

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Haley exits after Trump's Super Tuesday romp	News	Donald Trump was poised to claim the Republican presidential nomination, after a near sweep of crushing Super Tuesday wins led his sole remaining rival, Nikki Haley, to bow out of the race.	Politics
6	Supreme Court: Are the justices trying to help Trump?	News	Donald Trump "won big at the Supreme Court" this week, said Sam Baker in <i>Axios</i> , and the ruling reinstating him to Colorado's primary ballot was the least of it.	Legal Studies Civics Government
16	Polarization: The gender gap becomes a chasm	Opinion	Ideological differences between the two sexes are nothing new: American men have long tended to identify as moderately more conservative and Republican than women. But a new Gallup poll shows that young women are skewing much farther to the left than in previous generations.	American History Politics
17	McConnell: A history-changing legacy	Opinion	At 82, Sen. Mitch McConnell's announcement that he was stepping down as the Senate Republican leader in November was no real surprise. "But make no mistake," said Julian Zelizer in <i>CNN.com</i> , it's also an "unconditional surrender" to Trumpism.	Government Politics
17	The border: Trump's winning issue?	Opinion	In one recent poll, 53 percent of Americans preferred former President Trump's harsh policies about immigration over Biden's approach. This is why Biden is now "sprinting to the center."	Government Legal Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Phoenix: Vanishing center PAGE 7	<ol style="list-style-type: none"> 1. What does the term "center" mean, as it relates to politics? 2. Why is Senator Krysten Sinema's announcement about her future so significant? 3. Why do you think Sinema said that compromise is not what Americans want right now? Do you agree with that statement? 4. Which candidate do you think will replace Sinema, and why?
Kids' social media ban vetoed PAGE 20	<ol style="list-style-type: none"> 1. How would you summarize this story in just six words? 2. What bill related to teen social media accounts did Gov. Ron DeSantis veto, and why? Do you agree with his actions? Explain. 3. Do you think there should be a minimum age for social media accounts? If so, what should it be and why? If not, why not? 4. What larger societal problem or problems, if any, does this article reflect?
...just like the music industry PAGE 34	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What claim about the music industry does the author make? How does he or she support the claim? Do you agree with the claim? 3. Do you agree that Tik Tok has reshaped the way people listen to music? If so, how? 4. Do you think that musical artists should be compensated every time someone uses their song in a Tik Tok post? Explain.

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. What techniques does the illustrator use to represent his or her point of view?

MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Supreme Court: Are the justices trying to help Trump?" (p. 6)	
VOCABULARY	consequential, immunity, appeal, subversion, audacious, lethargic, coup, partisan, conviction, implausibly, frivolous, politicized, criminality, impeachment, democracy, polarization
DISCUSSION	1. Do you think Supreme Court justices should be appointed for life? Why or why not? 2. What major issues that could reach the Supreme Court this year are most important to you?
DO	1. Challenge student groups to source and interpret the following: "The Judicial Power of the United States shall be vested in one supreme court, and in such inferior Courts as the Congress may from time to time ordain and establish The Judges ... shall hold their Offices during good Behaviour, and shall, at stated times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office." Explain that it is an excerpt from Article 3 of the U.S. Constitution , and it refers to the powers, tenure, and compensation of Supreme Court justices. 2. Ask students what they know about the Supreme Court. What is their role? How does a justice get nominated and confirmed? How many justices are there? Which presidents nominated them to the court? How many are considered conservative-leaning? How many are liberal-leaning? Invite students to go here and here to learn the answers. 3. Invite students to read and interpret this quote from former Chief Justice of the Supreme Court William Rehnquist: "It seems to me that a major reason the Constitution has kept the ship of state afloat is the existence of an independent judiciary as a co-equal branch of our federal government. It is easy today to see the need for an independent judiciary, with the authority to enforce the terms of a written constitution, but back in 1787, when the Founding Fathers were drafting our Constitution, it was an entirely novel concept. I believe that the creation of an independent constitutional court, with the authority to declare unconstitutional laws passed by the state or federal legislatures, is probably the most significant single contribution the United States has made to the art of government. How do you interpret the quote? What is meant by an "independent judiciary"? What does it mean that the judiciary is a "co-equal branch of our federal government"? Do students believe that the court must act independently from the other branches of government? What is the risk of them not doing so? 4. Direct students to read and annotate the article. Invite them to select and interpret one of these quotes from the article: (1) "Donald Trump 'won big at the Supreme Court' this week." (2) "Actually, this is 'Trump's worst nightmare.'" (3) "In an age of 'extreme polarization,' the Supreme Court must recognize some kind of 'qualified immunity' for presidents, or they'll all be subject to 'frivolous, politicized prosecutions' the moment they exited the White House." (4) "The lesson of this week is that 'no one is coming to save us from Trump.'" 5. Invite students to share their interpretations and small groups, and then challenge groups to answer the question in the headline: Are the justices trying to help Trump?
EXTEND	Invite students to listen to oral arguments from the Supreme Court.

MAIN ACTIVITY OF THE WEEK #2: Based on articles of student choice in this week's issue	
VOCABULARY	executive, judicial, legislative, balance, checks, separation of powers
DISCUSS	1. Do you think the separation of powers is still relevant, as outlined in the U.S. Constitution? Why or why not? 2. What are the risks of one branch of government having too much power?
DO	1. Hang five signs around the room, each with one of the following words/phrases on it: judicial, executive, legislative, checks and balances, and separation of powers. Invite students to do a gallery walk around the room and list on each sign what they know and questions they have about each term/phrase. Review the information and the remaining questions. Challenge students to predict answers to the questions and to determine how all of the words/phrases are related to one another. Direct students to take a "crash course" to validate information and answer questions. 2. Poll students with the following question: Which branch of government is most powerful? Invite students to justify their answers, and encourage spirited debate. 3. Explain that the Constitution divided the government into three branches, each with its own powers (separation of powers), and each with a certain amount of power over other branches. This is important because it prevents any one branch from becoming too powerful. This is called checks and balances. 4. Challenge student groups to identify examples of how each branch has certain powers over the other branches and further challenge groups to identify modern examples that illustrate each one. 5. Then, direct each group to identify articles in this week's issue that relate to each branch and at least one article or cartoon that illustrates the concept of checks and balances. Examples can be found on pp. 4, 5, 6, 7, 12, 16, 17, 18, and 32. Challenge groups to identify and share examples of checks and balances that the article illustrates. Discuss the examples as a class. 6. Challenge students to use information from the articles to support or refute this claim: The separation of powers as outlined in the Constitution is still relevant and necessary today.
EXTEND	Divide students into three groups, each representing one of the branches of government. Select a story in this week's issue and challenge the group to reach consensus about how its branch would react or respond to the issue.