

# THE WEEK



The Week  
at a  
Glance



5	U.S. urges cease-fire after Israel kills Hamas leader	News	The Biden administration pressed Israel for a cease-fire in Gaza and Lebanon following the killing of Hamas leader Yahya Sinwar, with Secretary of State Antony Blinken traveling to the Middle East to meet with Israeli Prime Minister Benjamin Netanyahu.	World Studies Government
6	Trump: Is he running as a 'fascist'?	News	For the nine years of Donald Trump's political career, his opponents have for the most part "avoided publicly referring to the Republican as a fascist," said Steve Benen in <i>MSNBC.com</i> . But last week, "everything changed."	Politics Government
7	Washington, D.C.: Election smear	News	Intelligence officials blamed Russia for creating and posting a fake social media video smearing Democratic vice-presidential nominee Tim Walz with sexual abuse accusations.	Politics Media Studies
17	Gender gap: A critical factor in the election	News	It's "boys vs. girls" this Election Day, said Rachel Janfaza in <i>The Free Press</i> . The gender gap has grown into a gaping chasm, with pollsters predicting the largest difference in voting preference between men and women in modern history.	Politics American History
20	Starship: Onward, to Mars?	Tech	SpaceX's launch system "still faces many daunting development challenges before it's able to head to the moon for NASA, let alone anchor chief executive Elon Musk's grander dream of carrying humans to Mars." But catching the spacecraft's massive booster rocket "was a key hurdle."	Technology Business Science

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

Mexico City: Snacks are history PAGE 8	<ol style="list-style-type: none"> <li>1. Why has Mexico banned junk food in schools?</li> <li>2. What did a recent survey reveal about snacks offered in Mexico's schools?"</li> <li>3. What could be the short- and long-term effects of obesity in children?</li> <li>4. Do you think junk food should be offered in schools? Why or why not?</li> </ol>
Why America is moving rightward PAGE 12	<ol style="list-style-type: none"> <li>1. What do you predict this article is about?</li> <li>2. What evidence does the columnist provide for why America is "moving rightward"?</li> <li>3. Do you agree the country is "moving rightward"? Why or why not?</li> <li>4. Why do you think the country is so divided politically?</li> </ol>
Harris: What she gained by going on Fox PAGE 16	<ol style="list-style-type: none"> <li>1. According to the article, what was the significance of Vice President Harris going on Fox for an interview?</li> <li>2. What evidence from the article supports the claim that she should "thank Fox" in her acceptance speech if she wins?</li> <li>3. Can you name which media outlets traditionally lean left or right? Should media outlets have biased coverage?</li> <li>4. If you were Bret Baier, what question would you have most wanted to ask Vice President Harris? What question would you most want to ask former President Trump?</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 on 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 article, "Gender gap: A critical factor in the election" (p. 17)	
<b>VOCABULARY</b>	gender gap, critical, gaping, chasm, pollsters, leftward, demise, masculinity, demeaned, demonized, dignity, stagnation, appealing, minorities, alienating, cede, editorial, inroads, inferior, paternalistically, pessimistic, systemically, exploiting
<b>DISCUSS</b>	1. Are you seeing a gender gap in the political beliefs of the young people you know? If so, what do you think explains it? 2. What issue(s) are most important to you in this presidential election?
<b>DO</b>	1. Divide students into groups of six, and distribute colored sticky notes to one half of each group and different colored sticky notes to the other half. Invite each group to determine which swing state in the presidential election they represent. Explain that one color represents those who are likely to vote for Kamala Harris and the other color for those who are likely to vote for Donald Trump. Tell students that only those with birthdays from January-June will show up at the polls to vote in this imaginary election. Based on those who will vote, who is the likely winner in each swing state? Ask students how this exercise relates to the importance of voter turnout. Then, ask students to imagine that each color represents gender. How could gender voter turnout apply to the presidential election? 2. Invite student groups to read and annotate the article. Challenge them to highlight additional information about how gender turnout could play a role in the presidential election, to circle things that surprise them, and to underline things that make them curious. Invite each group to pair up with another group to discuss their annotations. 3. Challenge student groups to answer these questions: What is behind the gender gap in this year's presidential election? Why is the gap "most striking with young voters"? Why do more young women favor Kamala Harris while more young men favor Donald Trump? How could the preference gender gap and the turnout gender gap impact this year's election? Invite students to learn more <a href="#">here</a> . 4. Challenge student groups to imagine that they must create a 30-second commercial to persuade young voters (18-25) in one of the swing states to vote for either Kamala Harris or Donald Trump. They must first research and identify 1-3 things that voters their age care about, a critical issue in their specific state, and the candidate's positions related to those issues. They must determine if the commercial will feature the candidate, someone else who is influential to the target demographic, or just an anonymous voiceover. Then, they must write a 30-second commercial script that will persuade young voters to cast their vote for their candidate. 5. Invite students to share their scripts with the rest of the class. See if other students can identify the issue(s) presented, the candidate's positions related to those issues, and the persuasive language or techniques used.
<b>EXTEND</b>	Invite students to view the <a href="#">Top 10 presidential ads in October</a> , by spending.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on an article of students' choice	
<b>DISCUSS</b>	1. Why do candidates make false claims in elections? 2. How would you describe your ability to spot misinformation or false claims?
<b>DO</b>	1. Write these quotes on the board: "Donald Trump said he needs the kind of generals that Hitler had." "Kamala Harris is a member of the Communist party." Share with students that these are among hundreds of claims that have been made in the 2024 presidential race. Some claims are made by candidates while others are made about candidates. Ask students if they believe the two claims are true or false and to explain their answers. Then, ask them what steps they think they could take to determine if the claims were true or not. 2. Ask students why they think it is important to ensure that the information and claims made by and about candidates is factual and accurate. Why might someone make a false claim about a candidate? Why might a candidate make a false claim? How could AI impact false information about the candidates? 3. Invite students to select an article from this week's issue that includes facts, quotes, or claims that they would like to fact check. Direct them to highlight or write down the specific information they would like to fact check. Introduce these three methods for fact checking information. <ul style="list-style-type: none"> <li>• Lateral reading: This is the practice of evaluating the credibility of a source by comparing it with other sources. It's essentially stepping away from the initial information and venturing out to see what others are saying about the same topic. Encourage students to watch <a href="#">this video</a> to learn more about how to practice lateral reading.</li> <li>• SIFT method: SIFT stands for Stop, Investigate the source, Find better coverage, and Trace the claims to their original context. Students can go <a href="#">here</a> to learn more about the SIFT method.</li> <li>• AAOC: AAOC stands for Accuracy (can the information be verified?), Authority (is the source credible), Objectivity (does the source provide a balanced view?), and Currency (when was the information published or updated?). For more information about this method, students can go <a href="#">here</a>.</li> </ul> 4. Encourage students to use one or more of these methods to fact check the information from the article that they have selected. 5. In small groups, invite students to share what they learned. What did they find out? Are they satisfied with what they learned? Is the information completely true, partially true, partially false, or completely false? What most surprised them? Are they left with any questions? What was the fact checking experience like for them?
<b>EXTEND</b>	Invite students to learn more about fact checking at <a href="#">Snopes</a> , which calls itself the internet's definitive resource for fact-checking misinformation, debunking fake news, and researching urban legends.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.