

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

January 19, 2024
Issue 1165

The Week at a Glance



4	Biden issues dark warning on Jan. 6 anniversary	News	President Biden used the third anniversary of the Jan. 6 U.S. Capitol attack to warn Americans that a second Donald Trump term would pose an existential threat to the nation, saying the likely Republican nominee is “willing to sacrifice our democracy” to secure power.	Government American History
5	U.S. aims to prevent Gaza war from spreading	News	Secretary of State Antony Blinken held talks with Middle East leaders as increasing violence in Lebanon, Iraq, and the Red Sea raised fears that Israel’s war on Hamas in Gaza could ignite a wider regional conflagration.	World Studies
7	Perry, Iowa Back-to-school shooting:	News	A 17-year-old high school student opened fire on fellow students eating breakfast in a cafeteria ahead of their first day back from winter break, killing Ahmir Jolliff, 11, and injuring two staff members and four other pupils at Perry High School.	Government Civics
17	The GOP primaries: A lock for Trump?	Opinion	Donald Trump “looks poised to storm his way to victory” in the Iowa caucuses, with polls showing him ahead by more than 30 percentage points. But Florida Gov. Ron DeSantis and former South Carolina Gov. Nikki Haley haven’t stopped “competing for second place—or a miracle upset.”	Politics
20	Copycat chat: The New York Times sues OpenAI	Tech	Last year ended with an explosive lawsuit filed by <i>The New York Times</i> against OpenAI and Microsoft, alleging that their model for artificial intelligence—which powers ChatGPT—is trained on millions of <i>Times</i> articles without the publisher’s permission.	Media Studies Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Supreme Court: Will the justices disqualify Trump? PAGE 6	<ol style="list-style-type: none"> How are Supreme Court justices nominated and confirmed, and what is the current breakdown of justices nominated by Democratic presidents vs. Republican presidents? What case did Supreme Court justices recently agree to hear related to President Trump and the 2024 election? How does the 14th amendment relate to President Trump’s presidential bid? Do you think Donald Trump should be able to run for president in 2024?
Gaza City Children starving, maimed PAGE 9	<ol style="list-style-type: none"> What do you know about the war between Israel and Hamas and its aftermath? According to the article, what is the current situation in Gaza? Why is Israel being condemned for the crisis in Gaza, and how is Israel defending itself? What is genocide, and why is South Africa bringing charges of genocide against Israel?
Copycat chat: The New York Times sues OpenAI PAGE 20	<ol style="list-style-type: none"> What do you think this article is about, based on the headline? According to the article, how could copyright law impact AI in 2024? How would you describe the lawsuit being filed by <i>The New York Times</i> against Open AI and Microsoft? Do you think AI companies should be allowed to use copyrighted works to train their systems? Why or why not?

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, "Biden issues dark warning on Jan. 6 anniversary" (p. 4)	
VOCABULARY	existential, reckoning, pathetic, fearmongering, patriotic, hostages, violent, instigated, conceit, toxic, surreal, quell, debunked, extremists, republic, radioactive, shunning, coup, validated, exiled, peril, subterfuge
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? What else would you like to learn about that day?
DO	1. Hang five sheets of chart paper on the wall, each with one of the following terms on it: protest, coup, riot, sedition, and insurrection. Invite students to travel from paper to paper and write a definition of or description for each term. Review definitions and descriptions, and challenge students to reach consensus on one definition. Then, go to an online dictionary to compare answers. 2. Invite student groups to discuss the following questions: To what news story do these terms relate? Why, related to that story, do the distinctions between these terms matter? Which terms, if any, are considered a crime according to the Constitution? Invite students to go here , here , and here to learn the answers. 3. Ask students what, if anything, they remember from the events at the United States Capitol on January 6, 2021. Poll students to see what term from the chart papers they think best describes the events from January 6, and challenge them to explain why. 4. Invite students to watch President Trump's speech from January 7, 2021. How would they describe the way President Trump referred to the events from the day before? Ask students what, if anything, they know about how he is describing those same events today. Direct students to read the article and answer the following questions: Based on information from the article and/or additional research, what are the differences in the way President Trump described the events of Jan. 6 then and now? Which terms from the chart papers most closely describe these differences? How does President Biden's description of those events differ from President Biden's description? Why are these differences significant? How, if at all, do you think the events of Jan. 6 will impact the 2024 presidential election? 5. Finally, challenge students to consider their own opinions about the events of Jan. 6 by selecting a quote from the article with which they most agree and using evidence to explain why.
EXTEND	Invite students to learn about previous insurrections from U.S. history including Shay's Rebellion , the Memphis Riots , and the Wilmington Coup D'Etat .

MAIN ACTIVITY OF THE WEEK #2: Based on several articles from this week's issue	
VOCABULARY	executive, judicial, legislative, balance, checks, separation of powers
DISCUSS	1. Do you think the separation of powers is still relevant, as outlined in the U.S. Constitution? Why or why not? 2. What are the risks of one branch of government having too much power?
DO	1. Hang five signs around the room, each with one of the following words/phrases on it: judicial, executive, legislative, checks and balances, and separation of powers. Invite students to do a gallery walk around the room and list on each sign what they know and what questions they have about each term/phrase. Once students have finished, review the information and the remaining questions. Challenge students to predict answers to the questions and to determine how all of the words/phrases are related to one another. Direct students to take a " crash course " to validate information and answer questions. 2. Poll students with the following question: Which branch of government is most powerful? Invite students to justify their answers, and encourage spirited debate. 3. Explain that the Constitution divided the government into three branches, each with its own powers (separation of powers), and each with a certain amount of power over other branches. This is important because it prevents any one branch from becoming too powerful. This is called checks and balances. 3. Challenge student groups to identify examples of how each branch has certain powers over the other branches and further challenge groups to identify modern examples that illustrate each one. 4. Then, direct each group to identify articles in this week's issue that relate to each branch and at least one article or cartoon that illustrates the concept of checks and balances. Examples can be found on pp. 4, 5, 6, 7, 12, 17, 18, and 19. Challenge groups to identify and share examples of checks and balances that the article illustrates. Discuss the examples as a class. 5. Challenge students to use information from the articles to support or refute this claim: The separation of powers as outlined in the Constitution is still relevant and necessary today.
EXTEND	Divide students into three groups, each representing one of the branches of government. Select a story in this week's issue and challenge the group to reach consensus about how its branch would react or respond to the issue.

* Note : On your computer or mobile device, click or tap blue links to access linked content.