

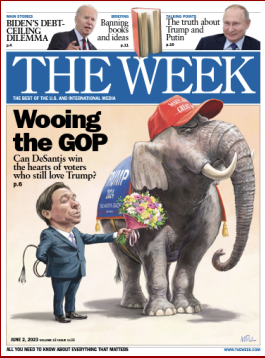
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

June 2, 2023
Issue 1133

The Week at a Glance



4	Deadline looms on debt ceiling as positions harden	News	President Biden and House Speaker Kevin McCarthy reported incremental progress in debt-limit talks, but remained far from an agreement ahead of a looming June 1 default deadline and the possibility of economic catastrophe.	Government Economics
6	DeSantis: Can he woo Republicans away from Trump?	News	Florida Gov. Ron DeSantis finally launched his presidential campaign this week, said Eugene Robinson in <i>The Washington Post</i> , but "unless he evolves, it could be brief."	Politics
7	Florida: Travel warning	News	The NAACP issued a travel advisory last week warning LGBTQ and nonwhite people that if they visit Florida, "beware that your life is not valued."	Civics Government
11	Censoring ideas and rewriting history	News	Several states are banning books and criminalizing the teaching of controversial topics. Why are books being banned, and what is the impact?	Government Civics
17	No Labels: Why Democrats are sweating	Opinion	The centrist political group No Labels is barreling ahead with its plan to run a third-party candidate in next year's presidential election if both parties nominate "unacceptably divisive candidates."	Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

Gulfport, Miss.: Graduation ban PAGE 12	<ol style="list-style-type: none"> 1. According to the article, why did a 17-year-old Mississippi transgender girl choose not to participate in her high school graduation? 2. Why do you think the district superintendent required a dress code? 3. How did a federal judge rule in this case? 4. How do you feel about this news story?
Censoring ideas and rewriting history PAGE 11	<ol style="list-style-type: none"> 1. According to the article, why are several states banning books and criminalizing the teaching of controversial topics? 2. What people or groups should decide what books are acceptable for students to read, either in class or as part of the school library's collection? 3. Have you ever been told that you couldn't read a book? If so, why and by whom? How did that make you feel? 4. With what quote from the article do you most agree, and with which quote do you most disagree, and why?
Young voters may weaken the GOP PAGE 12	<ol style="list-style-type: none"> 1. What claim does the author make about the generational divide in politics? 2. What evidence does he use to support his claim? 3. Do you agree that Republicans have a "long-term problem"? Explain your answer. 4. How would you advise Republicans to get more young voters?

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. 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?
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MAIN ACTIVITY OF THE WEEK #1: Based on the articles, "DeSantis: Can he woo Republicans away from Trump?" (p. 6) and "Charleston, S.C." Getting crowded" (p. 7)	
VOCABULARY	evolves, culture-warring, strenuous, pugnacity, strenuous, aggregate, daunting, electability, pivotal, rhetorical, vendetta, charisma, ousting, swing states, primary, victimhood, alma mater, resilience, polls
DISCUSSION	1. What qualities do you think are most important for a presidential candidate to have? 2. What lessons should candidates in the 2024 presidential election take from the 2016 and 2020 elections?
DO	1. Write the names, "Ron DeSantis" and "Tim Scott" on the board, and ask students to list anything they know about them. Share answers. Ask students if they know why these two men are in the news this week. 2. Invite students to read and annotate the articles, and share anything they learned about the two men and why they are in the news this week. Explain that both men officially announced their candidacy for the 2024 presidential election. Direct students to select one of the candidates to further research. Note: You can also include other presidential candidates like Nikki Haley, Donald Trump, and Robert Kennedy, Jr. in this exercise. 3. Direct student groups to conduct research to create a personal and political profile of the candidate they selected. Their profile should include the candidate's age, birthplace, family information, education, political experiences, positions on five key issues, overall political philosophy, three quotes from the candidate, three quotes from others who support the candidate, three quotes from others who oppose the candidate, any current polling data about the candidate, and three questions they would most like to ask the candidate. 4. Introduce a SWOT analysis to students. The acronym SWOT stands for strengths, weaknesses, opportunities, and threats. This analysis is often used to evaluate businesses. Strengths and weaknesses are internal evaluations while opportunities and threats are external. Invite students to use their research to conduct a SWOT analysis of their candidate as it relates to the candidate's potential run for president in 2024. Based on their SWOT analysis, challenge groups to determine whether their candidate would be a viable and potentially winning candidate for the nomination and the general election. Challenge them to justify their answers using information from the SWOT analysis.
EXTEND	Invite students to create an ad for the ideal 2024 presidential candidate. Their ad should include the most important credentials for the candidate with the greatest chance of winning their party's nomination and the general election.

MAIN ACTIVITY OF THE WEEK #2: No Labels: Why Democrats are sweating (p. 17)	
VOCABULARY	quixotic, barreling, divisive, right-leaning, emerge, siphoning, propelling, rogues, mogul, indulging, obstacle, cease-and-desist, endeavor, advocate
DISCUSS	1. Why do you think third party candidates typically struggle in a presidential election? 2. What is the role of parties in our political system?
DO	1. Invite students to watch this clip from the Simpsons. Challenge them to identify what it means when the two debating candidates say that the United States is a two-party system, that voters must vote for one of them, and that voting for a third party would be throwing their vote away. 2. Ask students to guess how many political parties there are in the US. The answer is more than 50. Challenge student groups to list as many third parties as they can. Then challenge them to conduct research to learn the answers to these questions: Why is the US considered a two-party system? What makes it difficult for a third party candidate to win the presidency? When, if ever, did a third party candidate win the presidential election? This article and this article are good sources of information. 3. Invite student groups to read and annotate the article and to answer these questions about the "No Labels" third party. Who is No Labels? What is No Label's political platform? Why might they run a third-party candidate in the 2024 presidential election? According to the article, which of the two dominant parties would No Labels most impact if they ran for president in 2024? What obstacles, if any, would the party have in the presidential race? 4. Challenge each group to create a list of five questions they have about No Limits. Direct them to exchange questions with another group, and ask each group to conduct research to answer the questions they have been given. They can go to the No Labels website to learn more. 5. Come back together and discuss: Would you vote for a presidential candidate from No Limits? Why or why not?
EXTEND	Challenge students to design a social media video or post to persuade others to either vote for a No Limits candidate or not to vote for a No Limits candidate.

* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit www.theweek.com/teachers to see all our lesson guides.