

THE WEEK

**The Week
at a
Glance**



6	Colleges: Cracking down on antisemitism or on free speech?	News	Protests related to the situation in Gaza and Israel are erupting at college campuses across the nation. Are those who are cracking down on them attacking antisemitism or free speech?	World Studies Civics Government Legal Studies
7	Nashville, Tenn.: Arming teachers	News	The Tennessee legislature passed a bill permitting teachers and other staff members to carry concealed handguns on school grounds.	Government Civics
16	2024: Will Biden and Trump debate?	News	In a joint statement, 12 news organizations called on the two presidential candidates to commit to a pre-election debate, saying the televised event would be a “competition of ideas” where they could argue their policies “with each other, and before the American people.”	Politics
16	NPR: An insider’s claim of liberal bias	Opinion	“Has National Public Radio become too left-wing and mired in progressive dogma?” asked Cathy Young in <i>Newsday</i> . So contends a veteran NPR editor, Uri Berliner, who ignited an uproar with a recent <i>Free Press</i> essay slamming the network for its ultra-liberal bias and fixation on “progressive identity politics.”	Media Studies Government
32	Tech: U.S. passes law to force TikTok sale	Business	After years of “failed attempts to tackle Tik Tok’s alleged national security risks,” the House and Senate passed legislation to ban the video-sharing platform in the U.S. if its Beijing-based creator, ByteDance, doesn’t sell it within nine months.	Economics Government Business Tech

BRIEFLY: Quick Questions & Ideas To Engage Students

Tehran ‘War on women’: PAGE 9	<ol style="list-style-type: none"> 1. What do you know about the way women are treated in Iran? 2. Why is the headline of the article, “War on Women”? 3. What does this article reveal about women’s rights in Iran? 4. Why is it important to know about human rights in other parts of the world?
A curious way to save democracy PAGE 12	<ol style="list-style-type: none"> 1. Do you think our democracy is at risk? Explain your answer. 2. Is democracy worth fighting for? What is most important to help us preserve our democracy? 3. According to the article, how do Republicans and Democrats think our democracy can be saved? 4. To what extent are we living up to the principles of our Founding Fathers?
Turning schools into fortresses PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. How have school shootings changed our society? 3. According to the article, what does a “groundswell” of research reveal about what could reduce the number of school shootings? 4. What does the author mean by the last sentence: “Our nation can do better”?

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 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?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Colleges: Cracking down on antisemitism or on free speech?" (p. 6)	
VOCABULARY	antisemitism, solidarity, encampment, inquisitors, activism, harassment, heyday, implicitly, moral imperative, intervene, agitators, conjuring, specter, outrage, fervor, advocates, death cults, liberated, obliteration, intoxicating, encoded
DISCUSSION	<ol style="list-style-type: none"> 1. What role can young people play in political and human rights issues like the situation in the Middle East? 2. When, if ever, do you think a school or university should step in to manage or stop student protests, demonstrations or debates?
DO	<ol style="list-style-type: none"> 1. Ask students what they know about the current protests taking place on college campuses across the nation. Invite them to select one of the photographs at this gallery. For their photograph, direct them to answer the following questions: What do you think is happening in this photo? What story does it tell? Why do you think it was taken? What questions do you have about it? What do you think happened right after this photograph was taken? What do you think someone 50 years from now could learn from this photograph? Invite students to share their answers 2. Invite students to consider the question in the headline of the story. Poll students to see if they believe that colleges and law enforcement are cracking down more on antisemitism or free speech. 3. Direct them to read and annotate the article and to review this primer on the 2024 campus protests. 4. Challenge students to consider both sides of the question in the headline. Direct them to conduct research that supports one of these quotes from the article and to create a one-minute video that explains why they agree with the quote. Their video must include specific information about a protest on at least one campus and at least two pieces of evidence. (1) "Republicans are waging the greatest assault on campus free speech since 'the heyday of McCarthyism.' Students need to channel the 'golden age of campus protest' in the 1960s and fight back." (2) "In 26 years on Columbia's faculty, on Columbia's faculty, I've 'never seen the ugly face of antisemitism expose itself' like this." (3) "The Palestinian cause needs American advocates." (4) The student protesters don't want "peace" but a righteous war that ends with Israel's obliteration. "Their objection is not to human suffering" across the board, but rather "that the wrong humans are suffering."
EXTEND	Invite students to read about 11 student protests that changed the world .

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Will Biden and Trump debate" (p. 16)	
VOCABULARY	autocrat, terrorize, inflation, immigration, pivot, noncommittal, form, mediocre, hypocrite, bailed, democracy, riddance
DISCUSS	<ol style="list-style-type: none"> 1. What is the role of a debate in a presidential election? 2. Do you think presidential candidates should have to debate one another? Why or why not?
DO	<ol style="list-style-type: none"> 1. Direct students to watch the first televised presidential debate in 1960 between Richard Nixon and John F. Kennedy, Jr. Invite students to share their observations about the candidates' answers and performances. Which candidate, if either, had a better debate performance, and why? Explain that many people believe that Kennedy would not have been elected president without this debate. Ask students why this may be. Explanations and additional information can be found here. 2. Ask students what role they think that televised presidential debates play in a political campaign. Explain that, while not a requirement for candidates, debates have been viewed as a way for the public to get to know the candidates and their positions and to highlight direct differences in those positions. The debates give the candidates a large national stage to deliver their messages and an opportunity for voters, particularly undecided voters, to get to know which candidate most aligns with their priorities in order to help inform their vote. Ask students how they think the advent of 24 hour news channels and social media have increased or decreased the importance of debates. 3. Ask students what they know about the likelihood of President Biden and former President Trump debating each other in a televised debate as part of the 2024 presidential election. Invite students to read and annotate the article. Ask: Should these candidates debate one another? Do you think they will debate one another? 4. Divide students into four groups. Direct each group to list five questions that they would like President Biden and former President Trump to answer if they were to debate. For inspiration, they can watch the final debate between the candidates in the 2020 presidential election. Consider questions about domestic policy, world events, national security, the economy, women's rights, gun control, education, election security, the environment, etc. 5. Invite each group to exchange questions with another group. Direct each group to select three questions from the list it has been given and to conduct research in order to create a written or video answer to the three questions from both candidates. Once research has been completed and the answers have been created, invite groups to present answers to the group that asked the questions. 6. Finally, challenge the class to answer this question: If President Biden and former President Trump debate each other, which candidate do you predict will have a better performance and why?
EXTEND	Invite students to review transcripts from every presidential debate since 1960.

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