

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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**The Week  
at a  
Glance**



4	Israeli hostages return home amid Gaza truce	News	Dozens of Israeli hostages seized by Hamas during its Oct. 7 attack were released as part of a Gaza cease-fire deal—a truce that international negotiators were racing to extend.	Government World Studies
16	Free speech: Are critics of Israel being silenced?	News	Following the massacre of 1,200 Israelis by Hamas, elected officials, colleges, and businesses here in the U.S. have sought to punish and shame into silence opponents of Israel's war in Gaza. Who decides what is “protected speech”?	Civics World Studies
17	Congress: Why so many members are quitting	News	Disgusted with the dysfunction of this Congress, more than three dozen members have announced plans to retire or seek other office when this term ends in 2024.	Government
20	Instagram: A continuing danger to children and teens	News	Newly unsealed legal complaints brought by the attorneys general of 33 states said it's an “open secret” within Meta how many Instagram users are actually under age 13, which violates the company's rules. But instead of disabling underage accounts, “the social media giant routinely continues to collect children's personal information” without parental permission, using that data to sell ads.	Media Studies
37	Spending: Black Friday gives hints of deflation	Money	Black Friday shoppers got a bonus gift this year: falling prices, said Gwynn Guilford in <i>The Wall Street Journal</i> . Compared with last year, “prices for TVs, smartphones, toys, sofas, and other items that often get wrapped up in bows have all dropped,” in some cases by double-digit percentages.	Economics

## BRIEFLY: Quick Questions & Ideas To Engage Students

A senile presidential candidate PAGE 12	<ol style="list-style-type: none"> <li>1. What is the point of view of the columnist?</li> <li>2. What evidence does he use to support his point of view?</li> <li>3. Do you think there should be an age limit for presidential candidates? Explain your answer. If so, what should it be?</li> <li>4. Would age be a factor for your presidential election vote? Explain your answer.</li> </ol>
Democracy: A threat to the Voting Rights Act PAGE 16	<ol style="list-style-type: none"> <li>1. What do you know about the Voting Rights Act of 1965?</li> <li>2. According to the article, why is the “right to vote free of racial discrimination” hanging by a thread?</li> <li>3. Why is voting important?</li> <li>4. Do you think the right to vote still needs to be protected and guarded? Why or why not?</li> </ol>
Instagram: A continuing danger to children and teens PAGE 20	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, why is Instagram a danger to children and teens?</li> <li>3. At what age should someone be able to be on social media sites like Instagram, and why?</li> <li>4. What can or should be done by social media companies to protect the mental health of kids?</li> </ol>

## 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?

<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the feature, "The U.S. at a glance" (p. 7)	
<b>VOCABULARY</b>	core, antisemitism, demonstration, assassination, advocacy, enforcement, counterpart, descent, ammunition, concurrent, prosecutors, plagued, conviction, unmarked, disgraceful, impeachment, probe, sprawling
<b>DISCUSSION</b>	1. What do the featured stories tell us about our nation? 2. What story is most surprising to you and why? 3. Which story most directly impacts your life, and why?
<b>DO</b>	1. Write the headlines of each article on the board. Challenge student groups to predict what each story is about. Direct students to read the stories and see if their answers were correct. 2. Invite groups to identify up to three themes that emerge from more than one of the stories. Examples could include conflict, hate, othering, violence, divisiveness, etc. What, if anything, do the themes they identified tell students about the state of our nation? Discuss. 3. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> <li>* summarize the story in one sentence.</li> <li>* identify 1-3 possible causes and 1-3 possible effects of the event.</li> <li>* identify the primary conflict or issue and who is involved.</li> <li>* identify questions they have about their news story and the people in it.</li> <li>* reach consensus, if possible, on a position related to the conflict.</li> <li>* identify connections between the event and other stories in <i>The Week</i>.</li> <li>* identify how the event impacts their lives, if at all.</li> <li>* predict the status of each story one year from now.</li> </ul> 4. Direct each group to share its story with another group. What conclusions can students draw about the format used and the criteria editors likely use to select the cities and/or stories they feature? 5. 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 six stories, using the format from the magazine. 6. Invite each group to present and explain the choices it made. What themes emerge from the selected stories that tell a story about their school or community?
<b>EXTEND</b>	Invite students to select one of the stories in this week's "The U.S. 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 <a href="#">here</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Free speech: Are critics of Israel being silenced?" (p.16)	
<b>VOCABULARY</b>	decided, cancel culture, massacre, antisemite, harass, intimidate, terrorize, sanction, heckler, hostile, controversial, suppress
<b>DISCUSS</b>	1. Why is freedom of speech important to our constitutional democracy? 2. When, if at all, should freedom of speech be censored or limited?
<b>DO</b>	1. Write the following quotes from the article on the board: (1) "Genuinely threatening speech should of course be punished. But silencing those who speak out will only breed hatred." (2) "Much of what we've witnessed on campuses over the past few weeks is not, in fact, free speech. It's 'conduct specifically designed to harass, intimidate, and terrorize Jews.'" (3) "Conversations about foreign wars are fraught, but a healthy democracy requires the freedom to have them without life-altering consequences." Challenge student groups to discuss, analyze, and list any questions they have about each quote, to determine which one(s) they agree with, and to identify what news story each quote is about. Invite groups to report out on their discussions. 2. Invite students to read the article and to determine if any of their answers change while reading the quotes in the context of the news article. 3. Direct students to read the text of the <a href="#">First Amendment</a> and to outline the freedoms contained within it. They include religion, speech, press, assembly, and petition. Challenge groups to explain each freedom in one sentence and to determine why each freedom is important in a democracy and how each relates to their lives. 4. Ask students specifically why they think freedom of speech was included in the First Amendment. Explain that the founders were concerned with preventing tyranny and they believed that freedom of speech was necessary for a free, open, and civil society. Freedom of speech protects the rights to express our beliefs through words, actions, or other methods to communicate. It even protects the right to express unpopular or controversial ideas. Ask students if they think freedom of speech is absolute. Do we have the right in America to say whatever we want, whenever we want? If not, what might the limitations be of freedom of speech? Invite students to go <a href="#">here</a> to learn more. 5. Direct students back to the quotes and their answers from the introductory activity. Based on what they have learned about freedom of speech and its limitations, challenge them to identify which quote(s) they most agree with and why.
<b>EXTEND</b>	Challenge students to discuss and answer this question from the article: "Who decides what counts as protected speech?"

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