

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Haley vows to stay in GOP race despite fresh losses	News	Nikki Haley pledged to fight on in the Republican presidential primary, after suffering decisive losses in Michigan and her home state of South Carolina that effectively ended any chance of a long-shot win over Donald Trump.	Politics
5	Social media laws face Supreme Court scrutiny	News	Both conservative and liberal justices expressed skepticism about two state laws regulating social media in a pair of cases that could transform how the First Amendment applies to online communication.	Legal Studies Civics Government
6	Ukraine: After two years of war, is victory possible for Kyiv?	News	The war's second anniversary landed just days after one of Kyiv's toughest losses so far: the fall of the eastern city of Avdiivka, taken by Russia after months of bombardment.	World Studies
7	Washington, D.C.: Changing of the guard	News	Senate Minority Leader Mitch McConnell surprised colleagues by announcing he plans to step down in November from the leadership post he's held since 2007, making him the longest-serving Senate leader in U.S. history.	Civics Legal Studies
16	IVF ruling: Are frozen embryos children?	News	Ruling on a case brought by couples who had frozen embryos destroyed in an accident at a Mobile fertility clinic in 2020, the court declared last week that embryos count as children under state law—and so the clinic can be held liable for their wrongful deaths.	Government Legal Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Owasso, Okla.:
Bullying death
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1. According to the article, what happened in a public school bathroom in Oklahoma last week?
2. How, if at all, are anti-LGBTQ policies endangering queer youth?
3. What do you know about [your state's anti-LGBTQ policies](#)?
4. Do you believe that students should be able to choose which bathroom they use in public schools, based on how they identify? Explain your answer.

Voters don't actually
care about age
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1. What claim does the columnist make in the article?
2. What evidence does the columnist use to support his/her claim?
3. Do you think there should be an age limit to run for president? If so, what should it be, and why? If not, why not?
4. Would the age of the candidate impact your vote for president? Explain.

Instagram's
child-influencer
problem
PAGE 20

1. What do you think this article is about, based on its headline?
2. What is an influencer, and how might child influencers be a problem for Instagram?
3. Do you think there should be a minimum age requirement to have a social media site? If so, what should that be? How could it be enforced? If not, why not?
4. How would you summarize Instagram's child-influencer problem?

FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

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 the article, "Haley vows to stay in GOP race despite fresh losses" (p. 4)	
VOCABULARY	primary, decisive, commanding, polling, socialist, birdbrain, conservative, stark, garbled, calculus, intoxication, warning shot, hastily, fractures, coalition, diminishing, protracted, strategizing, conservatism, republic, consequence
DISCUSSION	1. Why do you think Nikki Haley has stayed in the race despite the low odds of her winning the nomination from the Republican party? 2. What other reasons are there for a candidate to keep running other than winning the nomination?
DO	1. In groups of four, challenge students one at a time to name a fact they know about Republican presidential candidate Nikki Haley. Explain that they can't repeat a fact someone else has named. If a fact is repeated or someone can't name a new, true fact, they are out. Continue until there is one person left in the game. 2. Then, challenge the group to list anything they know about Haley's positions on the following issues: the economy, election laws, foreign policy, abortion, immigration, climate, guns, and education. Direct students to go here or here to learn more. With which of Haley's positions do students agree? Disagree? Does anything surprise them about her positions? If so, what? 3. Invite students to read and annotate the article to learn more about the status of Nikki Haley's campaign. Challenge them to answer these questions: What qualifies Nikki Haley to run for president? What are three words you would use to describe her? What, if anything, would lead you to vote for her in your state's primary if you were able to vote? What, if anything, would prevent you from voting for her? 4. From the article and additional research, challenge students to identify 2-3 reasons she should stay in the presidential race and 2-3 reasons she should drop out. Invite small groups to discuss the reasons they listed. 5. Finally, invite students to write at least one paragraph supporting one of these claims, using evidence and data as part of their support. Nikki Haley should/should not stay in the presidential race.
EXTEND	Ask students if they can list the three qualifications candidates must have to be eligible to run for President of the United States. Then, watch this video to see if their answers are correct.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Social media laws face Supreme Court scrutiny" (p. 5)	
VOCABULARY	scrutiny, conservative, liberal, skepticism, transform, unconstitutional, government-compelled, platforms, journalistic enterprises, penalizing, censorship, injunctions, scope, coercion, sweeping, suppressing, immunity, sovereignty, hijack
DISCUSS	1. Do you think people should be able to say whatever they want on social media? If not, what should the limitations be? 2. How, if at all, has social media changed presidential campaigns? Do you think it has changed it for the better or for the worse?
DO	1. Write the following statements, and challenge students to select the one with which they most identify. (a) The idea of freedom of speech does not mean a blanket permission to say anything anybody thinks. (b) Free speech applies to all speech, period. Discuss student answers. 2. Challenge students to name the five basic rights that are outlined in the First Amendment (freedom of religion, speech, press, petition, and assembly). Ask students what they think each right means and how it relates to their lives. Why is each right important? How would their lives be different if these rights weren't protected? 3. Lead a discussion about what freedom of speech means to them and why they think the founders included it in the First Amendment. Explain that the founders were concerned with preventing tyranny and they believed that free speech was necessary for a free, open and civil society. Freedom of speech protects the right to express our beliefs and ideas through words, actions and or other methods to communicate. It even protects the right to express unpopular or controversial ideas. Ask students if they think freedom of speech is absolute. Do we have the right to say whatever we want, whenever we want? If not, what might the limitations be? Should freedom of speech apply or be different on social media platforms? 4. Invite students to research the limitations of free speech . Challenge students to come up with examples of each. 5. Ask students to list examples of how social media and freedom of speech are related. Discuss: Should people be able to say whatever they want on social media? If not, what should the limitations be? Should social media sites be able to regulate what is posted on their platform? If so, in what cases should they be able to censor posts or suspend accounts? 6. Direct students to read and annotate the article. Divide the class into four groups. Invite two of the groups to learn more about Moody v. NetChoice and two of the groups to learn more about NetChoice v. Paxton . Direct them to summarize the case, the two sides, the rulings to date, what the Supreme Court will be asked to decide, and how if at all this case impacts their lives. 7. Direct groups to pair up with a group that reviewed the opposite case, and to take turns explaining their respective cases. 8. For each case, poll students to see what side they agree with and how they think the Court will rule.
EXTEND	Invite students to follow the cases by listening to oral arguments from the Supreme Court.

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