

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

October 20, 2023
Issue 1153

The Week at a Glance



5	Israel vows to 'destroy' Hamas after massacres	News	Israel pounded Gaza with airstrikes and mobilized 360,000 military reservists in preparation for a major offensive, after Hamas militants killed more than 1,200 Israelis in a brutal string of surprise attacks – marking the bloodiest single day in Israel's history.	World History World Studies
16	Biden: Why he's building the wall	News	Under fire as another migrant surge overwhelms border officials, President Biden announced a \$190 million plan to add 20 miles of fencing in south Texas. Did he reverse his position on the border wall?	Government World Studies Civics
17	RFK, Jr.: Will he play spoiler in the 2024 race?	News	Robert F. Kennedy, Jr. announced he's running for president – not as a Democrat but as an independent. Will he play spoiler in the race?	Politics
20	AI writing: Revolt of the author class	Tech	Several superstar authors have recently filed lawsuits against OpenAI over copyright infringements.	Technology ELA
38	Jobs: An economy that beats the predictions?	Business	The American economy is supposed to be slowing down right now, but the data on the labor market shows that business hiring is somehow still picking up speed.	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Cambridge, Mass.: Assigning blame PAGE 7	<ol style="list-style-type: none"> 1. According to the article, why are many of Harvard University's alumni so outraged? How did Harvard respond to the criticism? 2. Should the Muslim and pro-Palestinian student groups have the right to express their views? 3. In what instances, if any, should free speech be limited? 4. What are your thoughts on this news story?
The Right: Hoping for a 'Red Ceaser'? PAGE 16	<ol style="list-style-type: none"> 1. What does the term, "Red Caesar" mean in the headline? 2. Why is Kevin McCarthy's ouster as Speaker of the House so historic? 3. Why are democracy scholars so alarmed at the current situation in the House of Representatives? 4. Do you believe democracy is taking a "downward spiral"? Why or why not?
Swift on screen: Can a pop star (or two) save the movies? PAGE 37	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. Why is Taylor Swift's concert film being called a "gift from the musical gods"? 3. What factors have impacted the economic decline in the movie industry? 3. How, if at all, does an economic decline in the movie industry impact the rest of the economy?

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?
--	--

MAIN ACTIVITY OF THE WEEK #1: Based on articles from throughout the issue about the crisis in the Middle East (4, 5, 6, 7, 14, 40 and 41)	
VOCABULARY	pogrom, eradicate, massacres, barricades, reveler, humanitarian, unadulterated, terrorist, civilian, testament, fetishistic, subjugate, barbarism, elusive, malevolent, secular, leftists, carnage, regime, prevail, occupation
DISCUSSION	1. What events led up to the recent attacks in Israel and Gaza? Why is it so hard for Israelis and Palestinians to find a peaceful solution to their decades-long conflict? 2. What role should the U.S. and international organizations such as the United Nations play in bringing peace to the Middle East?
DO	<p><i>Note: This story may be upsetting, graphic, and emotionally-charged for students; and they may have cultural ties or relatives in the region where it took place. Be sure to review all materials ahead of the activity and consider using the strategies in this guide.</i></p> 1. Ask students to identify Israel and Gaza on a world map and to share what they know about the recent attacks that took place there. Invite them to complete a three-column chart with the headers, "What I know," "What I wonder," and "What I'd like to learn" about what led to the attacks, what happened during the attacks, and what has happened since. Invite small groups to discuss and add to the information from their charts, based on information from other group members. To help with background knowledge, invite students to review this historical timeline , watch this Crash Course video , or read this "really simple guide" to what is happening there. 2. Divide students into six groups, and direct each group to read and annotate one of the six articles in this week's issue about the attacks in Israel and Gaza. For the article they have been assigned, invite each group to write a 5-10 sentence summary, to highlight a quote from the article with which they agree and a sentence from the article that helped them understand the situation, and to list at least three questions they have after reading the article. 3. After they are finished, direct students to form six new groups, each consisting of members from the six original groups. Invite students in the new groups to share their article summaries and additional questions and to work together to identify and then research answers to questions that are still left unanswered. 4. Challenge students to use what they have learned to discuss and answer these questions in their new groups: Why has it been so hard to sustain peace in the Middle East? What role should the U.S. play in this conflict? How can you ensure you are getting accurate information about this crisis? How can you help the victims of these attacks?
EXTEND	Invite students to join a student conversation about the conflict.

MAIN ACTIVITY OF THE WEEK #2: Based on articles of students' choice from throughout the issue	
VOCABULARY	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
DISCUSS	1. Why do you think some people hold and perpetuate biases and hatred toward other people, based on their race or religion? 2. How are prejudice and bias created? How do we overcome them? 3. When should an individual take a stand against what he/she believes is an injustice?
DO	1. On a large sheet of butcher paper or an online slide, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper or the slide, but their conversation must be done in complete silence. They may silently type, write, or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to <i>Edutopia</i> , othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart. In one column, challenge groups to list things that they believe cause othering and, in the other, to list the consequences of othering. Encourage them to consider consequences within a school, a community, and even globally. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to identify at least three articles from this week's issue that illustrate othering. Articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. 6. Finally, invite students to complete the following sentences: One example of othering I have seen in my school or community is _____. The current consequences of this othering include _____. The future consequences of this othering could include _____. What I hope will happen is _____. One thing I can do to help address the situation is _____.
EXTEND	Invite students to learn more about why people hate .

* 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.