

THE WEEK

**The Week
at a
Glance**



5	Trump expands immigration crackdown	News	The Trump administration ramped up its hardline immigration strategy, scrapping a Biden-era program that let half a million Latin Americans and Haitians enter the U.S. legally and moving to use federal tax data to identify and deport suspected undocumented migrants.	Government Civics
6	Rule of law: Are we in a constitutional crisis?	News	The harrowing question of what happens if a president defies a federal court order "has hung over the United States since President Trump's second term began," said Ian Millhiser in <i>Vox</i> , and "now that long-awaited crisis may be upon us."	Government American History Legal Studies
7	Washington, D.C.: Voting rights	News	President Trump signed an executive order that aims to overhaul U.S. elections. Most significantly, Trump directed the Election Assistance Commission to require people to show government-issued proof of U.S. citizenship when they register to vote in federal elections.	Government Civics
8	Nuuk, Greenland: Americans not welcome	News	Greenland's Prime Minister Mute Egede denounced this week's visits by Vice President JD Vance and his wife as "highly aggressive," saying his government would not meet with them. Greenland will "never be the USA and we Greenlanders will never be Americans," he said. "Don't keep treating us with disrespect."	Government World Studies
32	Trade: Trump announces 25 percent tariff on cars	Opinion	President Trump escalated his trade war with plans for a 25 percent tariff on cars and trucks shipped into the country, including on "American brands whose automobiles are assembled overseas," according to Ana Swanson and Jack Ewing in <i>The New York Times</i> .	Government Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Jerusalem: Mass protests against Gaza war PAGE 9	<ol style="list-style-type: none"> 1. What do you know about the latest news in the conflict between Israel and Hamas? 2. According to the article, why are tens of thousands of Israelis protesting their own government's actions? 3. Why did the recent cease-fire end? 4. What questions do you have about this conflict? What, if anything, should be the United States' role in this conflict?
Schools: Ending the Education Department PAGE 16	<ol style="list-style-type: none"> 1. What do you know about the role of the federal Education Department? 2. According to the article, why does President Trump want to dismantle the Education Department? Which branch of government has the power to eliminate a federal agency? 3. What are the possible benefits and risks of eliminating the Education Department? 4. What do you predict will happen in this news story, and why?
This is the hottest it's been in human history PAGE 21	<ol style="list-style-type: none"> 1. What findings were presented about the planet in a recent report by the World Meteorological Organization? 2. What evidence was presented that supports the claim that the "planet is in crisis"? 3. What, if anything, can global citizens do to reverse or mitigate these findings? 4. Do you feel that enough is being done to reverse or mitigate these findings, and why?

FEATURE OF THE WEEK: 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 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? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Rule of law: Are we in a constitutional crisis?" (p. 6)	
VOCABULARY	constitutional crisis, defies, injunction, deportees, legalistic, impeachment, radical, migrants, Alien Enemies Act, invoked, contours, nullifying, grave, birthright citizenship, deported, separation of powers, authoritarian
DISCUSS	<ol style="list-style-type: none"> 1. Why do you think our founders created the Constitution's checks and balances system? 2. How does the system of checks and balances, fundamental to a representative democracy and constitutional republic, play a role in this story?
DO	<ol style="list-style-type: none"> 1. Lay a large sheet of butcher paper on the floor and provide markers around it. Write the term "constitutional crisis" in the middle of the paper. Invite students to move to the sheet of paper and begin having "silent conversations" about this term for 3-5 minutes. To do so, they may use the markers to define the term, ask and answer questions about it with other students, or document or illustrate examples of it from history or current times. They may move to join or initiate new silent conversations throughout the 3-5 minutes, but must have their discussions in complete silence. When time is up, invite students to walk around the paper to view the discussions. Invite students to share trends, patterns, what they learned, and/or what they are still curious about regarding a constitutional crisis. 2. Challenge students to define a "constitutional crisis." On National Public Radio recently, a law professor defined it as, "when one branch of government, usually the executive, 'blatantly, flagrantly and regularly exceeds its constitutional authority — and the other branches are either unable or unwilling to stop it.'" According to 538.com, there are four types of constitutional crises: 1. The Constitution doesn't say what to do. 2. The Constitution's meaning is in question. 3. The Constitution tells us what to do, but it's not politically feasible. 4. Institutions themselves fail. Divide students into four groups and have each learn more about, summarize, and report to the class about one of these types of constitutional crises. 4. Ask students why they think the concept of a constitutional crisis is in the news this week. Invite them to read and annotate the article. Direct them to highlight the evidence presented in the article that the United States is in a constitutional crisis. 5. Divide students into groups, and have each group conduct research to learn more about the examples of constitutional crisis presented in the article: the president violating a federal court order, ending birthright citizenship, seizing Congress's "power of the purse", and "snatching people off the street to be deported without a court hearing". For their example, challenge students to summarize the example, identify which of the four examples of constitutional crisis it demonstrates, share at least two different perspectives on the example, and share their viewpoint on whether this example demonstrates that we are in a constitutional crisis. 6. Finally, challenge students to answer the question in the article's headline: "Are we in a constitutional crisis." Further challenge them to justify their answers.
EXTEND	Invite students to listen to Civics 101 podcasts about the Constitution and the separation of powers.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Washington, DC: Voting rights" (p. 7)	
VOCABULARY	executive order, proof of citizenship, federal, bar, postmark date, contingent, voter fraud, factor, scholars, substantially
DISCUSSION	<ol style="list-style-type: none"> 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?
DO	<ol style="list-style-type: none"> 1. Draw a continuum on the board that says, easy/easier on one end and hard/harder on the other. Read these prompts, and direct students to stand at the point in the continuum between easy/easier and hard/harder that reflects their perspective: To my knowledge, voting in my state is _____ (easy/hard). I think the voting process should be easier/more challenging than it is. Allow students to explain their answers. 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: 14th amendment, 15th amendment, 17th amendment, 19th amendment, 24th amendment, and 26th amendment. Review answers. 4. In addition to Constitutional amendments, several congressional acts related to voting have passed. Invite student groups to research and summarize the Enforcement Act of 1870 and the Voting Rights Act of 1965. 5. Ask students if they know why voting rights are in the news this week. Invite them to read and annotate the article and to identify what President Trump's recent Executive Order states 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 to individual voters, to candidates, and to our system of voting. Will this requirement make voting easier or harder? Do they support the requirement? Why or why not? Invite groups to share their answers, and invite spirited but respectful debate.
EXTEND	Invite students to learn more about their state's voting rights here .