

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

June 13, 2025
Issue 1239

The Week at a Glance



4	Courts deal Trump a setback on tariffs	News	The Court of International Trade—a panel of three federal judges, one of whom is a Trump appointee—ruled unanimously that President Trump exceeded his authority by claiming emergency powers to tax imports from nearly every country. Hours later, a federal judge in a separate case ruled that Trump lacked the power to impose tariffs “to reorder the global economy.”	Government Economics
5	Ukraine’s shock drone blitz rewrites rules of war	News	Ukrainian drones rained down on Russian planes parked at airfields deep inside Russian territory, destroying or damaging a third of the country’s nuclear-capable bombers in a stunning humiliation for Moscow.	World Studies
6	Colorado attack adds to antisemitic wave	News	A man accused of yelling “Free Palestine” as he threw Molotov cocktails at a Boulder demonstration in support of Israeli hostages was charged with a federal hate crime and 16 counts of attempted murder—the latest in a string of antisemitic attacks across the U.S.	Government World Studies Civics
6	Musk: What did he achieve in Washington?	News	From the start of his 130-day stint as a “special government employee,” the Department of Government Efficiency boss, Elon Musk, waged an open war on the federal bureaucracy, firing workers by the thousands and gutting entire agencies—most notably USAID—with the stated goal of slashing \$2 trillion from the federal budget. What did he achieve in his time with DOGE?	Government Economics
16	Deportations: A crackdown on legal migrants	Opinion	In a 7-2 emergency ruling, the Supreme Court cleared the way for the Trump administration to revoke the Biden-era humanitarian parole protections awarded to 530,000 immigrants from Cuba, Haiti, Nicaragua, and Venezuela, while litigation continues in the lower court.	Government Legal Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Clovis, Calif.: Trans sports PAGE 7	<ol style="list-style-type: none"> 1. According to the article, what event reignited a heated national debate about trans girls competing in girls' sports? 2. How, if at all, has the issue of trans girls in girls' sports become politicized? 3. How would you summarize both sides of the debate? 4. What is your position on this issue, and why? How would you defend the opposing position?
Extremism has gone mainstream PAGE 12	<ol style="list-style-type: none"> 1. What is “extremism”? 2. What examples of extremism are presented in the article? 3. What claim does the author make? What evidence does he use to support his position? 4. What do you know about the author’s publication, Mother Jones? Is it considered a partisan publication? How can investigating news sources help you identify potential media bias?
Learning loss: AI cheating upends education PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What does it mean that “schools are losing to AI”? 3. What do you believe should be the role of AI in schools? 4. How, if at all, do you use AI in your schoolwork?

FEATURE OF THE WEEK: Cover

Invite students to examine this week’s cover and answer the accompanying questions.	<ol style="list-style-type: none"> 1. Describe the illustration on this week’s cover. 2. What news story is being illustrated here? What do you think the illustrator’s point of view is in this story, based on the choices in the illustration? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on articles of students' choice	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. How, if at all, is the Constitution still relevant? 2. What, if anything, would you change or add to the Constitution?
DO	1. On separate flip chart papers, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do a virtual 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 Founders. 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 interactive constitution at the National Constitution Center . Encourage each group to compare answers with another group. 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) at least one place in the Constitution where their big idea is described; (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 reach consensus about which of the six big ideas is most relevant or most impacts their lives today, and why.
EXTEND	Challenge students to read about the history of the U.S. Constitution by reading this article from the National Archives.

MAIN ACTIVITY OF THE WEEK #2: Based on articles of students choice	
VOCABULARY	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
DISCUSSION	1. Why do you think some people hold and perpetuate biases and hatred toward other people? 2. How are prejudice and bias created? How do we overcome them? 3. When should an individual take a stand against what he/she believes is an injustice?
DO	1. On a large sheet of butcher paper, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper or the slide, but their conversation must be done in complete silence. They may silently type, write, or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, to list the consequences of othering. Encourage them to consider consequences within a school, a community, and even globally. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to identify at least three articles from this week's issue that illustrate othering. Articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
EXTEND	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

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