

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Israel readies attack on Hamas in Rafah	News	Defying warnings from the Biden administration, Israel made plans for a ground offensive in Rafah, Gaza's southernmost city, where it says four Hamas battalions are stationed.	World Studies
6	Biden: Will his age cost him the White House?	News	President Biden's advanced age is "far from ideal for a president seeking a second term," said Margaret Sullivan in her <i>Substack</i> newsletter. Do you agree?	Politics
12	New York City: Time Square Mayhem	News	A 15-year-old Venezuelan migrant accused of shooting a tourist and firing at police officers in Times Square is being tried as an adult, in a case that highlights tensions around the influx of migrants to New York.	Legal Studies Civics
16	Border: Can Biden slow the migrant surge?	Opinion	After Republicans killed a bipartisan Senate border bill last week, they insisted President Biden could curb illegal immigration through executive action, said John B. Judis in <i>The New York Times</i> . Should he start using those powers?	Government Civics
17	Supreme Court: Likely to keep Trump on ballot	Opinion	During oral arguments last week, none of the Supreme Court justices seemed inclined to seriously consider Colorado's stance that the 14th Amendment's "insurrection" clause legally disqualifies Donald Trump from the state's primary ballot.	Government Politics American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Nassau County, N.Y. Swing seat PAGE 7	<ol style="list-style-type: none"> 1. What is a swing seat? 2. What do you know about the current balance of Democrats and Republicans in the House and the Senate? 3. According to the article, why was there a special election in New York? Why was the result of that election significant? 4. What do you predict the balance of power in Congress will be after November's election?
Canberra, Australia Doxxing of Jews: PAGE 9	<ol style="list-style-type: none"> 1. What, if anything, do you know about doxxing? 2. According to the article, why is Australia outlawing doxxing? 3. What do you know about the current situation in Israel and Gaza? What questions do you have? How, if at all, does this article relate to the situation in Israel and Gaza?
College costs: Parents struggle with aid glitches PAGE 33	<ol style="list-style-type: none"> 1. In what instances, if any, should students borrow money to go to college? Explain your answer. 2. According to the article, why was applying for student aid a nightmare this year? 3. Why do you think college is so expensive? 4. How much would you be willing to pay to go to the college of your dreams?

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 feature, "U.S. at a glance" (p. 7)	
VOCABULARY	assault, antisemitic, migrant, influx, prevailed, margin, derailing, bipartisan, squadron, scrutiny, prognosis, aggressive, recruiting, flirted
DISCUSSION	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
DO	1. Divide students into groups. Write each headline from the feature and each featured city on separate index cards. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: * summarize the story in exactly six words.. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in <i>The Week</i> . * identify how the event impacts their lives, if at all. * predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
EXTEND	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a 30-second Tik Tok-style video that explains that point of view.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Border: Can Biden slow the migrant surge?" (p. 16)	
VOCABULARY	migrant, immigration, executive action, suspend, detrimental, fiscal burden, asylum seekers, torpedoing, crisis, masterminding, sowed, looming, catastrophic, explosive, deportation, chaos, disputes
DISCUSS	1. Why do migrants leave their countries? 2. What are reasons for and against allowing migrants into the U.S.? 3. How, if at all, has immigration become a political issue?
DO	1. Invite students to select one of these images , and answer these questions, What do you see in this image? Why do you think someone captured this image? What can you learn from this image? What do you wonder about this image? What would your caption for this image be? What do you think happens next in this image? Invite students to share their answers with a partner. Explain that all of these images show the situation at the US-Mexico border as migrants try to enter the U.S. 2. Ask students what they know about the current situation at the US-Mexico border and how the U.S. asylum process works . Invite student groups to research the current situation, including how many migrants are trying to enter the U.S., whether that number is increasing or decreasing, why they are trying to enter, what happens to them once they enter, and what the current laws are as they relate to migrants entering the U.S. this way. Discuss answers. 3. Ask students what they know about the bipartisan bill to address the migrant crisis that was recently introduced and rejected by Congress. Invite students to read and annotate the article. Challenge them to conduct research to summarize the bill, using information from the article and from this article . Ask students to select one of these quotes from the article to explain. <ul style="list-style-type: none"> • For the sake of the country, and his electoral chances, Biden should start using those powers. • Our overwhelmed nation needs these fixes now, and they "could help Biden and the Democrats in November." • The most explosive immigration clash of all may still lie ahead. • If today's immigration disputes seem fraught, just wait. 4. Ask students how they think most Americans view the situation at the border. Invite them to review data here to learn more. 5. Finally, invite students to use what they've learned to create a political cartoon that illustrates their point of view on the migrant crisis at the border. They can view political cartoons from <i>The Week</i> here and can learn how to create a political cartoon here.
EXTEND	Invite students to read the stories, resilience, and struggles of migrants.

* 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.