

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



6	'Two dolls': Can Trump sell Americans on austerity?	News	There may not be much under the tree for America's children this Christmas, said Chris Cillizza in his <i>Substack</i> newsletter, but "Donald Trump just handed Democrats a huge gift."	Government Economics
16	Democrats: How to rebuild a damaged brand	Opinion	While President Trump's net approval rating has sunk more than 5 percentage points since he took office in January, to about 45 percent, Democrats are doing even worse, with only 33 percent of voters viewing the party favorably. How can they rebuild?	Politics Government
16	Education: Can public schools be religious?	Opinion	The Supreme Court appears ready to "bury what remains of church-state separation," said Mark Joseph Stern in <i>Slate</i> . During oral arguments last week, the court's conservative majority signaled sympathy toward a bid by two Catholic dioceses in Oklahoma to create the nation's first taxpayer-funded religious charter school.	Government Legal Studies
17	The courts: Pushing back against Trump	Opinion	The courts are showing "increasingly fierce resistance" to President Trump's efforts to strip migrants of temporary legal status and deport people without due process.	Politics Government Legal Studies
24	Trump vs. the arts: Fresh strikes against PBS and the NEA	Art & Music	Last week, President Trump drew cheers from his base when he sharpened his assault on PBS and NPR amid a wider culture war offensive.	Government Arts

BRIEFLY: Quick Questions & Ideas To Engage Students

Paris Wooing scientists PAGE 8	<ol style="list-style-type: none"> 1. According to the article, why did European leaders invite US-based scientists and professors to relocate to Europe? 2. What incentives did they use to "woo" these scientists and professors? 3. What would be the advantages and risks to the scientists/professors, to the US, and to Europe if a large number do move? 4. What larger societal issues does this story represent?
Bondi targets journalists over leaks PAGE 12	<ol style="list-style-type: none"> 1. Who is Pam Bondi, and why is she in the news this week? 2. What is a free press, and what is the role of a free press in a democracy? 3. How, if at all, is a free press protected constitutionally? 4. Do you agree or disagree with this quote from the article: "This is a chilling attempt to intimidate whistleblowers and journalists, and to silence "the independent press essential to democratic government." Explain your answer. 5. What if anything, do you know about the political leanings of <i>The Washington Post</i>?
Shaky starts: A jobs drought for new grads PAGE 33	<ol style="list-style-type: none"> 1. How, if at all, do you think artificial intelligence (AI) will impact the job market? 2. What evidence is provided in the article to support the claim that "new college grads are struggling to find jobs"? 3. How much would you be willing to spend on a college degree? Would you borrow money to get a college degree? Why or why not? 4. How, if all, does the information in this article connect to your life?

FEATURE OF THE WEEK: 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 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 the article, "Democrats: How to rebuild a damaged brand" (p 16)	
VOCABULARY	solace, cultivated, tout, simpering, timidity, authoritarian, mobilization, disruption, trans, immigrants, gumption, electrifying, resistance, coalition, railed, progressive, apostasy, woke, detoxifying, enforcement, outrage
DISCUSS	1. Why do you think American politics is so divisive? 2. What factors would lead you to choose a political party to support?
DO	1. Lay two sheets of butcher paper in the center of the room with markers next to them. Write the term "Republican" on one paper and the term "Democrat" on the other. Invite students to write or illustrate their understanding of, or thoughts or questions about, each political party on the papers. They can do this individually or have a silent conversation with others. Once the exercise is over, invite students to walk around each paper and draw conclusions about what students think or are curious about related to each political party. 2. Distribute two index cards to each student, and direct them to write "R" on one and "D" on the other. Explain that the letters represent the two major political parties in the U.S.: Republicans and Democrats. Challenge them to hold up the correct card to answer: Which political party is most associated with blue and a donkey? Red and an elephant? Gun rights? Gun control? Stricter voting laws? Social programs that help others? Big government? More state control? Taxing the wealthy? Concerns about climate change? Stricter immigration laws? Review or research answers. 3. Ask students to define "political party" and research the role of political parties in American politics. Discuss: Why do we have political parties? Do you think they are essential? Should there be more or fewer than two major political parties in the U.S.? How might the nation be different if there were no political parties? Invite students to watch this video to learn why we have political parties and their role in our political process. 4. Challenge student groups to identify three issues they care about most. These could include the economy, education, healthcare, defense, the environment, civil rights, homeland security, immigration, crime, women's rights, etc. In a three-column chart with each issue in the first column, challenge them to research and record the Republican position in the second column and the Democratic position in the third column. Further, direct them to circle the position most closely aligned with theirs. Invite respectful dialogue in small groups about what students researched. Ask students if they think the differences between political parties are positive or negative for our country, and why. Note that they may think it's both positive and negative. 5. Challenge student groups to describe the "brand" of both the Republican and the Democratic party in one word. Invite each group to share. 6. Invite students to read and annotate the article, circling information that helps them better understand the brand of either the Democrats or the Republicans. 7. Finally, invite student groups to imagine they have been asked for advice from the Democratic party on improving their brand. What would be the 3-5 most important actions they would recommend?
EXTEND	Invite students to take this political party quiz to see which party most closely aligns with their views.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "The courts pushing back against Trump" (p. 17)	
VOCABULARY	surged, deportation, administration, astonishing, resistance, migrants, due process, restraining, halt, refugee, deport, migrants, appealed, scathing, nullifying, birthright citizenship, impediment, upbraiding, flimsy, defying, constitutional authority, justify, sowing, chaos, allies, unbridled, autocrat, clumsy, unbowed, approval ratings, democracy
DISCUSSION	1. Why is the rule of law important? 2. What are the risks to our society of denying someone the right to due process?
DO	1. Invite students to read and summarize Section 1 of the 14th Amendment: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." What do they know about the term, "due process"? What does it mean? Why is it mentioned in the Constitution? Why is it in the news this week? 2. Invite students to read and annotate the article and watch this video to help them answer the questions. 3. Explain that "due process" is a legal principle that ensures fair treatment through the standard judicial system, especially as a citizen's entitlement. It requires that legal matters be resolved according to established rules and principles, safeguarding against arbitrary denial of life, liberty, or property. The concept originated from the Magna Carta and has evolved to protect individual rights within the legal framework. 4. Explain that there are two types of due process: substantive and procedural, and specific requirements that citizens are entitled to receive as part of the "fair treatment" described above. Challenge student groups to guess what those requirements are. Explain that they include (1) an unbiased judge or jury; (2) an opportunity to have a lawyer; (3) notice of the charges being filed against you and why; (4) an opportunity to explain why the charges being filed against you should not be filed; (5) the right to present evidence and the right to know what evidence will be presented against you; (6) the right to call and cross-examine witnesses; (7) a decision based only on the evidence; and (8) a decision that is written down and explained. 5. Invite student groups to discuss these requirements and why they believe each requirement is part of a citizen's right to due process. 6. Finally, invite students to find articles in this week's issue or other news sources that relate to due process and to determine whether the person or people featured in the article are being given their rights to due process. If so, how. If not, why not?
EXTEND	Invite students to learn more about the 14th Amendment.

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