

# THE WEEK



The Week  
at a  
Glance



4	Trump halts military aid for Ukraine	News	President Trump suspended U.S. military assistance and intelligence sharing with Ukraine, just days after a contentious Oval Office meeting in which he publicly berated Ukrainian President Volodymyr Zelensky for failing to cooperate with his plan for a cease-fire with Russia.	Government World Studies
5	U.S. tariffs spark North American trade war	News	President Trump threw U.S. trade policy into chaos as he slapped steep tariffs on Canada, Mexico, and China, shaking financial markets and drawing promises of retaliation from America's biggest trading partners.	Government World Studies
12	Will Roberts' court save democracy?	News	"The fate of American liberal democracy rests" with the U.S. Supreme Court, said Corbin K. Barthold. As President Trump tears the Constitution and rule of law to shreds, he's headed for a confrontation with the court's three swing justices: Chief Justice John Roberts and Justices Brett Kavanaugh and Amy Coney Barrett.	Government Legal Studies
16	Media: A collective surrender to Trump?	News	George Packer in <i>The Atlantic</i> said the free press in America is suffering a drawn-out "death of despair," and <i>The Washington Post</i> may be the first to go.	Media Studies Government
33	Golden ticket: U.S. residency for \$5 million?	Business	President Trump introduced a gilded path to U.S. residency for a fee of \$5 million. The new "gold card" program "would replace the EB-5 visa, which was designed to encourage foreigners to invest in economically deprived areas" for a fee of roughly \$1 million.	Government Economics

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

Des Moines: Gender identity PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, what bill did Iowa Gov. Kim Reynolds recently sign?</li> <li>2. What are civil rights, and what do you know about the history of civil rights in America and what civil rights protections Americans have?</li> <li>3. What, if anything, is the significance of this bill being passed?</li> <li>4. How do you feel about this news story?</li> </ol>
How they see us: No longer the champion of democracies PAGE 14	<ol style="list-style-type: none"> <li>1. What do you think "how they see us" and "no longer the champion of democracies" means in the title?</li> <li>2. How would you describe the current situation in Ukraine and the significance of the recent Oval Office meeting between President Trump and President Zelensky?</li> <li>3. What are the risks of the United States withdrawing or reducing financial aid to Ukraine?</li> <li>4. Why, if at all, is it important for us to be aware of what is happening in other parts of the world?</li> </ol>
Foreign aid: The human toll of drastic cuts PAGE 16	<ol style="list-style-type: none"> <li>1. What is the US Agency for International Development (USAID), and what is it responsible for?</li> <li>2. How would you describe the "human toll" of the financial cuts to USAID projects?</li> <li>3. What, if anything, is the responsibility of the United States in humanitarian projects around the world?</li> <li>4. Why do you think that President Trump wants to make drastic funding cuts to USAID?</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 article, "Will Roberts' court save democracy?" (p. 12)	
<b>VOCABULARY</b>	democracy, liberal, rule of law, confrontation, swing justice, conservatives, expansion, presidential power, purge, executive order, nullifying, declaration, violate, intent, impeach, immune, prosecution
<b>DISCUSS</b>	1. What are the leading roles and responsibilities of the Supreme Court? 2. Why do you think the Supreme Court is often called "the defender of the Constitution?"
<b>DO</b>	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 <a href="#">Article 3 of the U.S. Constitution</a> , which 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 <a href="#">here</a> and <a href="#">here</a> 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"? 4. Invite students to read and annotate the article. Challenge them to answer these questions: What is the point of view of the columnist in this article? What evidence does he use to support his point of view? What do you know about <i>The Bulwark</i> ? Do you agree with the columnist's point of view? Why or why not? 5. Invite student groups to summarize and report on one of the <a href="#">cases that the Court recently ruled on</a> and one of the cases that it has coming up in the remainder of its 24/25 term some of which can be found <a href="#">here</a> , <a href="#">here</a> , and <a href="#">here</a> . For the cases they are summarizing, challenge them to also share what the past decision tells us about the court, and their prediction for the upcoming ruling is, and why. 6. Once all groups have reported, invite students to write a paragraph that answers the question from the headline: Will Roberts's court save democracy?
<b>EXTEND</b>	Invite students to listen to <a href="#">oral arguments</a> from the Supreme Court.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Media: A collective surrender to Trump?" (p. 16)	
<b>VOCABULARY</b>	free press, despair, meddled, championing, personal liberties, authoritarianism, white flag, dubious, defamation suit, tyranny, intolerance, dissenting, pillars, deportation, punitive, ventures, windfall, pragmatic, oligarchs, debris
<b>DISCUSSION</b>	1. What limits should there be, if any, to your First Amendment rights? 2. Why is a strong and independent press necessary to a democracy?
<b>DO</b>	1. Challenge student groups to interpret and guess who said this quote: "If it were left to me to decide whether we should have a government without a free press or a free press without a government, I would prefer the latter." Invite each group to share interpretations of the quote. You may need to introduce the term "free press," which refers to a body of publishers and media that is not controlled or restricted by government censorship and can express any opinions they want, even if they criticize the government and other organizations. Ask students why a free press is important in a democracy. 2. Explain that the quote by Thomas Jefferson relates to the five freedoms in the <a href="#">First Amendment</a> (speech, press, religion, assembly, and petition). Freedom of the press was essential to the framers. The press is sometimes called the "fourth branch" of the government and can provide a check and balance on the other branches. Challenge students to explain how and predict how their lives might differ if we did not have a free press in the U.S. 3. Invite student groups to read the article and find examples that represent the pillars of a free press and examples that contradict them. Explain that this article is an opinion piece that reflects the opinions of its writers or publication. It is often about a controversial or provocative topic. Readers should be able to identify the point of view of the writer based on the information that is presented. Can students identify the point of view of the article's writer? Invite student groups to discuss and write an opinion piece or editorial that reflects their viewpoints on one of the questions below. If they need guidance on writing an editorial, they can go <a href="#">here</a> . <ul style="list-style-type: none"> <li>● How would you describe Freedom of the Press during President Trump's second term?</li> <li>● Should the US err on the side of more or less press freedom? Why?</li> <li>● Should Jeff Bezos limit the topics explored in the Washington Post's opinion pages?</li> <li>● Is a free press in jeopardy?</li> </ul>
<b>EXTEND</b>	Invite students to review the Society of Professional Journalists' <a href="#">Code of Ethics</a> .