

# THE WEEK

**The Week  
at a  
Glance**



5	House kicks out Santos over lies, scandals	News	After becoming the first member of Congress to be expelled in more than 20 years, George Santos railed against former congressional colleagues and sold personalized videos online.	Government
7	Washington, D.C. Campus antisemitism	News	House Republicans and Democrats faced off with presidents of three elite universities over reports of rising antisemitism at their schools.	Civics World Studies
11	An elusive peace in the Middle East	News	A two-state solution has been presented for decades as the answer to the Israel-Palestinian conflict. Is it still possible?	World Studies World History
16	Trump: Is America sleepwalking toward a dictatorship?	Opinion	“There is a clear path to dictatorship in the United States, and it is getting shorter every day,” said Robert Kagan in <i>The Washington Post</i> . On March 5, when more than a dozen states hold their Super Tuesday primaries, Donald Trump will lock up the GOP presidential nomination—he’s already leading his closest competitor by about 50 points—and the Republican establishment will rally around him. Will his candidacy threaten our democracy?	Government Civics Politics
35	The Supreme Court justice who blazed a trail for women	Obituaries	During her 24 years on the Supreme Court, Sandra Day O’Connor was the most powerful woman in America. What is her legacy?	American History Legal Studies

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

Washington, D.C.: Campus antisemitism PAGE 7	<ol style="list-style-type: none"> <li>1. What is antisemitism, and why has there been a recent spike in antisemitic rhetoric and events on college campuses?</li> <li>2. How, if at all, does this article relate to the First Amendment? When is free speech not protected?</li> <li>3. Should campus leaders do more to fight against the growing wave of antisemitism on campuses? Explain your answer.</li> <li>4. What questions do you have about this news article?</li> </ol>
Dallas: A new Roe v. Wade PAGE 7	<ol style="list-style-type: none"> <li>1. What do you know about Roe v. Wade, the landmark Supreme Court Case from the early 1970s?</li> <li>2. How do the major political parties traditionally align on the issue of abortion rights?</li> <li>3. Where in the United States is abortion protected? Where is it banned?</li> <li>4. What is your reaction to this news story?</li> </ol>
The Left’s revival of Jim Crow PAGE 12	<ol style="list-style-type: none"> <li>1. What do you know about the Jim Crow laws, a collection of state and local statutes that legalized racial segregation?</li> <li>2. According to the article, why are Jim Crow laws back in the news this week?</li> <li>3. What is the role of public education in the United States?</li> <li>4. What is your opinion of the actions being proposed by Illinois school board officials as they relate to segregation?</li> </ol>

**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"> <li>1. Describe the illustration on this week’s cover.</li> <li>2. What story from this week’s issue does the cover image represent?</li> <li>3. What do you think the illustrator’s point of view is about this news story?</li> <li>4. What techniques does the illustrator use to represent his or her point of view?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, "An elusive peace in the Middle East" (p. 11)	
<b>VOCABULARY</b>	elusive, wrested, zionism, homeland, persecution, migrate, allocated, displacement, pact, autonomy, unbridgeable, terrorist, renounce, terrorism, intractable, refugees, assassinated, corruption, blocs, catastrophe
<b>DISCUSSION</b>	1. What causes conflict and war? 2. What unique challenges do Israelis and Palestinians face that prevent them from coming together to create peace in their region? Explain your answer. 3. Is a two-state solution possible in the Middle East?
<b>DO</b>	1. Ask students to identify Israel and Palestine on a world map and to share what they have read, seen or heard about what is going on in Israel and Gaza. Invite them to share any emotions, feelings and thoughts they are experiencing. 2. Invite student groups to create a list of W/H questions that they have about the conflict. Questions could include: How and/or when did the Israeli-Palestinian conflict begin? Who are the leaders of each side? What is the Israeli perspective? What is the Palestinian perspective? What is the conflict about? Why can't the two sides reach an agreement? How did Hamas come into power in Gaza? How likely is a peaceful solution now? What is the US position on this conflict? 3. Invite each group to exchange questions with another group, and challenge each group to conduct research to answer at least five of the questions it has been presented. In addition to the article and other sources, students can learn more <a href="#">here</a> , <a href="#">here</a> , <a href="#">here</a> , and <a href="#">here</a> . 4. Once research is completed, invite each group to present its answers to the group with which it exchanged questions. 5. Invite each group to do the following: summarize the Israeli perspective position in 50 words or less; summarize the Palestinian perspective in 50 words or less; summarize what is meant by a two-state solution in 50 words or less; summarize the challenges of achieving a two-state solution in 50 words or less; and finally, answer the question in the headline with evidence: "Is (a two-state solution) still possible?" 6. Invite each group to share its answers. Finally, invite students to imagine that they have been asked to help educate other students about this conflict, its history, and the concept of a two-state solution by creating an explainer video of no more than two minutes. Challenge students to write the script for their video and, if time allows, to film it.
<b>EXTEND</b>	Challenge students to <a href="#">stay informed</a> about the latest news on the crisis.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Trump: Is America sleepwalking toward a dictatorship?" (p.16)	
<b>VOCABULARY</b>	dictatorship, primaries, nomination, delusional, vengeful, vermin, sober, thwart, indictments, conviction, descent, authoritarian, foes, dissent, undocumented, radical, loyalists, civil service, scourings, summit, deterrent, alliances
<b>DISCUSS</b>	1. What are the essential characteristics of a democracy vs. a dictatorship? 2. How, if at all, has Donald Trump impacted our democracy?
<b>DO</b>	1. Write these quotes on the board, and challenge student groups to select at least two to interpret and to identify what their quotes have in common: (1) Democracy is based upon the conviction that there are extraordinary possibilities in ordinary people." (2) "In a democracy, the highest office is the office of citizen." (3) "No man is good enough to govern another man without the other's consent." (4) "Democracy is government of, by, and for the people." (5) The best argument against democracy is a five-minute conversation with the average voter." Invite groups to share their interpretations with another group. What conclusions can students draw about these quotes? Explain that all of the quotes are related to the concept of a democracy. 2. Challenge students to define democracy and to identify what makes it different from other forms of government. Direct students to watch <a href="#">this video</a> to learn more. Discuss: What are the benefits of living in a democracy? The downsides? Ask students if they know the differences between a democracy and a dictatorship. Challenge student groups to conduct research to learn at least five differences between a democracy and a dictatorship. These differences could relate to concepts such as leadership, how leaders come to power, what power leaders have, fundamental rights of citizens, the role of the media, etc. 3. Ask students if they can think of any current news events/ issues that pose a threat to our democracy. Invite discussion, 4. Invite students to read and annotate the article and to do the following: underline the line that summarizes the main point of view of the article; circle at least five pieces of evidence presented to support that point of view; highlight one line they agree with; draw a square around one line that they disagree with; and list at least three questions they have after reading the article. Direct students to pair up with another student to compare answers. 5. Finally, challenge students to answer the question in the headline of the article and to provide evidence to support that answer: "Is America sleepwalking toward a dictatorship?"
<b>EXTEND</b>	Invite students to watch President Trump's <a href="#">recent address</a> to the New York Young Republican Club where he addresses allegations about his threat to democracy. Note: There is some limited profanity included in his remarks so educators should preview before sharing.

\* 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.