in going into politics.</p> <p>6. Finally, challenge students to select one of the quotes on the board to interpret and to identify how one or more of the news stories in this week's issue relates to it.</p>
EXTEND	Challenge students to generate ideas for how their generation could improve the American political process.

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