

# THE WEEK



The Week  
at a  
Glance



4	Trump taps 'Deep State' critic Patel to lead FBI	News	As a string of scandals threatened to sink Donald Trump's nominee for defense secretary, the president-elect pushed ahead this week with his plans to get another MAGA firebrand, Kash Patel, confirmed as the next director of the FBI.	Government
5	Biden: Why he broke his promise not to pardon Hunter	News	After repeatedly and emphatically pledging that he would not pardon his son Hunter, Biden did exactly that this week.	Politics Government
7	Tennessee: Trans youth	News	The Supreme Court's conservative majority this week appeared primed to uphold a Tennessee law blocking transition treatment for transgender youth in a closely watched case.	Government Civics
16	News: Why some liberals are tuning it out	News	Many liberals have developed "Trump Detachment Syndrome," a "self-protective behavior" that involves blacking out the news and not watching, reading about, or "discussing you-know-who."	Politics Media Studies
17	Immigration: Preparing for the crackdown	Business	With just six weeks before President-elect Donald Trump launches mass deportations, immigrants are "racing to get ahead of the crackdown," said Miriam Jordan in <i>The New York Times</i> .	Government Civics

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

DEI: Is the movement dead? PAGE 16	<ol style="list-style-type: none"> <li>1. What claim does the author make in this article about diversity, equity, and inclusion?</li> <li>2. What evidence is used to support that claim?</li> <li>3. How has corporate America responded to the shift away from DEI?</li> <li>4. What does the term "woke" mean, and how has the term impacted our society, politics, and policies?</li> </ol>
Trump: Beyond the reach of the law PAGE 17	<ol style="list-style-type: none"> <li>1. Based on its headline, what do you think this article is about?</li> <li>2. What does it mean to be "beyond the reach of the law," and what evidence is presented in the article indicating that President-elect Trump is beyond the law?</li> <li>3. What are the benefits and risks of the Supreme Court's giving broad immunity from prosecution to all presidents?</li> <li>4. What does this sentence from the article mean: "Ironically, the very democracy that Trump had tried to subvert produced his legal deliverance"?</li> </ol>
FDA: Supreme Court likely to uphold vaping rules PAGE 32	<ol style="list-style-type: none"> <li>1. According to the article, why is the Supreme Court likely to uphold vaping rules?</li> <li>2. Do you agree with the decision of the FDA and the Supreme Court? Why or why not?</li> <li>3. Why do you think so many young people vape?</li> <li>4. What do you know about the brain functions that lead to addiction?</li> </ol>

**FEATURE OF THE WEEK: Cover**

Invite students to look at this week's cover and answer the questions.	<ol style="list-style-type: none"> <li>1. Describe the illustration on this week's cover.</li> <li>2. What news story is being illustrated here? What do you think the illustrator's point of view is on this story, based on the choices in the illustration?</li> <li>3. Sketch a different illustration that shows the same or a different point of view about this news story.</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the feature "The U.S. at a glance" (p. 7)	
<b>VOCABULARY</b>	deprivation, civil rights, trafficking, alleged, deterred, intimidated, lying in wait, high alert, canines, conservative, hormone therapy, transgender, plaintiffs, efficiency, harassment, impeachment, treason, documentary, conspiracy theories
<b>DISCUSS</b>	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
<b>DO</b>	1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> <li>* summarize the story in one sentence.</li> <li>* identify 1-3 possible causes and 1-3 possible effects of the event.</li> <li>* identify the primary conflict or issue and who is involved.</li> <li>* reach consensus, if possible, on a position related to the conflict.</li> <li>* identify connections between the event and other stories in <i>The Week</i>.</li> <li>* identify how the event impacts their lives, if at all.</li> <li>* predict the status of each story one year from now.</li> </ul> 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a Glance" feature for their school newspaper. Direct each group to develop the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories using the magazine format. 5. Invite each group to present and explain the choices it made.
<b>EXTEND</b>	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon <a href="#">here</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the articles of students' choice	
<b>VOCABULARY</b>	limited government, republicanism, checks and balances, separation of powers, sovereignty
<b>DISCUSSION</b>	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
<b>DO</b>	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do an in-person or virtual gallery walk and write what they know about each term on the related paper or slide. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea." 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain each idea's reasoning and significance for the Founding Founders. For example, checks and balances mean that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the <a href="#">interactive constitution</a> at the National Constitution Center. Encourage each group to compare answers with another group. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: <ol style="list-style-type: none"> <li>(1) where in the Constitution their big idea can be found;</li> <li>(2) 1-3 events from U.S. history that bring their big idea to life;</li> <li>(3) an article in this week's issue that relates to or exemplifies their big idea; and</li> <li>(4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google Slides, Prezi, or another tool they choose.</li> </ol> 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach a consensus about which of the six big ideas is most relevant today and why.
<b>EXTEND</b>	Challenge students to read about the history of the U.S. Constitution by reading <a href="#">this article</a> from the National Archives.

\* Note: On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.