

THE WEEK



The Week
at a
Glance



4	Trump makes mass layoffs across government	News	The Trump administration fired more than 16,000 federal workers across a dozen agencies, in a cost-cutting blitz agency staffers said would damage the government's ability to track diseases, keep national parks open, safeguard air travel, and provide other vital services.	Government
5	Spurning Zelensky, Trump reaches out to Putin	News	The Trump administration reversed three years of Western efforts to isolate Russia, negotiating directly with Vladimir Putin's regime over the war in Ukraine and signaling that the U.S. would abandon its long-standing commitment to European security.	Government World Studies
7	Phoenix: No kings	News	Thousands of protesters took to the streets in multiple cities across the country on what was called "No Kings on Presidents' Day," expressing their opposition to President Trump and Elon Musk.	Government Civics
7	Dallas: Abortion battle	News	A Texas judge imposed a \$100,000 fine on a New York doctor who prescribed abortion pills to a Dallas resident via telehealth, escalating the emerging legal battles between states with conflicting abortion laws.	Government Legal Studies Civics
17	The presidency: Is Trump above the law?	Opinion	On Truth Social last week, President Trump posted a quote attributed to Napoleon: "He who saves his Country does not violate any Law." Does he believe he is above the law?	Government Legal Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Gaines County: Texas: Measles PAGE 7	<ol style="list-style-type: none"> 1. What, if anything, do you know about measles and why it's in the news this week? 2. Why is the recent measles outbreak in Texas so significant? 3. What do you know about the current debate about vaccinations? 4. Why might someone not want to get vaccinated against diseases like measles?
So much for saving 'free speech' PAGE 12	<ol style="list-style-type: none"> 1. Based on the headline, what do you think this article is about? 2. What claim does the author make in this article? 3. What evidence does he use to support this claim? 4. Do you believe that free speech is in jeopardy? Why or why not?
A new home for rabid antisemitism PAGE 14	<ol style="list-style-type: none"> 1. Why do you think people make distinctions between themselves and others? 2. How do you recognize antisemitism today? 3. According to the article, where is the new home for antisemitism? 4. What can you do when you observe discrimination? What do you do?

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: "Phoenix: No kings" (p. 7)

VOCABULARY	protestors, opposition, dethrone, rally goers, chanted, immigration policy, chanting, coup, patriotic, tyranny
DISCUSS	1. Is the government ever justified to restrict the freedom of assembly? 2. How has freedom of assembly assisted protest movements to communicate their message and push for change?
DO	1. Write these quotes on the board and challenge student groups to analyze one of them and identify which amendment to the US Constitution they all refer to: (1) "Somewhere I read that the greatness of America is the right to protest for right." (2) "Once a government is committed to the principle of silencing the voice of opposition, it has only one way to go, and that is down the path of increasingly repressive measures until it becomes a source of terror to all its citizens and creates a country where everyone lives in fear." (3) "We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. A nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people." 2. Explain that they all refer to the First Amendment and American citizens' right to freedom of speech and assembly. Ask student groups to analyze this phrase from the First Amendment: "Congress shall make no law... abridging...the right of the people peaceably to assemble..." Ask: What does peaceably mean? What does assemble mean? Why did the Founders put this right in the very first amendment? What, if any, might be the limits of this right? Is the government ever justified to restrict the freedom to assemble? Invite students to learn more . 3. Invite students to read the article and to identify what was being protested, where, and by whom. Why were people protesting? Do they believe the First Amendment protected this protest, even if it was a protest against the president and his policies? Explain answers. 4. Invite student groups to select one of these protests from American history. For the protest they select, challenge students to identify the reason for the protest, the people who were protesting, the location and time period of the protest, and the result, if any, of the protest: The March on Washington (1963); Vietnam War protests (1969); Stonewall Uprising (1969); March for Life (1973); Occupy Wall Street (2011); March for Science (2017), Women's March (2017-18); March for our Lives (2018); George Floyd protests (2020); US Capitol riot (2021). 5. Direct students to share their research. Challenge students to discuss commonalities and differences among the protests. Finally, invite them to consider whether peaceful protests are an effective way to unite, amplify voices, and get messages across to people and political leaders.
EXTEND	Music has been used as a form of social protest for decades. Invite students to learn more about protest songs here.

MAIN ACTIVITY OF THE WEEK #2:
Based on the article, "The presidency: Is Trump above the law?" p.17

VOCABULARY	violate, declaration, imperial intent, tramples, constraints, invoking, sentiments, tyrants, conservative, brazenly, neutered, denounce, dictatorial, ethics, mandating, watchdogs, precedent, unitary, unfettered, brazenness, birthright citizenship
DISCUSSION	1. Should US presidents receive special treatment regarding legal issues? 2. What do you think is a president's most important power? Why?
DO	1. Distribute one sticky note to each student and challenge them to list the powers of the US president on their sticky note. Invite students to share what they wrote with another student and then invite student pairs to share what they wrote with another student pair. Can these groups of four reach a consensus on presidential powers? Distribute a second sticky note. Invite students to watch this video to learn about the formal and informal powers of the president, take notes, and check their answers. Note that President Obama was president when these videos were produced. 2. Distribute a third sticky note and challenge students to list the presidential powers they learned about. Invite them to list what they learned about executive orders and privileges. 3. Ask students if and why limiting a president's powers to those outlined in the Constitution is important. What could happen if a president exceeds his powers? How might this impact the nation, those who disagree with him, other countries, and themselves personally? 4. Ask students why they think presidential powers might be in the news. Invite them to read and annotate the article and highlight information related to presidential powers. According to the article, what "key test" of President Trump's powers is coming? Do they agree that a "showdown between the courts and (President) Trump" is coming? Why or why not? 5. Finally, invite students to answer, with evidence, the question in the headline: Is (President) Trump above the law?
EXTEND	Encourage students to share their support of or concern about issues that matter to them directly to The White House

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