

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Supreme Court allows deportations to El Salvador	News	The Supreme Court ruled that the Trump administration may continue deporting migrants—for now—under the 1798 Alien Enemies Act. The 5-4 decision lifted a D.C. federal judge's block on Trump's use of the law, which the president invoked last month to send three planes full of Venezuelan migrants suspected of gang activity to El Salvador's notorious CECOT prison.	Government Legal Studies Civics
11	When the U.S. invaded Canada	News	President Trump has talked of annexing Canada, our northern neighbor. We tried to do that in the War of 1812. What sparked that war, and what, if anything, was its impact?	Government World Studies
16	The Resistance: Is it finally taking off?	News	Hundreds of thousands protested against the Trump administration at a nationwide action called "Hands Off!" Various progressive groups organized the rallies in major cities and small towns across all 50 states.	Government Civics
17	Inflation: How tariffs could push up prices	Opinion	If President Trump's tariffs kick in when his 90-day pause ends, Americans will face "significant price shocks," said Alicia Adamczyk in <i>Fortune</i> . According to Yale's Budget Lab, the levies announced in recent weeks are certain to be passed on to consumers by importers and retailers, and will cost the average family an extra \$3,800 a year.	Government Economics
17	Tariffs: Time for Congress to take over?	Opinion	Lost in the chaos of President Trump's global trade war is the fact that the Constitution grants Congress—not the executive branch—the "Power To lay and collect Taxes, Duties, Imposts and Excises" and regulate foreign commerce. However, since the Great Depression, the legislature has "ceded much of its authority to the president," letting the White House set tariffs without congressional approval.	Government Economics World Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

SCOTUS blocks rehiring of fired federal workers PAGE 6	<ol style="list-style-type: none"> 1. What does the acronym SCOTUS represent? 2. What is the responsibility of the Supreme Court? 3. Why were 16,000 federal workers fired in recent weeks? 4. Why did a federal judge rule the federal workers can not be fired? Why did SCOTUS block the ruling? 5. What is your opinion of this news story?
A measles epidemic is coming PAGE 12	<ol style="list-style-type: none"> 1. What do you know about the recent outbreak of measles in the US? 2. What is an epidemic? What impact can an epidemic have on a nation? 3. If measles was declared eliminated, why is it back? 4. In what ways, if any, does this outbreak relate to political divisiveness?
In Trump's trade war, TikTok wins PAGE 34	<ol style="list-style-type: none"> 1. What do you know about recent rulings related to Tik Tok in the United States? 2. Why did Congress vote to ban Tik Tok last year? Why was the ban delayed? 3. What claim does the author make about Tik Tok and the current trade war between the United States and China? What evidence is presented to support that claim? 4. Do you predict that Tik Tok will be banned in the United States? Explain your answer.

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 in 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 Resistance: Is it finally taking off?" (p. 16)	
VOCABULARY	resistance, opposition, protested, array, progressive, rallies, demonstrators, inauguration, resignation, delusion, illustration, outrage, liberals, chaos, evolve, heroic, moderates, radicalizing, eviscerating, passionate, movement
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? What was surprising about this protest? What is resistance and how, if at all, do protest and resistance differ? Explain that resistance typically involves sustained, non-violent actions aimed at challenging and restructuring societal norms and traditional authority. Protest, on the other hand, includes a range of symbolic acts such as strikes, parades, and demonstrations. These actions are designed to bring public awareness to specific issues and influence policy changes. While resistance might focus on long-term societal transformation, protest often targets immediate policy shifts or public opinion. Based on what they have read, do they believe that "the resistance has taken off" against President Trump's administration? Why or why not? 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, whether it was part of a greater resistance movement, 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 articles of students' choice	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSSION	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, 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 each idea's reasoning and significance for the Founding Founders. For example, checks and balances mean 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 bring 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 they choose. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach a 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.