

THE WEEK

**The Week
at a
Glance**



4	Anger in U.S. as war crimes court targets Netanyahu	News	A prosecutor at the world's top war-crimes court announced that he was seeking an arrest warrant for Israeli Prime Minister Benjamin Netanyahu over Israel's conduct in Gaza, a move President Biden called "outrageous" and that Republican lawmakers said would result in the tribunal being hit with sanctions.	World Studies
6	Debates: Will a head-to-head clash lift Trump or Biden?	News	After months of taunting from Donald Trump about his reluctance to commit to televised debates before the November election, President Biden abruptly challenged Trump to two of them. "Make my day, pal," said Biden in a video message. "I hear you're free on Wednesdays," he added—a dig at the courtroom schedule of Trump's criminal trial in Manhattan.	Politics
16	Football: A kicker's culture war	News	In a 20-minute commencement address at Benedictine College, Kansas City Chiefs kicker Harrison Butker railed against everything from abortion to LGBTQ rights to women with career aspirations. Did he ignite a culture war?	Civics
17	Supreme Court: Alito's upside-down ethics	Opinion	No one should be surprised that an upside-down American flag flew outside Supreme Court Justice Samuel Alito's home, said Ruth Marcus in <i>The Washington Post</i> . Once a naval distress sign, it became a symbol for election deniers after the Jan. 6, 2021, attack by Trump supporters on the U.S. Capitol.	Legal Studies Government
17	Brown v. Board of Ed: A tarnished legacy	Opinion	Seventy years ago this month, the Supreme Court mandated the integration of public schools in Brown v. Board of Education. Has the legacy of this ruling been tarnished?	Legal Studies Civics American History

BRIEFLY: Quick Questions & Ideas To Engage Students

Football: A kicker's culture war PAGE 7	<ol style="list-style-type: none"> Who is Harrison Butker, and why is he in the news this week? Why are Butker's recent remarks at a commencement speech receiving negative backlash from many? How, if at all, do his remarks represent current societal issues? Do you agree that the "bigots are winning"? Why or why not?
Teachers are losing the war for attention PAGE 20	<ol style="list-style-type: none"> How would you summarize this article in six words? Should students be able to have and/or use their phones during class? Why or why not? What is your school's policy regarding cell phones? What should it be? What is the most positive and most negative impact of cell phones on our lives?
Giving credit to your kids PAGE 33	<ol style="list-style-type: none"> What do you think this article is about, based on its headline? In what ways could having a credit card at an early age benefit your financial success? How could it harm you? What is considered an excellent credit score, and why is having an excellent credit score important? In what ways can you set yourself up for financial success, other than the one outlined in the article?

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"> Describe the illustration on this week's cover. What story from this week's issue does the cover image represent? If you were asked to describe the illustration, what would you say? What do you think the illustrator's point of view is about this news story? What techniques does the illustrator use to represent their point of view?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Supreme Court: Alito's upside down ethics" (p. 17)	
VOCABULARY	ethics, distress, election deniers, insurrection, inverted, moral equivalent, parroted, partisan, profane, provocation, reproach, recuse, revelation, sainted, double standard, conservative, ethics code, legitimacy, egregious, ideologies
DISCUSSION	1. Do you think Supreme Court justices should be appointed for life? Why or why not? 2. Do you think the Supreme Court justices should have an ethics code? Why or why not?
DO	1. Challenge student groups to source and interpret the following: "The Judicial Power of the United States shall be vested in one supreme court, and in such inferior Courts as the Congress may from time to time ordain and establish The Judges ... shall hold their Offices during good Behaviour, and shall, at stated times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office." Explain that it is an excerpt from Article 3 of the U.S. Constitution , and it refers to the powers, tenure, and compensation of Supreme Court justices. 2. Ask students what they know about the Supreme Court. What is its role? How does a justice get nominated and confirmed? How many justices are there? Which presidents nominated them to the Court? How many are considered conservative-leaning? How many are liberal-leaning? Invite students to go here and here to learn the answers. 3. Invite students to read and interpret this quote from former Chief Justice of the Supreme Court William Rehnquist: "It seems to me that a major reason the Constitution has kept the ship of state afloat is the existence of an independent judiciary as a co-equal branch of our federal government. It is easy today to see the need for an independent judiciary, with the authority to enforce the terms of a written constitution, but back in 1787, when the Founding Fathers were drafting our Constitution, it was an entirely novel concept. I believe that the creation of an independent constitutional court, with the authority to declare unconstitutional laws passed by the state or federal legislatures, is probably the most significant single contribution the United States has made to the art of government." How do you interpret the quote? What is meant by an "independent judiciary"? What does it mean that the judiciary is a "co-equal branch of our federal government"? 4. Invite students to read and annotate the article. What examples from the article could lead some to believe that the Court is not an "independent judiciary"? Should justices have an ethics code? 5. Invite students to learn about one or more of the cases that the current Court still has to hear this term , and draw conclusions about how the law could be reshaped based on the outcome.
EXTEND	Invite students to listen to oral arguments from the Supreme Court.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Brown v. Board of Ed: A tarnished legacy" (p. 17)	
VOCABULARY	tarnished, legacy, mandated, integration, landmark, resistance, caste, parochial, predominantly, desegregation, starkly
DISCUSS	1. What was the key question before the Supreme Court in the <i>Brown v. Board of Education</i> case? 2. What is the significance and legacy of the <i>Brown v. Board of Education</i> case to law and society? 3. Is it constitutional to make children of color attend different schools from white children, even if school facilities are equal?
DO	1. Hang sheets of chart paper, and write the following terms on separate sheets: separate but equal, segregation, Linda Brown, Thurgood Marshall, and 14th amendment. Invite students to do a gallery walk, and direct them to write what they know or what they wonder about each of the terms on the chart papers. 2. Discuss what is written on the chart papers. Challenge students to identify the landmark Supreme Court case that is connected to all of the terms. Ask students what, if anything, they know about Brown v. Board of Education and why it is in the news this week. Invite students to read the article and watch this video . Play a game of popcorn by having one student name something they learned about Brown v. Board of Education, and then direct that student to call on another student to name a different fact. Continue until students can't name another new fact. Challenge students to discuss this question: What is the significance and legacy of the <i>Brown v. Board of Education</i> case to law and society? 3. The Brown v. Board of Education decision didn't stem from a single case. Instead, it arose from several challenges to racial segregation in public schools across the United States. Five communities, along with the NAACP, bravely sought the elimination of segregation in pursuit of true equality. One of the cases was Brown v. Board of Education, but there were four additional cases. Divide students into four research groups, and direct groups to select one of the following cases: Briggs v. Elliott, Bolling v. Sharpe: At John Phillip Sousa Junior High School, Davis v. County School Board, Belton (Bulah) v. Gephart. Challenge them to answer the following questions: When was the case argued? Where did the case originate? Who was involved? What was the key question being argued? What was the position of each side? What did the lower courts decide? What was the ruling on the case? How is it connected to Board v. Board of Education? They can start their research here . 4. Invite students to form new groups, each with one member of the original research groups. Direct students to teach their group members about the cases they researched. Then, challenge the group to summarize the significance and legacy of all of these cases and determine if they agree with the author that "we are now watching history go backward."
EXTEND	Invite students to review a timeline of Brown v. Board of Education .

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