

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1158

The Week
at a
Glance



4	Israel raids Gaza hospital in hunt for Hamas	News	Israeli forces stormed a Gaza hospital they said hid a subterranean Hamas command center, ratcheting up international concern over the growing humanitarian crisis inside the Palestinian territory.	Government World Studies
5	Johnson buys time to avert a government shutdown	News	House Speaker Mike Johnson reached a deal with Democrats to fund the federal government through early next year—the exact kind of short-term bipartisan compromise that cost Johnson's predecessor, Kevin McCarthy, his job.	Government
6	Abortion rights: A losing issue for Republicans?	News	Polls consistently show that more than 60 percent of Americans think abortion should be legal in all or most cases. So unsurprisingly, some Republicans have decided “voters—not their unpopular ideas—are the problem.”	Government Politics Civics
16	Antisemitism: An old hatred rises in the U.S.	News	The Anti-Defamation League has reported a nearly 400 percent jump in antisemitic incidents since Oct. 7, with Jewish students being threatened on college campuses, pro-Hamas slogans being shouted at protests, and synagogues receiving bomb threats.	Civics Human Rights
16	Manchin: Will he go third party in 2024?	Opinion	After years of challenging progressives with his stubborn centrism, Sen. Joe Manchin announced that he won't run for re-election—all but handing his Senate seat to Republicans—and instead will spend the coming months “traveling the country” to see “if there is an interest in creating a movement to mobilize the middle.”	Politics Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Washington, D.C.:
Court ethics
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1. What qualities would be important for a Supreme Court justice to have?
2. According to the article, to what did the nine Supreme Court justices agree this week?
3. Based on information from the article, what impact if any is the code likely to have?
4. Do you think Supreme Court justices should have term limits? Why or why not?

Pandas: Why China
recalled its furry
diplomats
PAGE 17

1. What do you know about pandas in the United States, and why they are in the news this week?
2. What historic event led to the pandas first coming to the U.S.?
3. According to the article, why does China want the pandas to return home?
4. How, if at all, does the pandas' departure reflect relations between the US and China?

Instagram faces
claims over teen
harm
PAGE 20

1. What do you think this article is about, based on its headline?
2. According to the article, what is Mark Zuckerberg being accused of, and why?
3. Which social media sites or features, if any, do the most harm to teens and why?
4. How would your life be different if you did not have social media?

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 feature, “World at a glance” (pp.8 and 9)	
VOCABULARY	referendum, armistice, austerity, assaulted, antisemitism, vandalization, revel, guerrillas, disarray, seismologists, ash plume, asylum, sabotage, hostage, proselytizing, coexist, clamoring, visas
DISCUSSION	1. What do the featured stories tell us about the nations they represent? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
DO	<p>Note: Before class, write the names of the 12 featured cities on one set of index cards and the 12 headlines on a separate set of index cards.</p> 1. On a world map, challenge students to find the locations of the 12 cities on the cards. Then, challenge students to match the headlines on the cards with the locations in which the stories took place. Justify choices and check answers. 2. Invite student groups to select one of the articles for further review. Challenge groups to: * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in <i>The Week</i> . * identify how the event impacts their lives, if at all. * predict the status of the story one year from now. 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 common themes, if any, emerge? What conclusions can they draw about the state of our world 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 come up with the criteria it will use to select the stories it will feature. Then, invite groups to use their criteria to select and report on twelve stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
EXTEND	Invite students to select one of the stories in this week’s “World 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 here .

MAIN ACTIVITY OF THE WEEK #2: Based on the article, “Manchin: Will he go third party in 2024?” (p.16)	
VOCABULARY	progressives, centrism, mobilize, moderate, torpedoed, conspiratorial, hemorrhage, cultural, candidacy, doomed, deep-red
DISCUSS	1. Why do you think third-party candidates typically struggle in presidential elections? 2. Why does the United States have a two-party political system?
DO	1. Write the following John Adams quote on the board, and ask students to interpret it and determine its relevance today: “There is nothing which I dread so much as a division of the republic into two great parties, each arranged under its leader, and concerting measures in opposition to each other. This, in my humble opinion, is to be dreaded as the greatest political evil under our Constitution.” Explain that the Founders did not intend to create a country with a two-party system. However, as the Electoral College, as outlined in the Constitution, evolved into a “winner take all” system in which three or more strong parties would make it nearly impossible to get to the required 270 electoral votes to win, a two-party system emerged. 2. Ask students what they think the advantages and disadvantages are of a two-party system. Do they agree with Adams that a two-party system is a “political evil”? Why or why not? 3. Ask students to share what they know about third-party presidential candidates throughout history. How many third-party presidential candidates from history can they name? What is the role of third-party candidates in political elections? What third-party candidate from history received the highest number of votes in a presidential election? Invite groups to pair up with other groups to compare answers. Then, invite them to go here to research the answers. 4. Direct student groups to select a third-party presidential candidate from this list and conduct research to learn which year the candidate ran, his or her party or platform, whether he or she received any votes, and whether he or she had an impact on the election that year. Direct each group to present its candidate to the rest of the class and to reach consensus on whether any of these candidates impacted the elections they ran in. 5. Ask students if they know the names of any third-party candidates running in the 2024 presidential election. Invite them to read and annotate the article and discuss the following: Why is Joe Manchin being discussed as a third-party candidate? Why would his candidacy be unique? Would his candidacy have a stronger impact on votes for the Democratic candidate or the Republican candidate, and why? Would students vote for him? Why or why not? 6. Finally, invite students to complete the following sentence, “I believe that Joe Manchin could/could not win the 2024 presidential election because _____.”
EXTEND	Challenge students to create a 30-second video to persuade young voters to either vote for or against Joe Manchin.

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