

THE WEEK

**The Week
at a
Glance**



4	Harris, Trump neck and neck in race's final month	News	With less than a month to go in an exceedingly tight presidential race, Vice President Kamala Harris embarked on a blitz of media interviews and Donald Trump returned to campaign in Butler, Pa., where he was nearly assassinated in July.	Politics
5	South hit by hurricanes and conspiracy theories	News	The Federal Emergency Management Agency battled an avalanche of misinformation— fueled in part by Donald Trump—as it led the recovery and evacuation efforts for Hurricanes Helene and Milton.	Government
7	Atlanta banned again:	News	Georgia's Supreme Court restored the state's strict abortion ban after a lower court had ruled it unconstitutional a week earlier.	Government Civics
16	Oct. 7: How Hamas' massacre changed the world	News	On Oct. 7, 2023, "Americans woke up to some of the most horrific images ever captured in the age of ubiquitous handheld cameras," said Philip Klein in <i>National Review</i> . How did the Hamas massacre change the world?	World Studies
17	Switching sides: Republicans for Harris	Opinion	Speaking "in stark and powerful terms" in Ripon, Wis.—the birthplace of the Republican Party—Liz Cheney, the onetime third-highest-ranked House Republican declared that she was "proudly casting" her vote for Vice President Kamala Harris, who stood alongside her.	Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

Washington, D.C.: Ghost guns PAGE 7	<ol style="list-style-type: none"> 1. What do you know about "ghost guns" and why they are in the news this week? 2. Why do you think the federal government has tried to prohibit the sale and ownership of ghost guns? Do you think doing so would help reduce gun violence? If so, how? If not, why not? What will the Supreme Court be deciding related to ghost guns? 3. Do you believe ghost guns should be regulated as firearms? Why or why not? 4. Why might someone try to challenge the regulation of ghost guns?
Windhoek, Namibia: Eating safari animals PAGE 8	<ol style="list-style-type: none"> 1. What constitutes a drought, and what factors have led to the historic drought in Africa? 2. How would you summarize this article in just six words? 3. According to the article, why are Namibians killing and potentially eating safari animals? 4. How do you feel about this news story?
The return of 'Tariff Man' PAGE 11	<ol style="list-style-type: none"> 1. What is a tariff, and why has Donald Trump called himself "tariff man"? 2. According to the article, why does Donald Trump want to raise taxes on all imports? 3. What could be the positive and negative impact of increasing tariffs?

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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Based on the article, "Harris, Trump neck and neck in race's final month" (p. 4)	
VOCABULARY	exceedingly, nominee, fatal, embarked, platforms, poll, swing voters, persuasive, indelible, vigilantes, autocrats, crusade, lavished, state-sanctioned, polarizing, disinformation, fraud, politically correct, encounters, trench warfare
DISCUSS	<ol style="list-style-type: none"> 1. How reliable do you think the polls are in a presidential race? 2. What is the most important message each candidate needs to deliver in the final month of the campaign?
DO	<ol style="list-style-type: none"> 1. Write the term, "neck and neck" on the board, and ask students what it means and how they think it relates to the 2024 presidential election. Ask students how we know that a political race is "neck and neck." One way is through political polling. 2. Explain to students that political polling, a type of public opinion polling, has been around for many years. The mission of political polling is to gauge the political opinion of the entire nation by asking only a small sample of likely voters. Ask students what public opinions presidential candidates might be interested in learning about. Consider which candidate voters are likely to vote for, how voters feel about certain issues, whether the candidate's messaging is being perceived as positive or negative, or even whether voters consider a candidate to be too old or inexperienced to run for office. 3. Further explain that George Gallup was one of the first scientific practitioners of polling in the 1930's and Franklin Roosevelt was the first American president to use a private polling service to advise him on both election strategy and public policy. John F. Kennedy's 1960 campaign relied heavily on public opinion polls, and every American presidential candidate since has used polling information as part of his or her campaign strategy. 4. Ask students what factors they think would be important to ensure the accuracy of polling results. Invite them to go here to learn about representative samples, margins of error, question structure, and types of polling. Then, invite them to read this article to learn about how and why polls were wrong in the 2016 presidential election. 5. Invite students to read and annotate the article and highlight any time polling is referenced.. Then, invite them to analyze the results of three recent presidential polls. Challenge them to include at least one poll about a swing state. For their poll, challenge students to identify the question being asked, the margin of error, the sample that was polled, the results, and how those results could either influence or provide information about the 2024 presidential election. 6. Invite students to present their polls to the rest of the class. Once all students have presented, challenge students to predict the winner based on evidence from the polls that were analyzed.
EXTEND	Invite students to use what they have learned to design, conduct, and analyze a poll related to the presidential election.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "October 7: How Hamas' massacre changed the world" (p. 16)	
VOCABULARY	massacre, horrific, ubiquitous, abducted, terrorists, slaughtering, hostage, captivity, harrowing, bombarding, globalize, intifada, exhilarating, antisemitism, subsided, treacherous, domestic, densely, plummeted, carnage, restraint
DISCUSS	<ol style="list-style-type: none"> 1. What causes conflict and war? 2. What unique challenges do Israelis and Palestinians face that prevent them from coming together to create peace in their region? Explain your answer. 3. Is a two-state solution possible in the Middle East?
DO	<ol style="list-style-type: none"> 1. Write these quotes from the article on the board, and ask students what news story they are all from: (1) "We expected Hamas to kill Jews. We didn't expect Americans to celebrate it." (2) "Many American Jews are stunned by an explosion of antisemitism that 'they thought had long ago subsided.'" (3) "Oct. 7 transformed the Israeli-Palestinian conflict into one of America's 'most treacherous domestic political issues.'" (4) "Even if Biden could motivate the Netanyahu government to end the war, it might not succeed. Hamas leader, Yahya Sinwar, would also have to sign on. But he won't do that because, 'despite all the devastation and suffering in Gaza' – he clearly believes he's winning by dragging Israel into a prolonged, multifront war.")5) The risk of a full-scale-war between Iran and Israel, a conflict that would surely pull in the U.S., is rising." 2. Explain that all of the quotes relate to the Oct. 7 massacre on Israel by Hamas and all of the actions and conflict that led to and resulted from that massacre. Ask students to identify Israel and Gaza on a world map and to share what they have read, seen or heard about the Oct. 7 massacre and all that has happened since then. Invite them to share any emotions, feelings and thoughts they are experiencing. 3. Invite students to read and annotate the article and to select one of the quotes from the introductory activity to further analyze. Invite them to explain what they believe the quote means; how it relates to the Oct.7 massacre, what led to the massacre, or what has happened since; how the quote relates to the U.S. and to their lives; and their feelings or opinions related to the quote. Give students ample time to conduct research to help them answer the questions. 4. Invite students to share which quote they selected and their analysis information in small groups. Encourage respectful group discussion. 5 Finally, encourage students to write a paragraph that explains "how Hamas' massacre changed the world."
EXTEND	Invite students to learn more about the history, meaning, and impact of antisemitism.

* 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.