

THE WEEK

**The Week
at a
Glance**



4	Colleges crack down on Gaza war protests	News	Police in riot gear stormed a Columbia University building occupied by pro-Palestinian demonstrators, as college administrators and lawmakers sought to curb a protest movement spreading rapidly across campuses nationwide.	World Studies Civics Government Legal Studies
6	Supreme Court: Will it give Trump 'official' immunity?	News	Should a president "be able to overthrow the government and get away with it?" asked Adam Serwer in <i>The Atlantic</i> . Hearing arguments in Trump v. United States— special prosecutor Jack Smith's case charging Donald Trump with trying to overturn the 2020 election—the Supreme Court's conservative majority seemed "intrigued" by the possibility.	Government Legal Studies American History
7	Washington, D.C.: Motion to vacate	News	Rep. Marjorie Taylor Greene (R-Ga.) announced that she plans to formally demand a vote on a motion to remove House Speaker Mike Johnson (R-La.) next week.	Government
11	Anti-vaxxer in chief	News	Robert F. Kennedy Jr. is polling higher than any third-party presidential candidate in decades. What does he stand for?	Politics
20	TikTok: Competitors circle as post-election ban looms	Tech	President Biden signed a bill into law that gives ByteDance, TikTok's Chinese parent company, nine months to sell the app or face a nationwide ban.	Economics Government Business Tech

BRIEFLY: Quick Questions & Ideas To Engage Students

Biden administration moves to loosen marijuana laws PAGE 6	<ol style="list-style-type: none"> 1. How would you summarize this story in six words? 2. Why do you think the Attorney General is recommending an ease on federal restrictions on marijuana? 3. What could be positive or negative impacts of this decision on the economy, our society, the legal system, and the prison system? 4. What is your state's position on marijuana use?
Is Trump's poll lead an illusion? PAGE 12	<ol style="list-style-type: none"> 1. How reliable do you think political polling is, and why? 2. What is the author's claim in this article? 3. What evidence does he use to support his claim? 4. What is your prediction for the 2024 presidential election, and why?
TikTok: Competitors circle as post-election ban looms PAGE 20	<ol style="list-style-type: none"> 1. What does the columnist mean by, "the countdown is on for Tik Tok"? What do you know about the law that was signed by President Biden last week related to Tik Tok? 2. According to the article, why are there national security concerns about Tik Tok? 3. How, if at all, does this law infringe on First Amendment rights? 4. What would be the positive and negative impacts of banning Tik Tok in the United States?

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, "Colleges crack down on Gaza war protests?" (p. 4)	
VOCABULARY	demonstrators, activists, barricaded, unfurling, Infitada, divests, encampment, genocide, antisemitism, condemned, hate speech, repression, squelch, clearinghouse, expulsions, narrative, slogans, beliefs, contingent, displacement, inflammatory
DISCUSSION	<ol style="list-style-type: none"> 1. What role can young people play in political and human rights issues like the situation in the Middle East? 2. When, if ever, do you think a school or university should step in to manage or stop student protests, demonstrations or debates?
DO	<ol style="list-style-type: none"> 1. Write the following quotes from the article on the board. Invite student groups to identify what news story all of the articles relate to, to analyze the quotes, and to identify which quote most aligns to their opinion on the story. (1) "We will not allow our tuition dollars to carry out the genocide of Palestinian people." (2) "Students have a right to speak out, but 'our freedoms are not an unlimited license,'" (3) "Students across America 'are getting a hands-on lesson in speech repression.'" (4) "Too many of the protesters have boiled a complex situation down to 'an insultingly simplified narrative of good and evil,' and have been driven by misplaced righteousness to bully Jewish students, chant 'murderous slogans,' and otherwise disrupt campus operations." 2. Invite students to read and annotate the article. Do any of their opinions about the quotes change? 3. Discuss: What role does protest have on college campuses? Are there limits to free speech protests? If so, what are they? If not, why not? How should universities address these protests? When have youth-led movements influenced policy in the past, and what can we learn from them? 4. Invite student groups to select one of these youth-led movements from history: The Little Rock 9- 1957; Greensboro sit-ins- 1960; Tinker v. Des Moines- 1965; Kent State shooting- 1970; Soweto uprising- 1976; Tiananmen Square uprising- 1989; Velvet Revolution - 1989; Black Lives Matter- 2014; March for our Lives- 2018. For their movement, challenge groups to research and document the following information: Who was protesting? Where was the protest? What was being protested? Why were young people protesting? How did they protest? What barriers did they face? What was the impact of the protest? Can we still feel the impact of the protest today? If so, how? How, if at all, does the protest they have researched relate to the recent protests against Israel's bombing in Gaza? 5. Invite groups to share their research with the rest of the class. Invite students to consider the following: What methods of protest were most effective? What, if anything, can young people learn from these historical protests?
EXTEND	Invite students to learn more about some of the events that led to the protests on college campuses.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Supreme Court: Will it give Trump 'official' immunity?" (p. 6)	
VOCABULARY	immunity, conservative, intrigued, prosecution, coups, repercussions, breathtaking, logic, liberals, controversial, concede, originalism, underpinned, norms, bigotry, philosophy
DISCUSS	<ol style="list-style-type: none"> 1. What essential questions did this Supreme Court hearing consider? 2. Should presidents be immune from criminal prosecution for actions they take while president?
DO	<ol style="list-style-type: none"> 1. Write the word, "immunity" on the board and challenge students to reach consensus about its definition. Note that one definition of "immunity" is "protection or exemption from something, especially an obligation or penalty." Given that definition, ask students what they think the term, "presidential immunity" means. Discuss possible answers. Ask students what, if anything, the Constitution says about presidential immunity. Invite them to go here and here to learn more. 2. Write the following question on the board: Should the President of the United States have absolute immunity from criminal prosecution for official actions they take while president. Invite students to free-write an answer to this question, including any supporting points for their answers. Invite student volunteers to share their answers. Document any points that support absolute immunity and any points that oppose absolute immunity. 3. Ask students if they know what news story this question relates to. Invite students to read and annotate the article and to watch this video that summarizes the current hearing before the Supreme Court. 4. Direct students to select two of the following people involved in this case from this list: President Trump, John Sauer, Jack Smith, Justice Alito (or another traditionally conservative-leaning Justice); Justice Brown (or another traditionally liberal-leaning Justice). They must select two people who likely would have differing viewpoints on the case. Challenge students to conduct research and listen to arguments to help them craft a one-page written or one-minute video argument from the people they've selected that completes the following prompt: Presidents should/should not have absolute immunity from prosecution for official acts conducted during their presidency because ____. 5. Invite students to share their arguments with other students. 6. Finally, repeat the freewrite exercise. Did student opinions change?
EXTEND	Invite students to listen to live or archived arguments on this case.

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