

# THE WEEK

**The Week  
at a  
Glance**



4	Israel vows retaliation after Iranian attack	News	The Middle East stood on the brink of all out war this week, after Israel killed the leader of the Iran-backed Lebanese militant group Hezbollah and launched a ground invasion of Lebanon, and Iran in turn hit Israel with a barrage of ballistic missiles.	World Studies
5	Vance, Walz spar in VP debate	News	In a notably civil vice-presidential debate, Ohio Sen. JD Vance portrayed Donald Trump's presidency as an epoch of security and prosperity, while Minnesota Gov. Tim Walz promised "steady leadership" under Kamala Harris and condemned his opponents' record on Jan. 6 and abortion rights.	Politics
6	Harris: Will her call for filibuster reform backfire?	News	Speaking to Wisconsin Public Radio, Vice President Harris said that if elected president, she would push to "eliminate" the filibuster for bills related to "reproductive freedom," so Democrats could restore the federal abortion protections lost when the Supreme Court overturned Roe v. Wade in 2022.	Politics Government Civics
11	The high cost of cheap clothes	Opinion	Americans are addicted to inexpensive 'fast fashion.' Are workers and the environment paying the price?	Economics Business Environmental Science
32	AI: Newsom vetoes controversial safety bill	Business	California Gov. Gavin Newsom vetoed a first-of-its-kind AI safety bill, said Lara Korte and Jeremy B. White in <i>Politico</i> . The divisive bill "would have required the largest AI models to certify safety testing before deployment" and include a "kill switch" that could shut down the model in an emergency.	Government Technology

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

Moscow Crackdown on child-free movement: PAGE 9	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What do you think it means to "ban the ideology of childlessness"?</li> <li>3. According to the article, how does Russia plan to implement this ban?</li> <li>4. What does this article reveal about Russia's government? How, if at all, does it relate to the 2024 U.S. presidential campaign?</li> </ol>
The high cost of cheap clothes PAGE 11	<ol style="list-style-type: none"> <li>1. How would you summarize this article in just six words?</li> <li>2. What are the benefits and downsides of fast fashion? Do you think the benefits outweigh the downsides, or do you think the downsides outweigh the benefits, and why?</li> <li>3. To what do you attribute the growing popularity of fast fashion?</li> <li>4. How, if at all, will the information in this article impact your fashion choices?</li> </ol>
Marching orders: Amazon's back-to-office crusade PAGE 33	<ol style="list-style-type: none"> <li>1. How, if at all, did COVID-19 impact the way people work? How, if at all, does this article illustrate the changes you noted?</li> <li>2. According to the article, what recent change did Amazon implement?</li> <li>3. What are the benefits and downsides of being in the office five days per week to both Amazon and its workers?</li> <li>4. Do you think other companies will follow Amazon's lead? 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 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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**MAIN ACTIVITY OF THE WEEK #1:**  
Based on the article, "Vance, Walz spar in VP debate?" (p. 5)

<b>VOCABULARY</b>	spar, notably, civil, epoch, prosperity, condemned, complicit, contention, massacre, momentum, abandoned, alienating, culture war, master class, populist, offshored, counterpopulist, subtle, vitriol
<b>DISCUSS</b>	1. Do you think vice presidential debates matter in a prudential election? Why or why not? 2. What are the most important characteristics for a Vice President to have?
<b>DO</b>	1. Write these two quotes on the board, and ask students to identify where they are from, who said them, and the issue they both refer to: (1) "We have a historic immigration crisis because Kamala Harris started and said that she wanted to undo all of Donald Trump's border policies." (2) "(Donald Trump) had four years to do this, and he promised you, America, how easy it would be. 'I'll build you a big, beautiful wall, and Mexico will pay for it.' Less than 2% of that wall got built, and Mexico didn't pay a dime." Explain that the quotes are from the recent vice presidential debate, JD Vance said the first and Tim Walz said the second, and they refer to border control/immigration. 2. Ask them to share what role they think that vice presidential debates should and do play in an election. Explain that, while not a requirement for candidates, debates have long 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 ones, to get to know the candidates' positions, personalities, and messages to help them decide. Vice presidential debates also allow candidates to deliver the messages and platforms of their running mates. 3. Ask students if they watched the recent debate between Tim Walz and JD Vance. If so, invite them to share their observations about the debate in small groups. 4. Invite each small group to select one of the following issues: the economy, reproductive rights, immigration/border policy, foreign policy, crime, or the environment. For the issue they have selected, direct each group to write what they know about each candidate's position on the issue. Then, direct them to <a href="#">read</a> or <a href="#">watch</a> the part of the debate when the issue is discussed/debated and write what they learned about each candidate and his running mate's positions. Finally, direct them to go to each candidate's website and summarize what is written about each candidate and their running mate's position. 5. Bring the class back together and form new groups, each with a member of one of the issue research groups. Invite each new group member to share what they learned about their issue with the rest of the group. 6. Bring the class back together again and challenge each group to share one thing they learned. one thing they are still curious about, and which candidate they most agree with related to each issue from the debate.
<b>EXTEND</b>	Invite students to find and analyze one poll related to the vice presidential debate. In their opinion, what is the key takeaway about the impact of the vice presidential debate or one/both candidates' performances related to the debate?

**MAIN ACTIVITY OF THE WEEK #2:**  
Based on the article, "Harris: Will her call for filibuster reform backfire?" (p. 6)

<b>VOCABULARY</b>	filibuster, reform, arcane, oddity, threshold, legislation, eliminate, reproductive freedom, homestretch, elevate, centists, tongue lashing, democracy, chamber, parliamentary, quirk, fundamental, autonomy, infuriating, guardrail
<b>DISCUSS</b>	1. What do you know about the original intent of the filibuster rule? 2. How long could you speak about an issue of importance to you without taking a break?
<b>DO</b>	1. Ask student volunteers to share how long they think they could speak about a particular topic of interest without taking a break. Then, write "24 hours and 18 minutes" on the board and ask them if they think they could speak that long and, if so, about what topic. Explain that 24 hours and 18 minutes is the length of the longest filibuster in American history. Ask students if they know what a filibuster is and what the purpose of a filibuster is in the US Senate. 2. Explain that, in a filibuster, a senator may continue to speak indefinitely to prevent a final vote on a bill. A minimum of 60 votes is required to stop the Senator from speaking. To understand the filibuster, it's helpful to consider how the Senate passes a bill. When a senator(s) introduces a new bill, it goes to a committee for discussion, hearings, and amendments. If a majority of that committee votes in favor, the bill moves to the Senate floor. Once a bill gets to a vote on the Senate floor, it requires a simple majority of 51 votes to pass after debate has ended. But before it can get to a vote, it actually takes 60 votes to cut off debate. Under original Senate rules, cutting off debate required a motion that passed with a simple majority. But in 1806, after Vice President Aaron Burr argued that the rule was redundant, the Senate stopped using the motion. This change inadvertently gave senators the right to unlimited debate, meaning that they could indefinitely delay a bill without supermajority support from ever getting to a vote. This tactic is what we now know as a filibuster. Traditionally, the Senate filibuster was reserved for only the most controversial issues, but its use has escalated in recent years, often slowing business in the chamber to a halt. As advocates push for pro-democracy legislation, calls for eliminating the filibuster have grown louder. 3. Invite student groups to research the reason behind, the length of, and the outcome of one of these famous filibusters from US history: Sen. Huey Long (1935); Sen. Jefferson Smith (1939); Sen. Strom Thurmond (1957); Sen. Alfonse D'Amato (1980); Sen. Rand Paul (2013). Invite them to share information about their filibuster with the class. 4. Ask students if they know why the filibuster is in the news this week. Invite them to read and annotate the article, and work in small groups to answer the question from the article: Do you think the filibuster is a hindrance or a protector for democracy?
<b>EXTEND</b>	Invite students to learn more about the <a href="#">filibuster</a> .