

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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## The Week at a Glance



4	U.S. analyzing China's downed spy balloon	News	Questions swirled around a suspected Chinese surveillance balloon that was shot down by the U.S. military off the coast of South Carolina after it spent days drifting over the U.S., riveting public attention.	Government World Studies
5	Upbeat Biden touts victories, booming economy	News	Facing an atmosphere of deep partisan division, President Biden struck an optimistic tone in a State of the Union speech widely interpreted as a practice run for a re-election campaign.	Government American History
9	Gaziantep, Turkey quakes devastate vast area	News	Bitter cold, heavy rain, and a shortage of emergency workers and equipment hindered the massive relief effort in Turkey and Syria after a magnitude-7.8 earthquake and an aftershock nearly as strong killed more than 20,000 people.	World Studies
16	GOP primary: Trump's many challengers	Opinion	After Donald Trump declared his candidacy, Nikki Haley, who served as U.N. ambassador in the Trump administration, plans to announce. She'll join Florida Gov. Ron DeSantis, Trump's vice president, Mike Pence, and secretary of state, Mike Pompeo, as Republicans showing interest in running.	Politics
37	Employment: A jobs boom despite recession fear	Business	As economists debate whether the U.S. can avoid recession in the fight against inflation, the Labor Department's monthly employment survey threw in a surprise, showing that the U.S. economy added 517,000 jobs in January, more than double the number economists had forecasted.	Government Economics

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

African-American studies: A major victory for DeSantis? PAGE 6	<ol style="list-style-type: none"> <li>1. What do you know about Florida Gov. Ron DeSantis?</li> <li>2. According to the article, why did DeSantis block Florida schools from adopting the College Board's AP African-American Studies (APAAS) curriculum as an optional class for college-bound high school seniors? Should political leaders be able to decide what courses are available to high school students?</li> <li>3. How would you summarize both sides in the debate around this topic?</li> <li>4. What is your opinion on this news story?</li> </ol>
Hong Kong: Simpsons censors episode PAGE 9	<ol style="list-style-type: none"> <li>1. What do you know about censorship of books, television shows, songs, or movies in the United States?</li> <li>2. Complete this sentence, "A television show should be censored if ...".</li> <li>3. According to the article, why did Disney pull an episode of <i>The Simpsons</i> in Hong Kong?</li> <li>4. What does this story reveal about the differences between censorship in the U.S. and other places around the world?</li> </ol>
Harris' failure should not be a surprise PAGE 12	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. What is the columnist's point of view in this article? What evidence does he use to support his point of view?</li> <li>3. What do you know about the political leanings of <i>The National Review</i>? How does knowing the source of news help you determine any bias in reporting?</li> <li>4. How would you characterize Vice President Harris' performance so far?</li> </ol>

### FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

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. Why do you think Winnie the Pooh is part of the illustration?
5. Come up with your own headline for this image.

MAIN ACTIVITY OF THE WEEK #1: Based on the story, "Upbeat Biden touts victories, booming economy (p. 5)	
VOCABULARY	partisan, optimistic, tenure, bipartisan, antitrust, veto, repeal, civility, entitlements, rebuttal, prowess, progressive. Impose, alarmism, hypothetical, demagogues, folderol, aesthetic, populism, predecessor, peril
DISCUSS	1. What do you think prevents Republicans and Democrats from working effectively together on a regular basis? 2. Is it a right, a responsibility, both, or neither for U.S. citizens to watch the President's State of the Union speech? 3. How do you think members of Congress should conduct themselves while watching the State of the Union speech?
DO	1. On the board, write, "The President shall from time to time give to the Congress information of the State of the Union." Ask whether students know where this clause can be found and to what it refers. Explain that it is from Article 2, Section 3, Clause 1 of the U.S. Constitution and it refers to the president's annual State of the Union address. What was once a periodic report to Congress is now a major speech to all Americans about the state of the country and the president's agenda. Direct students to read the text of the <a href="#">State of the Union address</a> delivered by George Washington on January 8, 1790. It is said to be the shortest State of the Union ever delivered. Invite students to identify the progress and proposals identified by Washington. Which parts of the speech, if any, could still be considered relevant? 2. Ask students if they watched President Biden's State of the Union address delivered on February 7th. What would they expect/have expected to be the major themes of the speech? Invite students who watched to share what stood out to them from the speech. President Trump's speech lasted approximately one hour, 12 minutes, and 40 seconds – making it the eighth-longest State of the Union address of the last 60 years, according to data compiled by UC Santa Barbara's The American Presidency Project. 3. Invite students to come up with a way to divide the speech among student groups. Direct each group to both <a href="#">watch and read</a> the part of the speech it was assigned. Challenge them to do the following (1) summarize their part of the speech; (2) identify why they believe the topic or information was covered in the State of the Union; (3) fact check at least one claim made in their part, using at least two credible sources; and (4) describe Democrats' and Republicans' reactions to their part of the speech. 4. Invite students to share their speech segments/ research with the rest of the class. Challenge students to answer these questions: Did President Biden explain the "state of the union"? Did President Biden make the case for re-election in this speech?
EXTEND	Invite students to summarize key points from the <a href="#">Republican response</a> given by Arkansas Gov. Sarah Huckabee Sanders. Compare the speech to the major points of President Biden's address. Challenge them to determine how they interpret the "truth" based on such differing viewpoints.

MAIN ACTIVITY OF THE WEEK #2: Based on articles "GOP primary: Trump's many challengers" (p. 16)	
VOCABULARY	primary, coronation, ambassador, plurality, reigning, counterpunch, vulnerable, catastrophic, arsonist, rage
DISCUSS	1. What qualities do you think are most important for a presidential candidate to have? 2. What lessons should candidates for the 2024 presidential election take from the 2020 election?
DO	1. Write Donald Trump, Nikki Haley, Ron DeSantis, Mike Pompeo, Mike Pence, and Tim Scott on the board. Challenge students to identify what they have in common. Explain that, in addition to being Republicans, they have all announced or are expected to announce their candidacy for president in 2024. What, if anything, do students know about each candidate? 2. Invite students to read and annotate the article. Then, ask students to choose one of these political leaders to learn more about. Challenge them to conduct research to create a personal and political profile of the candidate they have selected that includes his/her age, birthplace, family information, education, political experience, positions on five key issues, overall philosophy, three quotes from him/her, three quotes from others about him/her, any current public opinion data, and three questions they would like to ask the candidate. 3. Invite groups to present information and to try to answer each others' questions based on their own group's research. 4. Introduce a <a href="#">SWOT analysis</a> to students. SWOT stands for strengths, weaknesses, opportunities, and threats. They are often used to evaluate businesses but can also be used to evaluate political campaigns or candidates. In a SWOT analysis, strengths and weaknesses are internal evaluations while opportunities and threats are external. Invite students to use their research to <a href="#">create a SWOT analysis</a> of the candidate they selected as it relates to his/her potential run for president in 2024. Based on the SWOT analysis, challenge groups to determine whether they believe their candidate would be a viable and potentially winning candidate for the Republican nomination and the general election. Challenge them to justify their answers using information from their SWOT analysis and additional research. 5. Finally, challenge the class to reach consensus on which candidate has the greatest chance of winning the nomination, based on research.
EXTEND	Invite students to create a want ad for the ideal 2024 Republican presidential nominee. Their want ad should include the most important credentials for the candidate with the greatest chance of winning the party's nomination and the general election.

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