

THE WEEK



The Week
at a
Glance



5	Harris gains ground in swing state battles	News	With fewer than 50 days left in the election season, Vice President Kamala Harris and former President Donald Trump this week zipped through campaign stops in swing states and beyond, with polls showing a slight but consistent post-debate bounce for Harris.	Politics
5	Israel attacks Hezbollah with exploding pagers	News	Israel and Hezbollah were on the brink of all-out war this week, as the Iran-backed Lebanese group vowed to “punish” Israel for a series of attacks in which thousands of its militants’ pagers and walkie-talkies exploded.	World News
6	Springfield, Ohio: Why Trump is smearing Haitian migrants	News	The most memorable moment of last week’s presidential debate was Donald Trump spluttering that in Springfield, Ohio, “they’re eating the dogs! But no one was laughing in Springfield, where a rash of bomb threats caused the evacuation of schools, city buildings, and hospitals.	Politics Civics
11	The tangle of state voting laws	News	Voters face a confusing landscape of expanded access in some states and tighter restrictions in others. What has changed since 2020?	World Studies Science
16	Swift's endorsement: Does it matter?	Opinion	Many Democrats “had prayed for” Taylor Swift to endorse Kamala Harris, said Jennifer Weiner in <i>The New York Times</i> , and last week the world’s biggest pop star answered their calls.	Politics Media Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Joliet, Ill: State of fear PAGE 7	<ol style="list-style-type: none"> 1. According to the article, why are residents in Joliet in a state of fear? 2. What larger societal issue(s) does this story represent? 3. How would you summarize the debate over gun rights vs. gun control? 4. What changes, if any, has your school or district implemented to make schools safer?
How to win the votes of undecideds PAGE 12	<ol style="list-style-type: none"> 1. What is an “undecided” voter? What is a swing state? 2. According to the article, what information are many undecided voters looking for? 3. How would you advise Kamala Harris and/or Donald Trump to convince undecided voters to cast their votes for these candidates? 4. What issue(s) is most important for you in the 2024 presidential election, and why?
Tyreek Hill: A troubling run-in with police PAGE 17	<ol style="list-style-type: none"> 1. Why was Tyreek Hill in the news this week? 2. How would you summarize this story in just six words? 3. What larger societal issue(s) does this story represent?

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, "The tangle of state voting laws" (p. 11)	
VOCABULARY	absentee voters, pandemic, restrictions, criminalizing, purging, conservative, commonsense, disenfranchised, plummeted, election integrity, accessibility, validity, vigilantes, vague, discretion, vague, worst case scenario, delegation
DISCUSS	1. What are the benefits and drawbacks of having state-run elections where each state can make its own rules? 2. What is the relationship between voting and democracy?
DO	1. Draw a continuum on the board or on an online slide that says, easy/easier on one end and hard/harder on the other. Read these prompts, and direct students to stand or put a dot at the point in the continuum between easy/easier and hard/harder that reflects their perspective: To my knowledge, voting in my state is _____ (easy/hard). I think the voting process should be (easier/harder) than it is. Give students an opportunity to explain their answers. 2. Challenge student groups to define and then predict their state's voting laws related to the following: absentee ballots, fast-track voter registration, voter ID requirements, third-party assistance at the polls, and early voting. They can read and annotate the article to learn more. 3. Direct each group to create a four-column chart. In the first column, list each voting law listed above. In the second column, research and document what their state's law is related to that category. In the third column, challenge them to summarize how they believe that law impacts voting. Does it promote expanded access or tighter restrictions? They can learn more about state voting laws here , here , and here . 4. Direct each group to pair up with another group to compare answers. Invite groups to discuss this question, "Which voting law in our state would we most want to defend or change, and why?"
EXTEND	Do students think voting is more of a right or a responsibility? Invite them to watch, "So You Think You Can Vote?" to learn more.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "World at a glance" (p. 8 and 9)	
VOCABULARY	catastrophic, torrential, epic, apocalypse, incentive, paradigm, rival, cartel, court-martialed, socialist, trademark, fundamental, Indigenous, colonialism, legacy, insurgency, humanitarian, decree, transmissible, insurgency, communist, detained, imperial, humiliation, tribunal
DISCUSS	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
DO	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: <ul style="list-style-type: none"> • Write the causes and effects of one of the news stories along with its connection to their lives or to our country. • Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection. • Choose one story that interests them most and write about why it interests them and its connection to their lives. • Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate
EXTEND	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

* 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.