

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week
at a
Glance



6	Biden gets infrastructure bill across the goal line	News	In a major victory for a beleaguered President Biden, the House passed the long-delayed \$1.2 trillion infrastructure bill, providing what Biden called a “once in a generation” investment in the nation’s roads, bridges, ports, rails, and water systems.	Politics Government
9	Washington, D.C.: Jan. 6 evidence:	News	Presidents are not kings, and Plaintiff is not President,” U.S. District Judge Tanya Chutkan ruled, denying former President Trump’s attempt to invoke executive privilege to block House investigators from subpoenaing nearly 800 pages of documents related to the Jan. 6 Capitol riot.	Politics Government Civics
18	The 2021 election results: Why Democrats are in trouble	News	Democrats “got their clocks cleaned”, said David Siders in <i>Politico.com</i> , setting off “panic alarms” that the party could easily lose control of the House and Senate in an “election buzzsaw” next year.	Politics Government
26	A concert tragedy: Eight dead at Travis Scott’s Astroworld festival	Reviews	Ten concertgoers died and two dozen more were hospitalized after a crowd of 50,000 surged toward the stage while headliner and hometown hero Travis Scott performed during his Astroworld Festival, the first major music festival in the city since the pandemic began.	ELA Business
36	Economy: Inflation 30-year high	Business	Inflation keeps growing, with the biggest jump in prices in the U.S. since 1990, said Jeff Cox in <i>CNBC.com</i> .	Economics Business

BRIEFLY: Quick Questions & Ideas To Engage Students

Brunswick, Ga.: Color of justice PAGE 9	<ol style="list-style-type: none"> 1. What do you know about the death of Ahmaud Arbery? 2. Why is the makeup of the jury significant in the trial of the men accused of killing Ahmaud Arbery? 3. What does the saying “judged by a “jury of their peers” mean when referring to a trial?
Riyadh: No gay superheroes PAGE 11	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. According to the article, why was the newest Marvel film banned in Saudi Arabia? 3. What does this article reveal about human rights in Saudi Arabia? 4. Why do you think Disney refused to cut the scene for international distribution?
Facebook’s addiction research PAGE 22	<ol style="list-style-type: none"> 1. What did an internal research team at Facebook reveal about user behavior on the social media platform? 2. Why do you think Facebook launched this research team? 3. What do you think Facebook should or could do to help its users battle this addiction?

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"> 1. Describe the illustration on this week’s cover. Who is represented in the image? What symbolism is used as part of the illustration, and why? 2. What story from this week’s issue does the illustration represent? 3. What do you think the illustrator’s point of view is on this story, based on the illustration?
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MAIN ACTIVITY OF THE WEEK #1 : Based on articles of choice in this week's issue	
VOCABULARY	constitutional rights, human rights, civil rights, voting rights, equal rights
	1. What is the difference between a right and a responsibility? 2. Why is it so important to know your rights? What are the risks of not knowing your rights?
DO	1. Place a large sheet of butcher paper in the middle of the floor with the phrase "my rights" on it. Distribute markers and invite students to spend five minutes writing words, phrases, or illustrations that they believe define or illustrate their rights. 2. Debrief the exercise and ask students what a "right" is and how they know what their rights are. Direct student groups to create three signs, each with one of the following words on it: constitutional, civil, and human. Ask students if they know the differences between their constitutional rights, their civil rights, and their human rights. Challenge groups to categorize the rights from the butcher paper onto the three signs. Explain that a constitutional right can be a prerogative or a duty, a power or a restraint of power, recognized and established by a sovereign state or union of states. Their constitutional rights can be found in the <u>Bill of Rights</u> . <u>Civil rights</u> are a set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in a number of settings -- including education, employment, housing, public accommodations, and more -- and based on certain legally-protected characteristics. Most laws guaranteeing and regulating civil rights originate at the federal level, through federal legislation such as the Voting Rights Act, the Civil Rights Act, the Fair Housing Act, and the American Disabilities Act. Civil rights also come from federal court decisions like Brown v. the Board of Education. Finally, human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. They can be found in the <u>United Nations' Universal Declaration of Human Rights</u> . 3. Invite student groups to select one of these categories and conduct research that allows them to explain the set of rights to the other groups in five minutes or less. As part of this exercise, challenge students to find an article in this week's issue that exemplifies its set of rights and showcases an example of one or more of those rights either being violated or protected. 4. Invite students to share their explanations and examples with the other groups
EXTEND	Challenge students to create a "Know Your Rights" campaign for other students or community members

MAIN ACTIVITY OF THE WEEK #2 : Based on the article, "A concert tragedy: Eight dead at Travis Scott's Astroworld festival" (p. 26)	
VOCABULARY	surged, headliner, pandemic, trampling, distressed, promoters, multi platinum, mayhem, infusing, raging, raucousness, severity, rioting, stampede, precautions
DISCUSS	1. What responsibilities, if any, do performers have to ensure that their concerts or performances are safe to the public? 2. What do you know about the recent tragedy at Astroworld, and how, if at all, would this tragedy impact your likelihood to attend or your behavior at a concert or music festival? 3. What, if anything, will or should change about safety at music festivals as a result of this tragedy?
DO	1. Put the following words/phrases on separate signs in areas of the room: Travis Scott, Live Nation (the Astroworld organizers), Astroworld concertgoers, all, and none. 2. Read this statement from the article: "An event that was supposed to be a celebration for Houston turned into one of the deadliest concerts in U.S. history last week, said Joey Guerra in the <i>Houston Chronicle</i> . Eight (after the issue went to press, two additional victims died) concertgoers died and two dozen more were hospitalized after a crowd of 50,000 surged toward the stage while headliner and hometown hero Travis Scott performed during his Astroworld Festival, the first major music festival in the city since the pandemic began. 3. Challenge students to stand by the sign that they think shows the person or group that bears the greatest responsibility for the tragedy. Give students at each sign an opportunity to discuss with others at their signs the reasons for their choice. Then, challenge students at each sign to give a one-minute justification to the rest of the class. Allow students to move to a different sign, if they are persuaded to. 4. Direct students at each sign to read the article and conduct additional research that both supports and refutes the claim that either Travis Scott, LiveNation, concertgoers, all, or none are most responsible for the tragedy. Their evidence can come in the form of images, videos, interviews, or data, but they must find at least three pieces of evidence that supports their claim and three pieces of evidence that refutes it. Groups can also record questions they still have that would help them better support or refute their claims. 5. Once research is completed, invite groups to share their evidence. Invite spirited but respectful discussion. Ask students why, if at all, there are conflicting viewpoints on this question. 6. Repeat the introductory exercise, and draw conclusions about how, if at all, the research and discussion impacted student answers.
EXTEND	Invite students to learn more about <u>the victims</u> of this tragedy.

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