

# THE WEEK

**The Week  
at a  
Glance**



5	Offseason elections spell danger for the GOP	News	In a sign of brewing backlash against Republicans, a conservative backed by Elon Musk suffered a resounding defeat in the race for a Wisconsin Supreme Court seat, while the Republican margin of victory shrank in congressional races in two deep-red Florida districts.	Government Politics
6	Free speech: The case of Rumeysa Ozturk	News	Rumeysa Ozturk, 30, a Turkish Fulbright scholar at Tufts University, was walking to meet friends last week when masked federal agents seized her on a street in Somerville, Mass., and whisked her away in an unmarked SUV. For nearly a day, no one knew where Ozturk was, until she surfaced at an Immigration and Customs Enforcement facility in Louisiana. She is now awaiting deportation for “activities in support of Hamas,” according to the Department of Homeland Security, or as Secretary of State Marco Rubio told reporters, for “creating a ruckus.”	Government Legal Studies Civics
7	Washington, D.C.: All-nighter	News	Sen. Cory Booker (D-N.J.) shattered the record for longest Senate speech this week, holding the Senate floor for 25 hours and five minutes to protest President Trump’s policies and actions.	Government American History
16	Voting: Trump’s plan to overhaul elections	Opinion	President Trump signed an Executive Order that directs the Election Assistance Commission to require citizens who register to vote via a federal form to show proof of citizenship. That would put more than 21 million mostly low-income Americans who lack a passport or other approved document at risk of disenfranchisement.	Government Politics Civics
24	Smithsonian under fire: Trump orders an ideological purge	Arts	President Trump issued an executive order to control museum exhibitions at the Smithsonian Institution and re-erect any statues or monuments that have been removed from federal property for reasons he disapproves of. The order, titled “Restoring Truth and Sanity to American History,” assigns Vice President JD Vance to seek to remove all evidence of “improper ideology” in the displays of the Smithsonian’s 21 museums and National Zoo.	Arts Government Civics

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

Trump imposes sweeping global tariffs PAGE 4	<ol style="list-style-type: none"> <li>1. What is a tariff, and why are tariffs in the news this week?</li> <li>2. Why does the Trump administration say tariffs are needed?</li> <li>3. What impact do you predict that tariffs will have on your local economy, our nation’s economy, and our global trade relationships?</li> <li>4. What do you think will become more expensive that you commonly buy?</li> </ol>
Signalgate: Downplaying a security breach PAGE 16	<ol style="list-style-type: none"> <li>1. What is a security breach?</li> <li>2. What security breach is described in this article?</li> <li>3. Why do you think using Signal to discuss potentially classified government information could be dangerous? Explain your response.</li> <li>4. What do you think should happen to those who are responsible for the “Signalgate” security breach? What do you think will happen?</li> </ol>
Smithsonian under fire: Trump orders an ideological purge PAGE 24	<ol style="list-style-type: none"> <li>1. What do you know about the Smithsonian Institution?</li> <li>2. What Executive Order related to the Smithsonian Institution did President Trump recently sign? In what way could this order impact the Smithsonian? How could it impact visitors to the museums?</li> <li>3. Why do you think President Trump signed this Executive Order?</li> <li>4. The Executive Order states that President Trump is, “reestablishing truth in the historical narrative.” What do you think this means? Do you believe the actions related to the order will reestablish truth? Why or why not?</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 article, "Washington, D.C.: All-nighter" (p. 7)	
<b>VOCABULARY</b>	shattered, protests, policies, segregationist, opposition, inquiries, yield, hoarse, framed, morality
<b>DISCUSS</b>	1. Define the filibuster and explain its function within the U.S. Senate. 2. Are there any local or national government policies that you feel strongly enough to protest against?
<b>DO</b>	1. Poll students to see what, if anything, they could or would speak about for 25 hours straight, with no bathroom or sleep break. Refine the question to ask what, if anything, might motivate them to stay awake for 25 hours straight while giving a speech. 2. Ask students if they know what news story these questions relate to, which political leader recently spoke on the Senate floor for 25 hours, and why. Encourage them to read and annotate the story to learn the answers. Invite students to watch highlights of Cory Booker's speech <a href="#">here</a> . 3. Ask students if they know why Booker was allowed to speak on the Senate floor for so long. Introduce the term, "filibuster," and ask students to share what they know about what a filibuster is, why and when it is used, what its origins are, and why it is controversial. Invite students to watch <a href="#">this video</a> to learn more. 4. Invite student groups to research one of these famous filibusters from history: Huey Long (1935), Wayne Morse (1953), Strom Thurmond (1957), Alfonse D'Amato (1992), Rand Paul (2013). Their research should include the political party of the filibuster speaker, the reason for the filibuster, the context of the speech given, and the impact. 5. Invite each group to share its research. Then, challenge students to use what they have learned to determine if they are pro-filibuster (believe it is a vital tool for the minority in the Senate to ensure that all voices are heard and to prevent hasty legislation) or anti-filibuster (believe it is an outdated mechanism that obstructs democratic processes and hinders progress). They should use evidence from their historical research to support their claim. 6. Finally, invite students to reflect on how the filibuster has shaped, and continues to shape, legislative outcomes and civil rights in the United States.
<b>EXTEND</b>	Invite students to view the <a href="#">transcript</a> of Sen. Strom Thurmond's historic filibuster.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Voting: Trump's plan to overhaul elections" (p. 16)	
<b>VOCABULARY</b>	overhaul, fragile, fraudulent, rig, citizenship, disenfranchisement, audited, amateurish, binding, perjury, murky, prerogatives, prioritize, nationalizing, vests, sanctity, ramifications, wary, pretext, voter fraud
<b>DISCUSSION</b>	1. What are the benefits and drawbacks of having state-run elections where each state can make its own rules? 2. What is the relationship between voting and democracy?
<b>DO</b>	1. Write this sentence from the article on the board: "Our democracy is on very shaky ground". In small groups, invite students to discuss the sentence, what they think it means, whether they agree or disagree with it, and what questions they may have about it. Invite groups to share their thoughts with another group. Then, ask the new, larger group to discuss how this sentence could relate to our voting rights in the United States. 2. Ask students what they know about what the Constitution says about voting rights. Explain that the original Constitution doesn't have much to say about the right to vote. Nowhere does it explicitly say that citizens have the right to vote in elections. It states that anyone eligible to vote for the largest house of a state's legislature is also eligible to vote for members of the House of Representatives from that state. As a result, states were left with the power to decide who qualified to vote, leading to considerable variation in the nation's early years. Ask students why they think the Founders left voting up to the states and what they think the benefits and risks are of states making their own voting laws. 3. After the Civil War, constitutional amendments strengthened federal protections for voting rights. Direct students to research what federal voting rights each of these amendments protects: the 14th, 15th, 17th, 19th, 24th, and 26th Amendments. Review answers. In addition to Constitutional amendments, several congressional acts related to voting have passed. Invite student groups to research the Enforcement Act of 1870 and the Voting Rights Act of 1965. 4. Ask students if they know why voting rights are in the news this week. Invite them to read and annotate the article and identify what President Trump's recent Executive Order states are related to voting. Invite student groups to select one of these requirements from the order: (1) voters will be required to show government-issued proof of citizenship when they register to vote in federal elections; (2) states will be barred from counting mail ballots that arrive after election day, regardless of the postmark date. For the requirement they have selected, challenge groups to explain what, if anything, led to the requirement and the possible positive and negative impacts of the requirement on individual voters, candidates, and our system of voting. Will this requirement make voting easier or harder? How does the requirement relate to current federal law? Do they support the requirement? Why or why not? Invite groups to share their answers, and invite spirited but respectful debate.
<b>EXTEND</b>	Ask students what they think the author means by the statement, "Both Democrats and Republicans should be wary of nationalizing voting, if only because neither wants the other in charge." What would "nationalizing" voting mean? What do students know about the voting rights in their state? Invite students to learn more about their state's voting rights <a href="#">here</a> .

\* 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.