

# THE WEEK



THE WEEK MAGAZINE  
EDUCATION PROGRAM

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## The Week at a Glance



4	Ukraine preparing to launch counteroffensive	News	Russia accused Ukraine of staging a drone strike on the Kremlin, as both countries stepped up aerial attacks in advance of an expected Ukrainian spring counteroffensive.	World Studies
5	Abbott faces backlash after Texas mass shooting	News	After a four-day manhunt in Texas, police captured the man suspected of killing a neighboring family who had asked him to stop shooting off his rifle late at night. The attack was the latest in a series of unprovoked deadly shootings across the country.	Government Legal Studies Civics
6	Supreme Court: Is it time for a real ethics code?	News	The Senate Judiciary Committee held a hearing on the need for an enforceable code of ethics at the Supreme Court—a problem crystallized by the revelation that billionaire conservative donor and activist Harlan Crow has showered millions in lavish vacation trips, gifts, and land purchases on Justice Clarence Thomas, which Thomas chose not to report.	Government Legal Studies
7	Raleigh, N.C. New court, new rules:	News	The North Carolina Supreme Court's new conservative majority reversed an earlier ruling to clear the way for a highly partisan election map that will skew congressional races heavily in favor of Republicans.	Government Legal Studies Civics
16	Kamala Harris: The pressure is on	Opinion	"It is no accident that Vice President Kamala Harris appears more than a dozen times in the video kicking off President Biden's reelection campaign," said Eugene Robinson in <i>The Washington Post</i> . Biden's age—he'd be 86 at the end of a second term—will give his running mate importance in the 2024 election. But Harris, 58, has had a rocky tenure as VP.	Politics

## BRIEFLY: Quick Questions & Ideas To Engage Students

AI's alarming impact on politics PAGE 7	<ol style="list-style-type: none"> <li>1. What claim do the authors make about the impact of artificial intelligence on political campaigning?</li> <li>2. What evidence do they use to support their claim?</li> <li>3. How would you summarize the benefits and risks of using artificial intelligence in political campaigning?</li> <li>4. What impact will artificial intelligence have in other areas of your life?</li> </ol>
DeSantis vs. Disney: What's at stake PAGE 17	<ol style="list-style-type: none"> <li>1. What do you know about the current feud between Florida Gov. Ron DeSantis and the Disney Corp.?</li> <li>2. How, if at all, does the feud relate to the First Amendment?</li> <li>3. Should corporations take political stands? Why or why not?</li> <li>4. Do you think this feud will help or hurt Gov. DeSantis' potential run for president? Explain your answer.</li> </ol>
Marketing: Bud Light's ill-fated campaign PAGE 34	<ol style="list-style-type: none"> <li>1. What does it mean to boycott? Have you ever boycotted a company or brand? If so, why? What issues, if any, would you feel strongly enough about to boycott a company or brand?</li> <li>2. Why were conservatives recently boycotting Bud Light?</li> <li>3. What does this article reflect about the current political climate in the US?</li> <li>4. What advice would you give to Anheuser Busch as it relates to this story?</li> </ol>

## 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"> <li>1. Describe the illustration on this week's cover.</li> <li>2. What story from this week's issue does the cover image represent?</li> <li>3. What do you think the illustrator's point of view is about this news story?</li> <li>4. What techniques does the illustrator use to represent his or her point of view?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, "Raleigh, NC: New court, new rules" (p. 7)	
<b>VOCABULARY</b>	conservative, skew, invalidated, partisan, gerrymandered, meddle, render, dissent, self-governance
<b>DISCUSSION</b>	1. How does gerrymandering affect our electoral process? 2. Do you think gerrymandering is fair or unfair? Explain your answer.
<b>DO</b>	1. Read or display this text, and invite student groups to identify and interpret it: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." Explain that this text is from Article I of the Fourteenth Amendment. Ask students what they think, "equal protection of the laws" means. 2. Challenge student pairs to answer the following questions: How many congressional districts does your state have? Which state has the highest number of congressional districts? How many congressional districts are there in total? How are the number of congressional districts for each state determined? Invite pairs to present their guesses and then go <a href="#">here</a> to learn the correct answers. 3. Explain that the framers of the constitution wanted citizens to be equally represented in congress and didn't want larger states to have more power than others. So, they determined that each state would have at least one representative and that representation would be determined by "adding to the whole number of free Persons" which eventually became what we now know as the Census. They can read direct text from the constitution <a href="#">here</a> . 4. Explain that every 10 years, after the population is figured through the Census, most states redraw their legislative and congressional districts to ensure that each one has roughly the same number of people. In some states, the political party in power redraws those district lines to give them a political advantage. This is known as gerrymandering. They can learn more about gerrymandering <a href="#">here</a> . 5. Invite students to read and annotate the article and to explain how the article relates to the Fourteenth Amendment and whether the North Carolina Supreme Court's actions protect or deny "equal protection of the laws."
<b>EXTEND</b>	Invite students to research how their own state is districted and to determine if they think the districting gives one political party an advantage.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Pick of the week's cartoons" (p. 18)	
<b>VOCABULARY</b>	symbolism, exaggeration, labeling, analogy, irony, persuasive
<b>DISCUSS</b>	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?
<b>DO</b>	1. Direct students to the "Pick of the week's cartoons" featured on p. 18. 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. <a href="#">Introduce the following techniques to students</a> , 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 <a href="#">create a political cartoon</a> 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.
<b>EXTEND</b>	Invite students to review and analyze <a href="#">additional cartoons</a> 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](http://www.theweek.com/teachers) to see all our lesson guides.