

# THE WEEK

**The Week  
at a  
Glance**



4	The furor over Trump's 'bloodbath' warning	News	Donald Trump and his allies pushed back against an uproar over his claim that, if he's not re-elected, there's "going to be a bloodbath for the country."	Politics
6	Israel: Schumer's call for Netanyahu to be replaced	News	In a blistering speech on the Senate floor, Sen. Chuck Schumer blamed Israeli Prime Minister Benjamin Netanyahu for the "immense civilian toll" of Israel's war against Hamas in Gaza, which has reached about 32,000 Palestinians killed, including 13,000 children, according to the Gazan Health Ministry.	Government World Studies
7	Pontiac, Mich. : Father convicted	News	A jury found James Crumbley guilty of involuntary manslaughter in connection with his son Ethan's 2021 mass shooting.	Legal Studies Civics
17	Abortion: Still a winning issue for Democrats?	Opinion	With Republicans rushing to fill the post-Roe vacuum with "draconian restrictions on reproductive rights," and voters even in red states consistently passing ballot measures to protect abortion access, the Biden-Harris campaign knows it can only benefit by reminding Americans how Trump took away "women's freedom to control their own bodies."	Government Politics Civics
18	Non-white voters: Shifting toward the GOP?	Opinion	For decades, non-white voters have been "one of the most loyal parts of the Democratic coalition," but that's rapidly changing.	Politics Civics

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

Texas: Courtroom confusion PAGE 7	<ol style="list-style-type: none"> <li>1. What, if anything, do you know about the current situation at the Texas-Mexico border?</li> <li>2. How, if at all, could this situation impact the 2024 presidential election?</li> <li>3. Why do you think so many people from other countries, especially Mexico, want to live in the United States?</li> <li>4. Should the federal government or individual states have authority over the migrant situation?</li> </ol>
Atlanta: Trans sports lawsuit PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, why did sixteen female athletes sue the National Collegiate Athletic Association (NCAA)?</li> <li>2. What is the basis of the lawsuit?</li> <li>3. How would you summarize the argument on both sides of this debate in 1-3 sentences each?</li> <li>4. What do you know about Title IX? How, if at all, does this case relate to Title IX?</li> </ol>
The terrible cost of isolationism PAGE 12	<ol style="list-style-type: none"> <li>1. What is isolationism?</li> <li>2. Interpret this quote from the article, "Our world resembles the 1930s more than we might think".</li> <li>3. What does the "America First" political faction believe, and what are the benefits and risks of America First?</li> <li>4. Do you think your generation is more or less civically engaged than the previous generation? Explain.</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, "Non-white voters: Shifting toward the GOP?" (p. 17)	
<b>VOCABULARY</b>	massive, vulnerability, margin, foreboding, progressives, mystify, portfolios, elites, economics, upwardly mobile, incendiary, rhetoric. Evangelical, blunt
<b>DISCUSSION</b>	1. What issue, if any, would lead you to vote for one candidate over the other, depending on his or her position? 2. Who do you predict will win the 2024 presidential election, and why?
<b>DO</b>	1. Distribute two index cards to students: one with the word, "Republican" on it and the other with the word "Democrat" on it. Explain to students that you will read a series of descriptions of people who voted in the 2020 presidential election. As you read the descriptions, challenge students to hold up the card that represents how a majority of that group voted. (1) men; (2) women; (3) college graduates; (4) young voters, ages 18-29; (5) older voters, age 65+; (6) voters in urban areas; (7) voters in rural areas; (8) White voters; (9) Black voters; (10) Hispanic voters. Invite students to go <a href="#">here</a> to learn the correct answers. Did any voting patterns surprise them? 2. Explain to students that one of the ways that analysts and experts determine campaign strategies and make predictions about the outcomes of political races is by studying historical election data. Ask students how they think historical political data can help candidates and their campaigns. Which group or groups do students think that each candidate in the 2020 presidential election should have focused on more, and why? Do they think groups can shift political parties from election to election? If so, what factors or events might cause that shift? 3. Invite students to read and annotate the article. Discuss: According to the article, which groups appear to be shifting for the 2024 presidential election, and why? How could this shift impact the outcome? If you were President Biden or former President Trump, how could this information help you? What is one concrete strategy you would take? 4. Invite students to review the historical presidential election data from 1789-2020 <a href="#">here</a> . Direct them to choose one presidential election to "tell the story of" through data. Then, invite them to pair up with another student and identify similarities and differences between the two elections they analyzed separately. 5. Invite student pairs to present their information to the rest of the class and draw conclusions about how historical data can help us predict future results.
<b>EXTEND</b>	Invite students to predict the winner of the 2024 presidential election using 3-5 data points, from either historical data or current polling data.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles of student choice in this week's issue	
<b>VOCABULARY</b>	limited government, republicanism, checks and balances, separation of powers, sovereignty
<b>DISCUSS</b>	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
<b>DO</b>	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do a gallery walk and write what they know about each term on the related paper. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea." 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Fathers. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the <a href="#">interactive constitution</a> at the National Constitution Center. Encourage groups to compare answers. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the Constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week's issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to identify at least one more big idea they would add to the Constitution in 2024.
<b>EXTEND</b>	Challenge students to read about the history of the U.S. Constitution by reading <a href="#">this article</a> from the National Archive.

\* 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.