

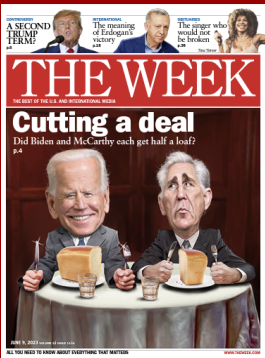
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

June 9, 2023
Issue 1134

The Week at a Glance



4	Debt deal heading for passage	News	Hard-right Republicans rebelled over a deal House Speaker Kevin McCarthy struck with President Biden to end the debt-limit standoff.	Government Economics
7	Miami Lakes, Fla.: Not for kids	News	A Miami-area public school limited elementary students' access to the celebrated poem that Amanda Gorman read at President Biden's inauguration, after a parent complained that "The Hill We Climb" contains "hate messages" and would "cause confusion and indoctrinate students."	Government Civics
16	Clean Water Act: Supreme Court rewrites a law	Opinion	The Supreme Court voted 5-4 to roll back the 1972 Clean Water Act in Sackett v. Environmental Protection Agency, curtailing the EPA's authority to block development and discharges of pollution into marshes and bogs that empty into rivers, lakes, and oceans.	Government Environmental Science
17	Target: A backlash over gay pride displays	Opinion	With "anti-trans sentiment" and conservative anger over "woke" marketing at a boiling point, Target has become the latest corporation to find itself caught up in the culture wars.	Civics Business
17	DeSantis: What he's offering America	Opinion	When Florida Gov. Ron DeSantis kicked off his presidential campaign in an audio interview on Twitter with the social media firm's CEO, Elon Musk, it was an "unmitigated disaster" that only served to raise doubts about his' "prime-time readiness."	Politics Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

How Trump's wall is working PAGE 11	<ol style="list-style-type: none"> 1. Why did former President Trump propose and begin construction of a wall along the border separating the U.S. and Mexico? 2. How much, if any, of the wall was completed during his presidency? 3. How would you summarize the argument in support of the wall? The argument that opposes the wall? 4. Based on information from the article, would you describe the wall as "effective"? Explain your answer.
Target: A backlash over gay pride displays PAGE 17	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why should businesses that pay tribute to the LGBTQ community during Pride month brace for a backlash? 3. According to the article, why did Target lose more than \$9 billion in market value? How do you think Target should have responded to the backlash? 4. What issue, if any, would cause you to boycott a business or store?
Social media: A sharp warning of risks to teens PAGE 20	<ol style="list-style-type: none"> 1. What did a new Surgeon General report reveal about social media for teens? 2. What data is outlined in the article to support this warning? 3. Do you agree with the report's findings? Why or why not? 4. How, if at all, would this report impact your behavior on social media?

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? What political leaders are represented? What do you think the pieces of bread 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?
--	---

MAIN ACTIVITY OF THE WEEK #1: Based on the articles, "Miami Lakes, Fla.: Not for all kids" (p. 7)	
VOCABULARY	access, indoctrinate, norms, notions, gutted, restricted, infamous, forgery, domination
DISCUSSION	1. Who should decide what books students have access to in a school library? 2. What is your reaction to the growing fight about what books and information young people have access to in their schools?
DO	1. Ask students what they know about the poet Amanda Gorman. Explain that Gorman is a poet and activist who uses poetry to share her views on social issues. She is the youngest poet in history to perform at a presidential inauguration. Watch this video of Gorman reading her poem, "The Hill We Climb," at President Biden's inauguration. Direct students to jot down words or phrases that resonate with them. Invite them to share their notes in small groups. 2. Distribute the transcript of the poem to student groups. Direct them to read and annotate the poem and identify what they think the words or lines in the poem symbolize. Invite each group to present its interpretation of the poem to another group. 3. Come together as a class and discuss: What does Amanda Gorman invite people to reflect on in "The Hill We Climb"? What do you think the "hill" in the title of the poem represents? How would you characterize the tone of the poem? What do you think Gorman means when she refers to the light? What line or phrase most inspired or intrigued you, and why? Is there any line that troubles you? Is that any line you are curious about? For what age students is this poem appropriate? 4. Ask students if they know why Amanda Gorman and her poem are in the news this week. Invite them to read and annotate the article. Ask students to use information from the article and additional research to complete this sentence and support their claim with facts and evidence: "The Hill We Climb" is/is not appropriate for elementary-aged students.
EXTEND	Invite students to hear Amanda Gorman speak about "activism and art in times of darkness."

MAIN ACTIVITY OF THE WEEK #2: Articles of students' choice from throughout the issue	
VOCABULARY	democracy, immigration, healthcare, climate change, gun control, gun rights, reproductive rights, the national budget, education, equity for all
DISCUSS	1. Do you think America is headed in a positive or negative direction, and why? 2. What do you think is the most important issue facing our nation? 3. Why do you think there are not more bipartisan efforts to address important issues facing our nation?
DO	1. Hang signs in different places around the room, and write one of the following issues on each of the signs: democracy, immigration, healthcare, climate change, gun control or gun rights, reproductive rights, the national budget, education, equity for all, and book bans. Direct students to stand by the sign that reflects the issue that they think is the most important one currently facing our nation. Tally the results. Then, invite students to move to stand by the sign that reflects the issue that is most important to them personally. Tally those results. Identify the issues that ranked highest in both categories. Respectfully discuss students' positions on these issues and why they think they are important to our nation, to the world, and to them personally. 2. Direct students to create a three-column chart and list each issue in the first column, their thoughts/positions about each issue in the second column, and anything they know about the Biden administration's positions on each issue in the third. They can research the Biden administration's positions on issues here and here . 3. Divide students into issue groups, and assign each group one of the issues. Challenge each group to conduct research to complete their chart related to their issue and to find and annotate an article about their issue from this week's issue. Invite groups to report out their research to the rest of the class. As each group reports out, direct students to record whether the Biden administration's position aligns with theirs. 4. Repeat the introductory exercise and challenge students to complete this sentence: The issue on which I am most aligned with the Biden administration's position is _____. The issue on which I am least aligned is _____.
EXTEND	Encourage students to share their support of or concern about issues that matter to them directly to the White House

* 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.