

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

May 23, 2025  
Issue 1236

The Week  
at a  
Glance



5	U.S. hits brakes on trade war with China	News	The Trump administration walked back its most aggressive tariffs on China, easing a trade war that had effectively halted the shipment of goods between the world's two largest economies.	Government Economics
6	Leo XIV: What an American pope can teach America	News	The selection of an American Pope breaks an "old taboo" against aligning papal authority with "the world's dominant superpower." But Pope Leo XIV spent 20 years ministering to the poor in Peru, acquiring a Peruvian passport along the way, and the fact that he was born in a wealthy nation whose donors are "vital to the church's finances" may have ultimately worked in his favor.	World Studies World History
7	Washington, D.C. Unprotected	News	The Trump administration announced it will lift a ban on deporting Afghan citizens living in the U.S. in July, putting over 9,000 Afghans at risk of deportation.	Government Civics
9	Jerusalem American hostage freed	News	Hamas released Israeli American hostage Edan Alexander, 19 months after kidnapping him during the Oct. 7, 2023, terrorist attack.	World Studies
16	Medicaid: Will millions lose coverage?	Opinion	According to the nonpartisan Congressional Budget Office, President Trump's budget plan would cause an additional 8.6 million Americans to become uninsured. At the same time, states would have to shoulder a far greater share of costs. But the \$900 billion saved over a decade would partially finance the GOP bill's \$5 trillion in tax cuts—cuts skewed toward businesses and the wealthy.	Government Civics

## BRIEFLY: Quick Questions & Ideas To Engage Students

Mexico City Suing over Gulf of America PAGE 8	<ol style="list-style-type: none"> <li>1. According to the article, why is Mexico suing Google?</li> <li>2. Why did President Trump change the name of the Gulf of Mexico to the Gulf of America? Do you agree with the name change? Explain your answer.</li> <li>3. How would you describe the relationship between Mexico and the U.S., based on the information in this article?</li> <li>4. What do you predict will happen in this news story, and why?</li> </ol>
Medicaid: Will millions lose coverage? PAGE 16	<ol style="list-style-type: none"> <li>1. What do you know about Medicaid, and why is it in the news this week?</li> <li>2. What, if anything, are the benefits and risks of millions of Americans losing access to healthcare?</li> <li>3. What, if anything, is the federal government's responsibility to support vulnerable communities?</li> <li>4. Summarize each side of this issue in just one sentence.</li> </ol>
Philanthropy: Gates' plan to give it all away PAGE 32	<ol style="list-style-type: none"> <li>1. What is the role of philanthropy in our society?</li> <li>2. Should wealthy people donate a portion of their earnings? If so, what percentage? If not, why not?</li> <li>3. What did you learn about Bill Gates from this article?</li> <li>4. What lessons, if any, does this article teach us?</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 the feature, "U.S. at a glance" (p 7)	
<b>VOCABULARY</b>	executive order, imprint, vast, overhaul, deport, predatory, incursion, constitutionally deficient, chaotic, immigration, detention, parole, sympathizers, docuseries, allegations, mortgage, dwelling, migrants, deportation, asylum, humanitarian
<b>DISCUSS</b>	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
<b>DO</b>	Note: Before class, write the names of each featured city and each headline on separate index cards. 1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities where the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: * Summarize the story in one sentence. * Identify 1-3 possible causes and 1-3 possible effects of the event. * Identify the primary conflict or issue and who is involved. * Reach a consensus on a position related to the conflict. * Identify connections between the event and other stories in <i>The Week</i> . * Identify how the event impacts their lives, if at all. * Predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a Glance" feature for their school newspaper. Direct each group to develop the criteria to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the magazine format. 5. Invite each group to present and explain the choices it made.
<b>EXTEND</b>	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to make a political cartoon <a href="#">here</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles from throughout the issue	
<b>VOCABULARY</b>	surged, deportation, administration, astonishing, resistance, migrants, due process, restraining, halt, refugee, deport, migrants, appealed, scathing, nullifying, birthright citizenship, impediment, upbraiding, flimsy, defying, constitutional authority, justify, sowing, chaos, allies, unbridled, autocrat, clumsy, unbowed, approval ratings, democracy
<b>DISCUSSION</b>	1. What is the difference between a right and a responsibility? 2. Why is it so important to know your rights? What are the risks of not knowing your rights?
<b>DO</b>	1. Place a large sheet of butcher paper in the middle of the floor with the phrase "my rights" on it. Distribute markers and invite students to spend five minutes writing words, phrases, or illustrations that they believe define or illustrate their rights. 2. Debrief the exercise and ask students what a "right" is and how they know their rights. Direct student groups to create three signs, each with one of the following words: constitutional, civil, and human. Ask students if they know the differences between their constitutional, civil, and human rights. Challenge groups to categorize the rights from the butcher paper onto the three signs. Explain that a constitutional right can be a prerogative or a duty, a power or a restraint of power, recognized and established by a sovereign state or union of states. Their constitutional rights can be found in the <a href="#">Bill of Rights</a> . Civil rights are a set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in many settings -- including education, employment, housing, public accommodations, and more -- and based on specific legally-protected characteristics. Most laws guaranteeing and regulating civil rights originate at the federal level, through federal legislation such as the <a href="#">Voting Rights Act</a> , the <a href="#">Civil Rights Act</a> , the <a href="#">Fair Housing Act</a> , and the <a href="#">Americans with Disabilities Act</a> . Civil rights also come from federal court decisions like <a href="#">Brown v. the Board of Education</a> . Finally, human rights are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or other status. They are in the <a href="#">United Nations' Universal Declaration of Human Rights</a> . 3. Invite student groups to select one of these categories and conduct research that allows them to explain the set of rights to the other groups in five minutes or less. As part of this exercise, challenge students to find an article in this week's issue that exemplifies its set of rights and showcases an example of one or more rights being violated or protected. 4. Invite students to share their explanations and examples with the other groups.
<b>EXTEND</b>	Challenge students to create a social media post that encourages students their age to "Know Their Rights." They can focus on a specific right or encourage students to be more informed generally.

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