

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Israel, Hamas near hostage and cease-fire deal	News	Israel and Hamas appeared to be on the verge of a deal that would see the terrorist group free some of its 240 Israeli hostages in exchange for the release of Palestinian prisoners and a temporary cease-fire— which would be the first significant pause in fighting since the war began on Oct. 7.	Government World Studies
7	St. Louis: Voting rights	News	The 8th U.S. Circuit Court of Appeals accepted a radical interpretation of the Voting Rights Act of 1965, finding that private citizens and civil rights groups are precluded from filing lawsuits under a central provision of the landmark law.	Government American History Civics
11	A nation moving apart	News	Americans are increasingly sorting themselves into communities with shared politics. Is this bad for democracy?	Politics Civics
17	Haley: A narrow path to the nomination	News	Could Nikki Haley really beat Donald Trump? asked Ross Douthat in <i>The New York Times</i> . Buoyed by a series of strong debate showings, the former South Carolina governor is rising in the polls and drawing praise as “an appealing and charismatic leader” who is “showing that you can thrive as a Republican without surrendering to Trumpism.”	Politics
35	The first lady who championed mental health care	Opinion	Rosalynn Carter was a key policy adviser to her husband, President Jimmy Carter, and a full partner in his work, not only in the White House but also for decades after as the couple dedicated themselves to humanitarian causes. Last week, she passed away.	US History Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Gainesville, Fla.: Campus speech rights PAGE 7	<ol style="list-style-type: none"> 1. Why did the American Civil Liberties Union sue Florida Gov. Ron DeSantis and state educational officials last week? 2. How did the student group use the Constitution in its defense? 3. What rights are protected in the First Amendment? 4. Do you believe the students' First Amendment rights were violated? Why or why not?
TikTok: Promoting bin Laden's narrative? PAGE 17	<ol style="list-style-type: none"> 1. What do you know about Osama bin Laden? 2. What do you think this article is about, based on its headline? 3. Do you agree that it is “past time to ban Tik Tok”? Explain your answer. 4. How, if at all, should social media companies like Tik Tok respond to posts like the ones described in the article?
False election claims in Facebook ads PAGE 20	<ol style="list-style-type: none"> 1. What significant decision related to past elections did Meta make last week? 2. According to the article, what data did Meta use to make its decision? 3. What is the possible impact of this decision on voters, on candidates, on the political process, and on Meta itself? 4. How do you know if the information you see on social media is accurate?

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, " St. Louis: Voting rights" (p. 7)	
VOCABULARY	radical, interpretation, civil rights, precluded, provision, landmark, discrimination, gerrymandering, prevailed
DISCUSSION	1. Why is voting important? 2. Do you think the right to vote still needs to be protected and guarded? Why or why not?
DO	1. Place a large sheet of butcher paper in the middle of the room with the term, "voting rights" on it. Lay several markers beside the paper, and invite students to have a silent conversation about what they know or what they wonder about voting rights. They can list or illustrate what they know, ask and answer questions, or share their opinions on the paper but it must all be done in silence. After several minutes, invite students to walk around the paper to see what other students wrote. Discuss the exercise. 2. Ask students what they know about how voting rights have changed since the Constitution was ratified. What are some ways voting rights have been expanded since that time? What are some ways they have been restricted? Invite students to review this timeline to learn more. 3. Ask students specifically what they know about the Voting Rights Act of 1965 and why it was so significant. Explain that The Voting Rights Act of 1965, signed into law by President Lyndon B. Johnson, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution. The Voting Rights Act is considered one of the most far-reaching pieces of civil rights legislation in U.S. history. Prior to that, even though Black people had the right to vote, barriers such as literacy tests, poll taxes, intimidation, threats and even violence prevented many people of color from voting. Invite them to learn more here . 4. Ask students if they know why the Voting Rights Act of 1965 is in the news this week, and direct them to read and annotate the article. Do students agree with the quote at the end of the article that the 8th U.S. Circuit Court of Appeals interpretation will be a "devastating blow to the Voting Rights Act"? Why or why not? 5. Explain that, since the Voting Rights Act of 1965, many states have enacted laws that impact voting rights in positive or negative ways. Invite student groups to select one of these voting rights categories: requirement for Voter ID, ability to vote by mail, early voting, and felony disenfranchisement. Challenge students to learn what the voting rights category is, whether it impacts voting rights in a positive or negative way, and what their own state's laws are regarding it.
EXTEND	Invite students to learn more about the voting rules that have been changed in battleground states since the 2020 election.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "A nation moving apart" (p.11)	
VOCABULARY	clustered, legislature, gerrymandering, electorate, homogenous, census, partisan, segregation, polarization, fundamental, constituencies, ideological, socially conservative, culture wars, liberals, incentive, cultural identity
DISCUSS	1. Why do you think American politics is so divisive? 2. What factors contribute to the selection of a political party?
DO	1. Write "strongly agree" on one side of the room, and "strongly disagree" on the other. Read the following prompt to students, and challenge them to stand at the point on or between the labels that reflect their opinions: The U.S. is moving apart based on political parties. 2. Distribute two index cards to each student, and direct them to write "R" on one and "D" on the other. Explain that the letters represent the two major political parties in the U.S.: Republicans and Democrats. Challenge them to hold up the correct card to answer the following: Which political party is most associated with blue and a donkey? Red and an elephant? Gun rights? Gun control? Stricter voting laws? Social programs that help others? Big government? More state control? Taxing the wealthy? Concerns about climate change? Stricter immigration laws? Review or research answers. 3. Ask students to define "political party" and research the role of political parties in American politics. Discuss: Why do we have political parties? Do you think they are important? Should there be more or less than two major political parties in the U.S.? How might the nation be different if there were no political parties? Invite students to watch this video to learn why we have political parties and what role they play in our political process. 4. Challenge student groups to identify three issues they care about most. These could include the economy, education, healthcare, defense, the environment, civil rights, homeland security, immigration, crime, women's rights, etc. In a three-column chart with each issue in the first column, challenge them to research and record the Republican position in the second column and the Democratic position in the third. Further direct them to circle the position that most closely aligns with theirs. Invite respectful dialogue in small groups about what students researched. 5. Ask students if they think differences between political parties are positive or negative for our country, and why. Note that they may think it's both positive and negative. Invite them to read and annotate the article and to circle the three most significant facts from the article, to draw a box around two things that make them curious, and to highlight the quote with which they most agree. 6. Finally, challenge students to answer the question in the headline: Is the fact that Americans are increasingly sorting themselves into communities with shared politics bad for democracy?
EXTEND	Invite students to take this political party quiz to see which political party most closely aligns to their view.

* 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.