

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1154

The Week at a Glance



4	Biden visits Israel as rage grows over hospital blast	News	President Biden landed in Tel Aviv in a dramatic show of solidarity with Israel amid its war with Hamas, even as anger rose in the Middle East over a devastating explosion at a Gaza hospital.	Government World History World Studies
5	Jordan flails as lawmakers float McHenry for speaker	News	The struggle to determine who will lead the House of Representatives showed few signs of abating, as supporters of Rep. Jim Jordan (R-Ohio) attempted to strongarm opponents while other representatives called for sticking with the current interim speaker.	Government American History
11	Hamas' reign of terror	News	The Oct. 7 atrocities marked a bloody new chapter in the Palestinian group's four-decade conflict with Israel.	World Studies World History
16	The Left: Why some activists are cheering a massacre	Opinion	On Oct. 7, a far-right Islamist group "perpetrated the largest mass killing of Jews since the Holocaust," said Eric Levitz in <i>New York</i> magazine. Why are some people celebrating this massacre?	World Studies Civics
17	Haley: The GOP's best Trump alternative?	Opinion	After former South Carolina Gov. Nikki Haley's strong, steady performance in two GOP debates, polling support for the self-described moderate has doubled since this summer, and she is now outpolling Ron DeSantis in New Hampshire and her home state and has drawn into third place in Iowa.	Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

Massachusetts: Stretched thin PAGE 7	<ol style="list-style-type: none"> 1. According to the article, why is Massachusetts "stretched thin"? 2. Why are President Biden and Congress being blamed for the Massachusetts housing and immigration crisis? 3. When is immigration helpful to a country and when is it harmful? 4. What would happen if we erased all country borders and let people live wherever they wanted?
The issue Biden refuses to address PAGE 12	<ol style="list-style-type: none"> 1. What is the <i>Politico</i> columnist's point of view in this article? 2. What evidence does he present to support his point of view? 3. Do you think there should be age limits for political candidates? If so, what should they be? If not, why not?
Social media: A flood of grisly and often deceptive video PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What does the phrase, "the global town square is in ruins" mean? In this analogy, what is the global town square? What evidence is presented in the article to support this claim? Do you agree with this claim? Why or why not? 3. How can or should social media companies address false narratives? 3. What can you do to determine whether the news you consume on social media is accurate?

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 four articles from throughout the issue about the crisis in the Middle East (4, 6, 11, 14, 17)	
VOCABULARY	solidarity, rubble, terrorist, massacred, heinous, moral, eradicate, roughshod, massacre, pummeling, catastrophe, caches, coffers, intifada, brutality, martyrdom, genocide, blockading, apocalyptic, carnage
DISCUSSION	1. What events led up to the recent attacks in Israel and Gaza? Why is it so hard for Israelis and Palestinians to find a peaceful solution to their decades-long conflict? 2. What role should the U.S. and international organizations such as the United Nations play in bringing peace to the Middle East?
DO	<p><i>Note: This story may be upsetting, graphic, and emotionally-charged for students; and they may have cultural ties or relatives in the region where it took place. Be sure to review all materials ahead of the activity and consider using the strategies in this guide.</i></p> 1. Ask students to identify Israel and Gaza on a world map and to share what they know about the recent attacks that took place there. Invite them to complete a three-column chart with the headers, "What I know," "What I wonder," and "What I'd like to learn" about what led to the attacks, what happened during the attacks, and what has happened since. Invite small groups to discuss and add to the information from their charts, based on information from other group members. To help with background knowledge, invite students to review this historical timeline , watch this Crash Course video , or read this "really simple guide" to what is happening there.
	2. Invite students to select two of the five articles to read and annotate about the attacks in Israel and Gaza on pp. 4, 6, 11, 14, or 17. For the articles they have selected, direct students to do the following: <ul style="list-style-type: none"> List five facts from the articles, starting those they did not know before; List five opinions/perspectives from the articles, writing an "A" next to those they agree with, a "D" next to those they disagree with; and a "U" next to those they are unsure if they agree or disagree with; and List five questions they have after reading the articles.
	3. Invite students to pair up with another student and present their lists. Direct them to summarize the different perspectives presented in the articles and, if they are comfortable, to share those they agree with. Strategies for helping students discuss difficult topics respectfully can be found here . Encourage student pairs to select three questions from their question list that they would both like to answer. Challenge them to conduct research to find the answers.
	4. Finally, invite all students to come together to discuss the activity. Lead a reflection activity using these questions: What can we do if we are feeling vulnerable as a result of the situation in the Middle East? How can we stand with and support others who are feeling vulnerable? What are some meaningful actions we can take, even if only in our own home, neighborhood, or school?
EXTEND	Encourage students to take one of the meaningful actions they have identified during the activity,

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Haley: The GOP's best Trump alternative?" (p. 17)	
VOCABULARY	conservative, pundits, trajectory, alternative, charismatic, crusading, belligerent, rivals, wilt, nuanced, consensus, doomed, incumbent, serially, discredited, fraudster
DISCUSS	1. What qualities do you think are most important for a presidential candidate to have? 2. Why is American politics so divisive? 3. Why do you think a woman has not yet been elected President of the United States?
DO	1. Write the name, "Nikki Haley" on the board, and ask students to list anything they know about her. Share answers. Ask students if they know why she is in the news this week. 2. Invite students to read and annotate the article. Then, challenge student groups to conduct research to create a personal and political profile of Haley that includes the following information: her age, birthplace, family information, political experience, positions on five key issues, three quotes from her, three quotes from others who support or endorse her, three quotes from others who oppose her, at least two facts from current polling data about her, and three questions they would like to ask her. Encourage students to visit Haley's website to assist with research. 3. Direct each group to pair up with another group to present information and try to answer the other group's questions, based on their own group's research. 4. Invite each new, larger group to imagine that they are part of Donald's Trump's campaign team, and they have been challenged to do a SWOT analysis of Nikki Haley. Explain that SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Strengths and Weaknesses will relate to Haley and her candidacy. Opportunities and Threats will represent the opportunities for and threats to the Trump campaign, based on Haley's strengths and weaknesses. More information about a SWOT analysis can be found here . 5. Finally, ask students to complete this sentence: Nikki Haley is likely/is not likely to win the Republican nomination for president because _____.
EXTEND	Invite students to create an imaginary social media post that encourages voters to vote for Nikki Haley (or another GOP candidate) in their state's primary.

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