

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	House GOP votes to advance impeachment inquiry	News	House Republicans voted unanimously to launch a formal impeachment inquiry into President Biden, a move that came days after Hunter Biden, whose foreign business dealings are a focus of that investigation, was indicted on federal tax charges.	Politics American History
9	Dubai, United Arab Emirates: Landmark climate deal	News	For the first time in three decades of climate summits, the nations of the world have approved a global pact that explicitly calls for transitioning away from fossil fuels like oil, gas, and coal.	World Studies Environmental Science
12	The GOP's vulnerability on abortion	News	Polls show Americans are deeply dissatisfied with the Biden presidency and the direction of the country, said Matthew Continetti. But despite Biden's age and vulnerability, he and the Democrats "remain competitive" in both national and state elections, and keep outperforming the polls when ballots are actually cast. The reason is clear: "If the issue is abortion, Democrats win."	Politics Government Civics
16	Economy: Is the U.S. suffering a 'vibe-cession'?	Opinion	"There are two big questions about the economy," said Paul Krugman in <i>The New York Times</i> : "Why it's doing so well" and "why so many Americans insist it's terrible."	Government Economics
20	AI wars: Google tries to catch up to OpenAI	Tech	The search giant Google released its latest answer to OpenAI's ChatGPT last week, hoping to use Gemini "to reestablish itself as the world leader in artificial intelligence."	Technology

BRIEFLY: Quick Questions & Ideas To Engage Students

Biden criticizes Israel as Gaza death toll mounts PAGE 5	<ol style="list-style-type: none"> 1. What do you know about the war between Israel and Hamas? What questions do you have? 2. According to the article, what warning did President Biden give Israel, and why? What was Israel's response? How are other nations responding to Israel's military actions in Gaza? 3. What is a two-state solution in the Middle East, and why has peace in the region been so hard to achieve and sustain?. 4. Why is it important for you to stay informed about news events in other parts of the world?
Antisemitism: Are elite universities turning a blind eye to hate? PAGE 6	<ol style="list-style-type: none"> 1. What is antisemitism, and why has there been a recent spike in antisemitic rhetoric and events on college campuses? 2. How, if at all, does this article relate to the First Amendment? When is free speech not protected? 3. Should campus leaders do more to fight against the growing wave of antisemitism on campuses? Explain your answer. 4. What questions do you have about this news article?
The GOP's vulnerability on abortion PAGE 12	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. How do the two major political parties traditionally align on the issue of abortion? 3. What disagreements are historically and currently central to the debate regarding abortion law and policy in the US? 4. How, if at all, could the issue of abortion impact the 2024 presidential election?

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, "House GOP votes to advance impeachment inquiry" (p. 4)	
VOCABULARY	impeachment, unanimously, inquiry, resistance, expedition, dogged, indicted, prosecutor, defied, subpoena, avenge, influence-peddling, plea deal, lenience, precedent, predicated, partisan, debunked
DISCUSSION	1. What qualities are most important for political leaders to have? 2. How do you decide whom to believe in the current political climate?
DO	1. Write the following text on the board, and ask students what it represents, what document it is from, and why it is relevant in the current news cycle: "In case of the removal of the president from office or of his death or resignation, the Vice President shall become president." Explain that this is the text of Section 1 of the 25th amendment of the United States Constitution, and it is relevant because the Republicans from the House of Representatives formally voted this week to launch a formal impeachment inquiry into President Biden. 2. Challenge students to list anything they know about the process of impeachment of a US president. Then, invite student groups to conduct research to help them answer the following questions, each in just 10 words or less: What is impeachment? What are impeachable offenses? How does the impeachment process work? Who is involved in the decision of impeachment? Which U.S. Presidents have been impeached, and why? Invite each group to compare 10-word answers with another group and challenge them to reach consensus on the best 10-word answers to each question. 3. Invite students to read the article and watch this video and this additional article to learn more about impeachment. Challenge students to identify why House Republicans want to formally advance an impeachment inquiry into President Biden. Direct students to find and interpret one quote from the article that supports the advancement of an impeachment inquiry, and one that opposes it. A guide to the impeachment inquiry can be found here . 4. Finally, challenge students to use what they have learned to write two Op-Ed pieces for <i>The Week</i> : one that supports Congress moving forward with a formal impeachment inquiry into President Biden and one that opposes it. Students can learn more about what Op-Ed pieces are and how to write them here .
EXTEND	Encourage students to learn more about the US presidents who have been impeached throughout history.

MAIN ACTIVITY OF THE WEEK #2: Based on several articles from this week's issue	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	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 or online slides, 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 the reasoning behind each idea and its significance for the Founding Fathers. For example, checks and balances means 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 brings 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 of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach 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.

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