

THE WEEK

**The Week
at a
Glance**



5	Abortion: Can the GOP still call itself a pro-life party?	News	When Arizona's Supreme Court resurrected the state's 1864 near-total abortion ban, it extended a stunning legal winning streak for the pro-life movement—one that began with the U.S. Supreme Court's repeal of Roe v. Wade in 2022. Yet rather than celebrate, many Republicans are now "backpedaling as if their political lives depend on it."	Government Legal Studies Civics
7	Washington, D.C.: Obstruction obstacle	News	The Supreme Court appeared hostile to prosecutors' arguments that an obstruction law could be used to charge more than 350 Jan. 6 rioters.	Government Legal Studies
12	Activists are taking over universities	News	When Berkeley law school dean Erwin Chemerinsky and his wife, law professor Catherine Fisk, held a pre-graduation dinner in their backyard for 60 students, a pro-Palestinian activist grabbed the microphone and launched into an attack on the law school for supposedly failing to stand up against Israel's war against Hamas in Gaza. Are activists taking over universities?	Civics
17	Student loans: Is Biden's new plan legal?	Opinion	President Biden unveiled his latest plan to combat student debt — despite the Supreme Court's 2023 ruling that his attempt to cancel more than \$400 billion in loans overstepped his authority.	Legal Studies Civics
34	Economy: A bump in inflation upends forecasts	Business	Inflation that's still "well above" the Fed's 2 percent target is the lingering thorn in the side for the Fed and the Biden administration, and the highest interest rates in a quarter century haven't quelled it. Economists are still hopeful that there is a "golden path" of both strong growth and falling inflation.	Economics Government

BRIEFLY: Quick Questions & Ideas To Engage Students

High court allows ban on transgender care for minors PAGE 6	<ol style="list-style-type: none"> 1. According to the article, what action did the Supreme Court recently take related to transgender treatment for minors? 2. How would you describe both sides of the debate about transgender treatment for minors? 3. What short- and long-term impact could the Court's action have? 4. What are your feelings on this news story?
The many reasons for optimism PAGE 12	<ol style="list-style-type: none"> 1. What is "optimism"?" Would you consider yourself an optimistic person? 2. What claim does the author make in this article? What evidence does he use to support his claim? 3. What evidence might someone use to dispute the author's claim? 4. Do you agree or disagree with this claim, and why?
O.J. Simpson: The Trial of the Century's legacy PAGE 17	<ol style="list-style-type: none"> 1. What, if anything, do you know about O.J. Simpson? Why was his trial referred to as an "epic Greek tragedy"? 2. What societal themes from Simpson's trial are still relevant today? 3. What current news events or trials do you think we will still be talking about 25 years from now? 4. What do you think the "trial of the century's legacy" is?

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 the article, "Washington, D.C.: Obstruction obstacle" (p. 6)	
VOCABULARY	obstruction, obstacle, defendants, proceeding, prosecutors, interpretation, broad
DISCUSSION	1. What, if anything, do you most remember about January 6, 2021? 2. What questions does Jan. 6 raise for you about democracy, justice, or power?
DO	1. Write the word, "obstruction" on the board, and challenge student groups to define it. Invite them to share definitions. Next, ask them to identify how the word, "obstruction" could relate to an official proceeding. Again, share answers. Finally, challenge them to identify how the term could apply to the events on January 6, 2021. Again, share answers. 2. Direct students to read and annotate the article. Allow them to adjust and then share the answer to the final question from the previous exercise. 3. Invite student groups to create at least five questions they are curious about related to Jan. 6, the obstruction law, the charges against rioters, the Supreme Court case, or Donald Trump's role. Examples include: What is the obstruction law being used to charge Jan. 6 defendants? When was it written? How does the law apply to January 6? Who brought the case to the Supreme Court? How did Justices respond to arguments last week? When/how did Donald Trump allegedly obstruct the business of Congress on or before Jan. 6? 4. Direct each group to exchange questions with another group, and challenge them to conduct research to answer the questions they have been given. Once questions are answered, direct both groups to come back together to share answers. 5. Finally, challenge students to list reasons both for and against the obstruction charge being used against Jan. 6 rioters; to predict which way the Supreme Court will vote, based on evidence; and to determine how they think they should vote, based on evidence and opinion.
EXTEND	Invite students to listen to live oral arguments from the U.S. Supreme Court.

MAIN ACTIVITY OF THE WEEK #2: Based on several articles from this week's issue	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
DO	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do an in-person or virtual gallery walk and write what they know about each term on the related paper or slide. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term "big idea." 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Founders. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the interactive constitution at the National Constitution Center . Encourage each group to compare answers with another group. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the Constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week's issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach consensus about which of the six big ideas is most relevant today, and why.
EXTEND	Challenge students to read about the history of the U.S. Constitution by reading this article from the National Archives.

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