

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Pfizer gets full FDA approval as Delta cases climb	News	The Food and Drug Administration granted full approval to Pfizer's Covid shot for people over age 16, a decision that could embolden businesses, colleges, and local governments to mandate inoculations and encourage more holdouts to get vaccinated.	Government Health
6	Afghanistan: Will Biden suffer lasting political damage?	News	Up to now, President Biden has been impervious to Republican attacks, said Rich Lowry in Politico.com, but he just "shredded his own credibility." Will he suffer lasting political damage?	Government American History World Studies
11	The new Taliban government	News	The Islamist militant group once again controls Afghanistan. Has the Taliban changed in their 20 years out of power?	World Studies World History
16	Afghan refugees: Will America step up?	Opinion	For months, there was a backlog of 20,000 applications for a Special Immigrant Visa (SIV), which covers military interpreters and others who have worked directly for the U.S. government. Some are wondering why President Biden didn't do more to get Afghan refugees out before withdrawing from Afghanistan and whether we will accept more Afghan refugees now.	Civics Government World Studies
20	Social media: Should the Taliban be on Twitter?	Tech	With the Taliban taking control of Afghanistan, social media companies are stuck deciding whether they should treat the new rulers as a state or as a terrorist organization, said Elizabeth Culliford and Kanishka Singh in Reuters.com.	Social Media World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Yet another troubled school year t PAGE 12	<ol style="list-style-type: none"> 1. What evidence do you think led many to believe that the 20-21 school year could be a "return to normal"? 2. According to the article, how has the pandemic started to "wreak havoc" on the upcoming school year? 3. According to the article, which communities are best positioned to return to in-person school, and why? Why are mask mandates in schools considered controversial? 4. How are you feeling about your district or community's current plan to return to school?
Social media: Should the Taliban be on Twitter? PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, what decision related to the Taliban do social media companies have to make, and why is Twitter called out in this article? 3. Do you think the Taliban should be on Twitter? Why or why not? What are the risks of allowing them to share information on Twitter? 4. Do you think former President Trump should be on Twitter? Why or why not?
Retail: Amazon sets up shop in the mall PAGE 34	<ol style="list-style-type: none"> 1. What does the word "decimate" mean, and, according to the article, how did Amazon decimate traditional malls? 2. How has and is Amazon planning to expand to retail spaces? Why is Amazon's expansion to retail spaces being called "ironic"? 3. Do you predict that Amazon retail stores will be successful? Why or why not?

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. What story does the image tell? 2. How does the illustrator use specific techniques, like exaggeration, to tell a story? 3. What do you think the illustrator's point of view is on this story, based on the choices in the illustration?
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MAIN ACTIVITY OF THE WEEK #1 : Based on the article, "Afghanistan: Will Biden suffer lasting political damage?" (p. 6)	
VOCABULARY	impervious, botched, credibility, horrifying, fiasco, contingency, gleeful, senile, scandal, pillars, excoriating, incentive, nation-building, boondoggle, breach, respondents, misadventures, avoidance, aversion, bipartisanship, pretense
DISCUSS	1. Do you think ex-Presidents care about their legacies? Should they care about their legacies? Why or why not? 2. What would you want your legacy to be?
DO	<p>1. Introduce the term, "legacy." Invite student pairs to come up with a definition. Then, ask them to answer these questions. How are legacies created? Can they change over time? If so, what might make them change? Challenge students to share a few examples of the legacies of well-known newsmakers and famous people.</p> <p>2. Direct students to narrow their examples to political leaders, namely U.S. presidents. What types of events, decisions, or policies might contribute to the legacy of a U.S. president. How would they describe the legacy of President Trump? President Obama? President Bush? Can students reach consensus on these legacies. If not, why not? Do all people view the legacies of presidents in the same ways? If not, who decides what a president's legacy is? Challenge student pairs to select (or assign them) three presidents from US history and describe each one's legacy in one sentence. Invite pairs to present. Discuss: How do their answers compare to one another or the information here? Why do we know more about the legacies of some presidents than others?</p> <p>3. Even though President Biden has only been in office for less than a year, challenge students to identify events thus far that could contribute to his legacy. Possible answers include his administration's response to Covid-19 and the vaccination rollout, the bipartisan infrastructure bill, his handling of the asylum seekers at the border, and his handling of the Afghanistan withdrawal. For each event or policy, invite students to list whether they believe it will positively or negatively impact President Biden's legacy, and why..</p> <p>4. Invite students to read and annotate the article and share additional information about how, if at all, the withdrawal from Afghanistan and subsequent related events are contributing to President Biden's legacy. Invite them to list the facts and opinions in the article that can help them answer this question.</p> <p>5. Challenge students to find an article or quote that supports or defends President Biden's handling of the Afghanistan withdrawal and one that criticizes or opposes it. Who or what are the sources of the articles? Are they biased or factual? With which opinion do they most agree, and why? Invite students to share their findings with their partners.</p> <p>6. Based on what they have learned, invite students to answer the question in the headline: Will Biden suffer lasting political damage?</p>
EXTEND	Challenge students to write an article about President Biden's presidency as if it was written 50 years from now detailing what they believe he will be most remembered for.

MAIN FEATURE OF THE WEEK #2: Based on the article, "Afghan refugees: Will Americans step up?" (p. 16)	
VOCABULARY	refugees, allies, immigrants, visas, backlog, optics, nativist, migrants, miscalculation, vastly, assimilitative, exemplary
DISCUSS	1. What do you think the role of the U.S. should be in humanitarian issues around the world? 2. Why is the current situation in Afghanistan so dangerous for Afghan citizens who helped Americans?
DO (IN PERSON OR REMOTE)	<p>1. Share these photographs of U.S. military members helping Afghan refugees and ask students what they see in the images, why they think they were taken, what emotions the images evoke, and what questions they have after viewing the images. Explain that the images are of U.S. military members helping Afghan citizens who are trying to flee Afghanistan because of the withdrawal of the U.S. government from Afghanistan and the Taliban takeover. For additional information about the situation, direct students to read the story on p. 4.</p> <p>2. Introduce the terms refugee, migrant, asylum seeker, and immigrant. Ask students if they know the differences between the terms. Invite students to watch the animated videos at this U.N. site to learn the answers. Explain that a refugee is an ordinary person or group of people who must flee their country to escape war, persecution, or natural disaster. Ask students what they know about refugees around the world. How many are there? From what countries do they flee? Invite students to go here to learn more. According to the U.N. Refugee Agency (UNHCR), at least 82.4 million people around the world have been forced to flee their homes. Among them are nearly 26.4 million refugees, around half of whom are under 18. Explain that the majority of refugees come from five countries: Syria, Venezuela, Afghanistan, South Sudan, and Myanmar.</p> <p>3. Divide students into five groups, and challenge each group to research the causes and current situation of the refugee crisis in each of these countries. Research should include how many refugees have fled the country, the reason(s) behind why they fled, when the crisis/crises occurred, where the refugees fled to, and the current status. Encourage them to find videos or images that help to tell the stories of the refugees from the country they selected. While there have been refugees from Afghanistan for many years, students can learn about the latest crisis by reading the article on p. 16.</p> <p>4. Invite each group to share its research, and the images and videos they selected.</p> <p>5. As a class, discuss the following questions: What common themes emerge about the refugees from each country? What do you think it is like for refugees to be forced to leave their homes? What role should the United States play in the latest Afghan refugee crisis, and why?</p>
EXTEND	Invite students to read 13 powerful stories from refugees around the world.

* 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.