

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

May 19, 2023
Issue 1131

The Week
at a
Glance



6	The border: Does Biden have a viable plan?	News	The federal government's official ending of the Covid "emergency" on May 11 automatically suspends the use of Title 42 as a pretext to expel foreign migrants apprehended at the southern border. Knowing the restrictions would be lifted, hundreds of thousands have now massed at the border—35,000 in Ciudad Juarez, Mexico, alone—hoping to file asylum claims and enter the U.S	Government World Studies
7	Oakland: Reparations	News	A California task force approved recommendations to repay Black residents for past injustices at a cost to the state of as much as \$800 billion.	Government Legal Studies Civics
8	Amsterdam: Anti-Semitic outburst	News	Dutch police arrested 154 soccer fans for singing anti-Semitic chants, including "Hamas, Hamas, Jews to the gas," loudly and disruptively on a train on their way to a match in Amsterdam.	World Studies Human Rights
16	Gun violence: Another Texas slaughter	Opinion	The latest gun massacre occurred in Texas when Mauricio Garcia, a 33-year old neo-Nazi who praised Adolf Hitler and mass shooters, used an assault rifle to declare war on shoppers at a suburban Dallas outlet mall.	Government Legal Studies Civics
25	Screenwriters strike: Hollywood's AI battle	Reviews	Last week, the 11,500 members of the Writers Guild of America who write for film and television went on strike, making the WGA one of the first creative labor unions to do battle over how artificial intelligence will redefine work and workers' pay.	Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Tallahassee: Sanitizing history PAGE 7	<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 did the Florida Department of Education reject 35 social studies textbooks that were submitted for use in grades K-12? How did some of the publishers respond? 3. What do you know about the Florida laws that are related to what topics can be discussed in school, and how? 4. Do you think that topics related to LGBTQIA+ issues and Black Lives Matter protests should be discussed in school? Explain your answer.
The demise of political moderates PAGE 12	<ol style="list-style-type: none"> 1. What is a political moderate? 2. What claim is the author making about political moderates in America? 3. What evidence does he use to support his claim? 4. If his claims are true, what do you see as the impact or risk to American democracy?
Loneliness: A corrosive national epidemic PAGE 16	<ol style="list-style-type: none"> 1. According to the article, what was revealed about loneliness in a new report from US Surgeon General Vivik Murthy? 2. What methodology was used as part of the study, and what was the evidence that supported the report's finding? 3. Do you agree that loneliness is a "plague in America"? Explain your answer. 4. How has loneliness impacted you and peers across your school or community?

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? 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?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Oakland: Reparations" (p. 7)	
VOCABULARY	reparations, injustices, endorsed, compensate, disparities, redlining, eligible, legacy, deficit
DISCUSSION	<ol style="list-style-type: none"> 1. In what instances, if any, should a person or group pay a debt based on the actions of previous generations? 2. What are the most effective ways for a society to learn from its mistakes?
DO	<ol style="list-style-type: none"> 1. Distribute sticky notes to each student. Write the term, "reparations," on the board/white board, and invite students to write what they think the word means on the sticky notes. Encourage students to think about what the word "repair" might have to do with the definition. Post the sticky notes by the word. 2. Direct students to use online dictionaries to check their predictions. According to <i>dictionary.com</i>, reparations means "compensation in money, material, labor, etc., payable by a defeated country to another country or to an individual for loss suffered during or as a result of war" or "monetary or other compensation payable by a country to an individual for a historical wrong." Explain that reparations can be made in the form of individual monetary payments to victims or to descendants of an historical wrong. Ask students what historical wrongs might be worthy of monetary reparations to victims or their descendants. 3. Invite groups to research one of the following examples of reparations that have been suggested or implemented. Challenge them to identify the historical wrong, which group committed the historical wrong, which group was the victim of the historical wrong, the time period, and the result: (1) Germany and WWI reparations; (2) Native American reparations after WWII; (3) The Hawaiian Home Commissions Act of 1920; (4) Reparations from Germany after the Holocaust; (5) Reparations in South Africa after Apartheid; and (6) Reparations relating to Japanese Internment during WWII. 4. Invite groups to share what they learned. Discuss: What did you learn about reparations, based on this activity? What common themes emerge from all examples? 5. Direct students to read the article about the recommendations of California Gov. Newsome's task force. When Newsome established the task force, he was quoted as saying, "As a nation, we can only truly thrive when every one of us has the opportunity to thrive. Our painful history of slavery has evolved into structural racism and bias built into and permeating throughout our democratic and economic institutions." Invite students to free-write a response to Gov. Newsome's quote. Do they agree, disagree, what questions do they have, and what would they want to learn?
EXTEND	Invite students to learn more about the views of many Americans about reparations for slavery.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Amsterdam: Anti-semitic outburst" (p. 8)	
VOCABULARY	anti-semitic, chants, outburst, historically
DISCUSS	<ol style="list-style-type: none"> 1. Why do you think some people hold and perpetuate biases and hatred toward other people, based on their religion? 2. How are prejudice and bias created? How do we overcome them? 3. When should an individual take a stand against what he/she believes is an injustice?
DO	<ol style="list-style-type: none"> 1. Write the following quote, and invite student groups to interpret and react to it, and to share how, if at all, it relates to contemporary issues and/or their lives. "First they came for the Socialists, and I did not speak out – Because I was not a Socialist. Then they came for the Trade Unionists, and I did not speak out – Because I was not a Trade Unionist. Then they came for the Jews, and I did not speak out – Because I was not a Jew. Then they came for me – and there was no one left to speak for me." Invite groups to report out. Explain that the quote is attributed to Lutheran pastor Martin Niemöller who believed that Germans had been complicit through their silence during the Nazi imprisonment, persecution, and execution of millions of people. 2. Introduce the term, "Anti-Semitism," and invite student pairs to create a K-W-L chart about Anti-Semitism. (What I Know. What I Wonder. What I Learned.) Challenge pairs to research answers from their "W" column, and record those answers in their "L" column. Background information can be found at the United States Holocaust Memorial Museum and the Anti-Defamation League. Once research is completed, direct each pair to join another pair and discuss questions and answers. 3. Direct each new group of four to read and annotate the article to learn about events in Amsterdam. How does this reflect Anti-Semitism? How does it relate to the quote in the introductory activity? 4. Challenge groups to list other historical and contemporary examples of Anti-Semitism. According to the Anti-Defamation League, there were 8,366 incidents of extremism or Anti-Semitism in the United States in 2020 and 2021. Visit this heat map to research Anti-Semitic incidents in your state or around the nation. As a class, invite students to discuss the events they researched. Discuss: Why do you think Anti-Semitism exists? What are the consequences and risks of Anti-Semitic behavior? What can students do to combat Anti-Semitism in their school and/or community?
EXTEND	Invite students to listen to one or more podcasts from the United States Holocaust Memorial Museum

* 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.