

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1108

The Week at a Glance



6	Chinese rise up over Covid restrictions	News	Demonstrators angered to a boiling point by China's restrictive "zero-Covid" policies took to the streets in cities across China in a remarkable uprising that represented the nation's greatest civil unrest since the 1989 Tiananmen Square demonstrations.	World Studies
6	Gun violence: Would new laws matter?	News	To a nation already exhausted by a "historic stretch of gun violence," the Thanksgiving break was no break at all, said John Woodrow Cox in <i>The Washington Post</i> . In the space of 10 days, Americans woke up on three mornings to "another high-profile shooting and a new death toll."	Government Civics
6	Washington, D.C.: Enshrined in law	News	The Senate voted 61-36 to repeal the 1996 Defense of Marriage Act, ensuring that the federal government will recognize a same-sex marriage even if the couple moves to a state that doesn't do so.	Government Civics
16	Supreme Court: Cozy ties to religious activists	Opinion	<i>The New York Times</i> recently revealed that "wealthy religious zealots paid money to pray with and socialize with and extract priceless personal favors from Supreme Court justices," including Samuel Alito, Clarence Thomas, and the late Antonin Scalia, even as those justices were hearing cases of great interest to the Christian right.	Legal Studies
32	Retail: Deep discounts bring shoppers back	News	Despite decades-high inflation, a record 196.7 million people "flocked back to stores and hunted for deals from Thanksgiving Day to Cyber Monday," according to the National Retail Federation.	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Moscow Stronger anti-gay law: PAGE 9	<ol style="list-style-type: none"> 1. What did both houses of the Russian parliament vote for unanimously? 2. According to the article, to what was the vote a direct response? 3. How, if at all, does this article illustrate the differences between human rights in the U.S. and human rights in Russia? 4. Why is it important for you to know about human rights issues in other parts of the world?
The GOP's lost generation PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What is the point of view of the columnist? What evidence does he give to support his point of view? 3. Do you agree that the GOP has alienated younger voters? Explain your answer. 4. What issues would most influence your choice of a political party or support of political candidates, and why?
Twitter: Musk's clear political agenda PAGE 24	<ol style="list-style-type: none"> 1. What do you know about Elon Musk's role at and takeover of Twitter? 2. According to the article, what was Musk's primary reason for his purchase of Twitter? 3. What is your opinion on Musk restoring Twitter accounts to white supremacists, anti-Semites, misogynists, and election deniers? 4. What limitations, if any, should social media sites have on free speech for those who promote hate?

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 illustration represent? 3. What political leader is featured, and why? 4. What do you think the illustrator's point of view is about this news story? 5. How and why does the illustrator use techniques like symbolism and exaggeration in the illustration to express his or her point of view?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article "Gun violence: Would new gun laws matter?" (p. 6)	
VOCABULARY	historic, death toll, disgruntled, slaughtered, patrons, sacrosanct, reform, prosecution, apathy, atrocity, homicides, urban, massacre, sanctuaries, commonsense, filibuster, endure, heartbreaking, carnage, cynical
DISCUSS	1. How do you feel about the debate between gun rights and gun control? 2. How does this story illustrate the challenges of changing gun laws in America?
DO	1. Distribute sticky notes to students and ask them to write a prediction for the number of mass shootings in the US so far in 2022. Note: A mass shooting is defined as one in which four or more people are killed, not including the shooter. Invite them to post their sticky notes on a board or wall. 2. Direct them to read the article to learn the answer: 617. As the article notes, that's roughly two mass shootings every day and double the number from an equivalent period in 2018. Invite students to share their reactions to this statistic. Is the number higher or lower than they predicted? Why do they think the number of mass shootings has so dramatically increased in the last four years? 3. Ask students what they know about the most recent shootings in Virginia and Colorado. Invite them to read and annotate the article. 4. Invite students to learn more about the 1994 federal assault weapons ban and why it ended and the proposed federal assault weapon ban that is referenced in the article. Using the article and additional research, challenge student groups to list at least five reasons/pieces of evidence that would support the passing of this ban and at least five reasons/pieces of evidence that would oppose it. Once research is completed, invite each group to compare answers with a different group. Invite respectful discussion within the new group about whether students would support the passing of this ban and why. 5. Finally, invite students to answer the question in the headline of this article: Would new gun laws matter?
EXTEND	Invite students to learn more about the victims of the University of Virginia shooting , the Walmart shooting , and the Colorado shooting .

MAIN ACTIVITY OF THE WEEK #2: Based on several articles throughout the issue	
VOCABULARY	othering, discrimination, bias, exclusivity, conflict, classification, diversity, us vs. them,
DISCUSS	1. Why do you think people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
DO	1. On a large sheet of butcher paper in the center of the room, write the phrase, "us vs. them." Place several markers next to the butcher paper. Explain to students that you would like them to have a conversation with other students about the phrase on the butcher paper, but their conversation must be done in complete silence. They may silently write or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. They may also walk around the paper to learn from each other's conversations or to start a new silent conversation. 2. After five minutes of silent conversation, invite students to walk around and review what is on the butcher paper, discuss the experience, and draw conclusions about what is written. Challenge small groups to reach consensus on what us vs. them means and, if comfortable, invite students to share examples from their personal lives, the school or community, or the nation or around the world that illustrate us vs. them. Explain that us vs. them has also been called othering or classification. According to Edutopia, othering is a "human behavior that divides people into an 'us vs. them' by singling out some for aggression once they are branded as the "other." Name-calling, excluding and incessant lies can set the stage for more destructive behavior. Invite student volunteers to share how being excluded in this way has made them feel and, if they are comfortable, why they have excluded others from certain groups. 3. Direct student groups to create a two-column chart. In one column, challenge groups to list things that they believe contribute to othering. In the second column, ask them to list consequences of othering. Consequences could include those that happen to the people who are othered or the people who do the othering, or they could include consequences to groups, institutions, or society as a whole. Encourage them to consider consequences that happen within a school building, a community, and even global consequences. Discuss answers, ensuring that students feel comfortable sharing their own personal experiences. 4. Ask students what they have seen in the news recently that represents us vs. them. Invite each group to select at least two articles from this week's issue that represent us vs. them or othering. Direct them to discuss and document how the articles illustrate othering, what groups or people are involved, what (if anything) has contributed to the othering, and the existing or potential consequences. 5. Have each group report out, and use the examples to expand on the lists of causes and consequences from their previous group activity. 6. Finally, invite students to complete an exit card using the following prompt: Othering or us vs. them is best defined as _____. It is commonly caused by _____ and its most dangerous consequences are _____. One way we can prevent or stop othering is by _____.
EXTEND	Challenge students to brainstorm strategies that build a culture of respect, forgiveness, and empathy in your school by developing an upstander culture to reduce or even eliminate the behavior of othering.

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