

THE WEEK



The Week
at a
Glance



4	Devastating wildfires rip through Los Angeles	News	Los Angeles residents were sifting through the smoldering remains of their homes and businesses, as firefighters battled a pair of historic wildfires that have engulfed more than 40,000 acres of the metropolitan area, killing at least 25 people and displacing more than 100,000.	Government Earth Science Economics
6	President Biden: How will history judge his legacy?	News	A president's legacy usually takes decades to come into focus, said Matt K. Lewis in <i>The Hill</i> . How will history judge President Biden?	American History Government
9	Jerusalem Peace deal, at last:	News	After 15 months of war, Israel and Hamas reached an agreement to halt the conflict in Gaza.	World Studies
17	Immigration: The Laken Riley bill advances	Opinion	48 House and 32 Senate Democrats, including Minority Leader Chuck Schumer, voted with Republicans to advance the Laken Riley bill to a full Senate floor vote. The legislation is named after a 22-year-old nursing student murdered in Georgia last year by an undocumented Venezuelan migrant with a history of shoplifting arrests.	Civics Government
20	Safety dance: Meta ends the fact-check shuffle	Tech	Now that President Trump is in office, Meta CEO Mark Zuckerberg is doing everything he can to "please the soon-to-be-resident of 1600 Pennsylvania Ave." Top of the list was shutting down Meta's global fact-checking operation, established in the wake of the 2016 election, which conservatives have long complained about.	American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Lexington, Ky. Title IX: PAGE 7	<ol style="list-style-type: none"> 1. What do you know about Title IX? 2. What protections related to Title IX were recently struck down by a federal judge? 3. What bill related to transgender athletes was recently approved by the U.S. House of Representatives? 4. What story or pattern do these legislative updates reveal?
Brasília No phones in school: PAGE 8	<ol style="list-style-type: none"> 1. What do you predict this article is about, based on its headline? 2. According to the article, why is Brazil banning cell phones in schools? On what research was the decision made? 3. What is your school or district's policy related to cell phones? Do you agree with it? Why or why not? 3. Do you think there should be a national policy related to cell phones in schools? Explain your answer.
Media: TikTok braces for U.S. shutdown PAGE 32	<ol style="list-style-type: none"> 1. According to the article, why was TikTok briefly shut down? 2. What is more important to you personally: national security or First Amendment rights? Explain your answer. 3. What do you predict will happen next related to TikTok in the U.S.? 4. How, if at all, does this news story impact 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 on 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, "President Biden: How will history judge his legacy?" (p. 4)	
VOCABULARY	legacy, fundamental, autocratic, sentiment, self-inflicted, bungled, migrant, catastrophic, implicit, self-delusion, moderate, stabilize, unify, demonizing, de facto traitors, blue collar, progressives, immigration, equity, stalemate, predecessors
DISCUSS	1. Do you think ex-Presidents care about their legacies? Why or why not? 2. What makes a good president? 3. Do you believe that someone's legacy can change over time? Explain your answer.
DO	1. Give each student a sticky note, and invite them to finish this sentence on their sticky note: President Biden will most be remembered for _____. Hang all sticky notes on the wall, and invite students to identify and discuss patterns or common answers. Keep notes hanging. 2. Divide students into four groups. One group will annotate/summarize President Biden's inauguration speech . The second group will annotate/summarize President Biden's first State of the Union speech . The third group will annotate/summarize President Biden's last State of the Union speech . The fourth group will annotate/summarize President Biden's farewell speech , given last week. 3. Once all students have summarized their speeches, create new groups with at least one member of each original group. Invite each group member to report on the speech their original group analyzed. Challenge students to find similarities and differences among the speeches and identify which promises or goals were met or upheld and which weren't. Invite students to read the article for additional information. 4. Introduce the term, "legacy," and invite students to discuss what they know about the legacies of presidents from throughout history such as Lincoln, Roosevelt, Kennedy, Nixon, Reagan, Clinton, and Obama. 5. Then, have student groups select one of the following areas and research President Biden's accomplishments or missteps related to that area: foreign policy, the economy, human rights, national security, and the environment. Again, invite students to form new groups with a member from each original group. Direct students to share with other group members what their original group researched. 6. Repeat the introductory activity. Did answers change?
EXTEND	Invite students to read how 11 historians believe President Biden will be remembered.

MAIN ACTIVITY OF THE WEEK #2: Based on the article "Safety dance: Meta ends the fact-check shuffle" (p. 20)	
VOCABULARY	playbook, craven, spinelessness, opportunism, plot, figment, fact-checking, wake, political winds, wake, restoring, safety measures, misinformation, combat, moderation, ethnic groups, about-face, ideologically, homogenous, debunked
DISCUSSION	1. What role should media companies play in ensuring their sites' posts are factual? 2. How would you know if a post or image on a social media site was fake?
DO	1. Invite student pairs to visit the Associated Press' " Not Real News: A look at what didn't happen this week ", and select one of the stories to learn more about. Direct them to pair up with another group and share what story they investigated, how and where the "Not Real News" story was presented, and why it was not real. Challenge them to consider why the story or image was altered and what the impact could be for those who did not realize it was fake. Invite volunteers to share with the class and draw conclusions about the impact of "not real" news and what, if anything, social media sites should do to ensure that fake news is not presented on their sites. 2. Ask students what they know about "misinformation" and "disinformation." Explain that misinformation is spreading untrue information without realizing it, and disinformation is a purposeful spread of false information intending to harm. Can students think of examples of each one? How has technology, particularly social media, led to increased misinformation and disinformation? 3. Invite students to read and annotate the story. How would they describe the recent changes that Meta CEO Mark Zuckerberg made? Why did he make these changes? What are the potential impacts of these changes? How, if at all, would this impact students' use of Facebook and Instagram? 4. Challenge student groups to create a list of steps they would take to detect a fake news story or image. Invite groups to share their lists with another group and challenge the large group to reach a consensus on one set of steps. Then, compare the lists with the News Literacy Project's, " Ten questions for fake news detection ." Would students make any changes to their lists based on these questions? 5. Direct students to find and write three news headlines or claims from social media sites on three separate index cards. They must source the quotes/claims. Collect all cards and randomly distribute them back to students. Challenge students to use the steps from their lists to determine if the headlines or claims on their cards are true or false. Invite students to share results. Did anything surprise them?
EXTEND	Challenge students to create a video for social media that helps their peers identify misinformation or disinformation in social media.

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