

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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Issue 1150

The Week at a Glance



4	Shutdown odds rise amid GOP infighting	News	A government shutdown looked increasingly likely, as warring House Republicans failed to pass even a stopgap measure loaded with spending cuts that Senate Democrats were certain to reject.	Government Politics
5	In New York, Zelensky blasts U.N. inaction	News	Ukrainian President Volodymyr Zelensky implored world leaders at the U.N. General Assembly in New York to support his nation's fight against Russia, saying assistance was in their own self-interest.	World Studies
7	Pennsylvania: Voter registration	News	Pennsylvanians getting a driver's license or ID card will now be registered automatically to vote if they're eligible, Democratic Gov. Josh Shapiro announced this week.	Government Politics Civics
17	Child poverty: Why it soared last year	News	"The child poverty rate almost doubled in 2022" because of a conscious decision by Congress, according to Catherine Rampell of the <i>Washington Post</i> .	Government Civics
34	Detroit: Auto workers' strike puts Democrats in a bind	Business	The battle between striking autoworkers and Detroit's Big Three has been called the biggest technological transformation since Henry Ford's moving assembly line.	Business Civics Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

In New York, Zelensky blasts U.N. inaction PAGE 5	<ol style="list-style-type: none"> 1. What do you know about the current situation in Ukraine? 2. Why did the Ukrainian President criticize members of the United Nations General Assembly? 3. In what instances, if any, should the U.S. assist other nations, either financially or with American troops? How, if at all, could assistance to Ukraine in their fight against Russia benefit the U.S.? 4. Why is it important to know about events that are happening in other parts of the world?
West Point, N.Y.: A new target PAGE 7	<ol style="list-style-type: none"> 1. What is your understanding of affirmative action, and how do you think it aims to address inequality? 2. What is the current status of affirmative action in the United States, and why is it in the news this week? 3. What are the potential advantages and disadvantages of implementing affirmative action policies? 4. Should affirmative action be used as part of the college admissions process? Why or why not?
The downside of teen surveillance PAGE 20	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. Do you agree with the main idea of this article? Why or why not? 3. At what age do you think parents should start and stop tracking their children using social media? Explain your answer.

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? What political leaders are represented? 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 article, "Pennsylvania: Voter registration" (p. 7)	
VOCABULARY	registered, eligible, automatic, electoral, battleground, democracy, citizenship, opt out, unilateral, accuracy
DISCUSSION	1. Do you think voting is a right or a responsibility? 2. How would you encourage someone to register to vote?
DO	1. Distribute three sticky notes to each student, and challenge them to answer these three questions on separate notes. What are the requirements for someone to be able to vote in the U.S.? Are voting registration requirements determined at the national or state level, both or neither? What are your state's voter registration requirements? When they have finished writing their answers, post them in separate groupings on a wall. Invite students to review class answers. Invite students to go here , here , here , and here to learn the correct answers. Invite students to remove all incorrect answers from the sticky note groupings. Based on what they learned, how many students would be eligible to vote in the next election? Review your state's voter registration requirements . 2. Invite students to read the article. What, if anything, is significant about Pennsylvania's new voter registration process. How, if at all, does that differ from your state? What do they think the reasons are for this new process? Why are Republican state legislators in Pennsylvania critical of this new process? What are the possible causes and possible effects of it? 3. Challenge student groups to complete a two-column chart. One column will include a minimum of five reasons why eligible voters should register and vote and the second column will include a minimum of five reasons an eligible voter could give for not wanting to register and vote. 4. Direct students to form two circles, an inner circle and an outer circle. Have each circle face each other so that two students are facing each other all along the circle. At one-minute increments, have students in the inner circle say one of the reasons from the second column and challenge students from the outer circle to persuade them to register and vote using reasons in the first column. Invite students to switch roles and then to move to the right to face a new partner five times. 5. Finally, invite students to complete this sentence based on a quote from the article: "Increased voter registration does/does not strengthen our democracy because _____.
EXTEND	Using what they have learned, invite students to create a social media post encouraging their peers to register to vote.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons?" (pp. 18 and 19)	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSS	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the "Pick of the week's cartoons" featured on pp. 18 and 19. In small groups, challenge them to answer the following questions about all five cartoons: What do you see in the cartoon? What news story is being illustrated in the cartoon? How, if at all, did the cartoon help you better understand the news story? What point of view is the cartoonist trying to convey? 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are cartoons that make a point about a political issue or event. Their main purpose is not to amuse readers but to persuade them. A good political cartoon makes readers think about current events but it also tries to sway their opinion toward the cartoonist's point of view. The best political cartoonists can change people's minds or make them think deeply about an issue simply by the image and captions used. 3. Looking back at this week's cartoons, challenge student groups to identify techniques the cartoonist used to express his or her point of view and try to persuade others. Introduce the following techniques to students, and challenge them to identify which ones were used in this week's cartoons: symbolism, exaggeration, labeling, analogy, and irony. Which cartoon do students think is most persuasive, and why? 4. Finally, invite students to select an article in this week's issue and create a political cartoon that both illustrates their points of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Invite students to review and analyze additional cartoons from <i>The Week</i> .

* 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.