

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1156

The Week at a Glance



4	Israel ramps up its ground war on Hamas	News	Israel intensified its offensive against Hamas in what officials called “a new phase” of the war in Gaza, as aid groups warned of a worsening humanitarian crisis in the Palestinian territory.	Government World History World Studies
6	‘Decolonization’: A new excuse for antisemitism?	News	An explosion of antisemitism has intensified as Israel has struck back against the terrorists in Gaza. This is being described as “decolonization,” an academic doctrine that justifies Palestinian violence against Israelis as part of a global struggle for social justice.	Government American History
16	Mike Johnson: A Christian nationalist in the speaker’s chair	Opinion	After three previous nominees flamed out in the face of GOP opposition, Rep. Mike Johnson won the speakership with the near unanimous support of the House majority.	Government
17	Biden: A Democratic challenger steps forward	Opinion	Rep. Dean Phillips says he’s running for the Democratic nomination to “jolt his party out of complacency” about re-nominating 80-year-old Joe Biden, who some 73 percent of voters believe is too old to serve another term.	Politics
32	AI: Biden order invokes emergency powers	Business	A sweeping executive order signed by President Biden is aimed at reining in artificial intelligence, said Cristiano Lima and Cat Zakrzewski in <i>The Washington Post</i> . The order, which relies on emergency authority under the 1950 Defense Production Act, calls on “a slew of federal agencies to mitigate the technology’s risks.”	Politics Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Richmond, Va: Voting rights PAGE 7	<ol style="list-style-type: none"> 1. Do you think voting is a right or a responsibility? 2. According to the article, what election impropriety took place in Virginia ahead of pivotal General Assembly elections? 3. How would you define the term, “election integrity”? 4. What constitutional amendments help to protect the rights of all Americans to vote?
Maine: Why did a mass shooter still have guns? PAGE 17	<ol style="list-style-type: none"> 1. What do you know about the recent mass shooting in Maine? 2. According to the article, what were the warning signs before Robert Card shot and killed 18 people? 3. What people or groups, if any, share responsibility for this mass shooting? 4. Do you think all states should have “red flag” laws? Why or why not?
A monumental end: Charlottesville melts down its Robert E. Lee statue PAGE 24	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. Why are statues of Robert E. Lee being removed from public buildings and melted down? 3. What do you think this quote from the article means, “Melting Lee down and turning him into something new is a violent act and also a hopeful one.”?

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, “‘Decolonization’: A new excuse for antisemitism?” (p.6)	
VOCABULARY	decolonization, antisemitism, slaughter, Zionist, euphemism, toxic, legacy, oppression, humanitarian, anticolonial, dehumanized, doctrine, genocidal, millenia, conquest, exile, repatriating, primeval
DISCUSSION	1. What have you read or heard about events in Israel and Gaza? What emotions and thoughts are you experiencing? What do you know about the rise of violence and hate speech that has emerged on many college campuses in response to the events in the Middle East? 2. What does the chant, “From the river to the sea, Palestine will be free” mean?
DO	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. Ask students how, if at all, that quote is still relevant today. 2. Introduce the term, “antisemitism.” Challenge students to break down and define the word. According to the Anti-Defamation League, antisemitism is “prejudice and/or discrimination against people who are Jewish. It can be based on hatred against Jews because of their religious beliefs and their group membership (ethnicity).” Ask student groups to discuss these questions: What is the worst example of antisemitism in history? What are some modern examples of antisemitism? Where have you recently read about antisemitism in the news? Invite students to watch this video or go to the Anti Defamation League (ADL) or United States Holocaust Memorial Museum to learn more. 3. Ask students what they know about the rise of violence and hate speech on many college campuses in response to the events in the Middle East. Direct students to read and annotate the article. Based on what they have learned, how if at all do these events reflect antisemitism? How do they relate to the quote in the introductory activity? 4. Challenge groups to list other historical and contemporary examples of antisemitism. Visit this heat map to research antisemitic incidents in your state or around the nation. Then, review these recent antisemitic incidents in the wake of the Israel-Gaza war. As a class, invite students to discuss the events they researched. Discuss: Why do you think antisemitism exists? What are the consequences and risks of not standing up to antisemitic behavior? What can students do to combat antisemitism in their school and/or community?
EXTEND	Memes and posts containing antisemitic ideas have been spread across social media platforms, sometimes by people who are naive to their antisemitic content. Challenge students to create a social media post that would combat antisemitism.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, “Pick of the week’s cartoons” (p, 18)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the “Pick of the week’s cartoons” on p. 18. Challenge small groups to answer the following questions about each cartoon: What do you see in the cartoon? What news story and what issue is being illustrated in the cartoon? What point of view about the issue is the cartoonist trying to illustrate? Have each group report out. 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what makes an effective political cartoon. Explain that political cartoons are a type of editorial cartoon made to convey editorial commentary on politics, politicians, and current events. Such cartoons play a role in the political discourse of a society that provides for freedom of speech and of the press. A good political cartoon makes you think about current events, but also tries to sway your opinion toward a point of view. Sometimes political cartoons can change your mind about an issue without you even realizing it. 3. Identify the articles in this week’s issue that correspond with each cartoon. Note that more than one cartoon can relate to one story, and more than one story can relate to each cartoon. Challenge student pairs to match the cartoonist’s points of view with one or more of the quotes from each article. 4. Political cartoonists use specific techniques to express their points of view and try to persuade readers. Introduce the following techniques, and challenge students to define and identify examples of each in this week’s issue: symbolism, irony, exaggeration, analogy, and labeling. Each technique (and more) is explained starting at 11:00 here . Invite students to share which technique and which cartoon they think is most persuasive, and why. Invite students to consider how the news source and date the cartoon was published can also help them analyze it. 5. Finally, ask students to select an article or issue in this week’s issue of <i>The Week</i> and create a political cartoon that both illustrates their point of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Ask students if and how political cartoons could impact an election. Then, invite them to review these cartoons about the 2024 presidential election and identify the techniques and points of view from at least three cartoons.

* 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.