

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



4	Republicans sink bipartisan deal	News	A border security bill negotiated for months by a bipartisan group of senators died a quick death on its release, after it was savaged by conservative Republicans who demanded such a bill as a condition for passing Ukraine aid.	Government Civics
7	Austin: Hate attack?	News	A 23-year-old Palestinian American, Zacharia Doar, was stabbed in Austin following a pro Palestinian protest.	Legal Studies Civics
12	A presidential unpopularity contest	News	"No president has ever won reelection with approval ratings as low as Joe Biden's at this point in his first term," said Jonah Goldberg, but he still might beat Donald Trump.	Politics
17	News media: An accelerating decline	Opinion	With revenues dropping and losses mounting, outlets such as <i>The Washington Post</i> , <i>Time</i> , <i>Vox</i> , <i>Business Insider</i> , NPR, ESPN, NBC, CNN, and ABC "have shed hundreds of journalists" over the past year.	Politics
20	Teen addiction: The insidious pull of social media	Tech	There's one easy solution to the problem of kids and social media, said Rich Lowry in <i>National Review</i> : Just shut it down for anyone under 18, period.	Media Studies Business Tech Health

BRIEFLY: Quick Questions & Ideas To Engage Students

MAGA: Why is Trump world afraid of Taylor Swift? PAGE 6	<ol style="list-style-type: none"> Before reading the article, how would you answer the question in the headline? According to the article, how do many MAGA Republicans view the relationship between Taylor Swift and Travis Kelce? What evidence in the article supports this claim? What evidence in the article refutes it? What is your opinion on this story, and why?
Pontiac, Mich. Parental responsibility PAGE 7	<ol style="list-style-type: none"> What, if anything, do you know or remember from the Oxford, Mich. school shooting in 2021? According to the article, what made last week's conviction of the mother of the shooter so significant? Why was she convicted? Do you believe the conviction was fair? Why or why not? How, if at all, do you think this conviction could impact the alarming number of school shootings in the US?
Boycotts: Gaza war hurts McDonald's, Starbucks sales PAGE 32	<ol style="list-style-type: none"> What is a boycott? With what boycotts are you familiar? What were the impacts of those boycotts? According to the article, why were McDonald's and Starbucks recently boycotted? How, if at all, were McDonald's and Starbucks impacted by these boycotts? Do you predict the impact will be long-lasting? Explain your answer. Do you think boycotts are an effective form of protest? Why or why not?

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? What do you think the illustrator's point of view is about this news story? What techniques does the illustrator use to represent his or her point of view?
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MAIN ACTIVITY OF THE WEEK #1: Based on articles about the presidential election (pp. 5, 6, 7, 12, 16, 17)	
VOCABULARY	appeals, immunity, separated powers, impeached, conspiracy theory, electoral, swatted, approval ratings, referendum, incumbents, gender gap, midterms, recession, inflation, polls, political polarization, bipartisanship, allegations, re-election
DISCUSSION	1 What factors would be most important to you in voting for a presidential candidate? 2. Do you think there should be an age limit for presidential candidates? If so, what should it be and why? If not, why not?
DO	1. Invite students to consider the most important factors to them for electing or re-electing a presidential candidate. Then, have them rank or select the top 5 factors, from this list: character/likability, personal values, position on key issues, experience/previous performance, ability to advance legislation, the state of the economy, party affiliation, Supreme Court rulings, age of candidate, direction of campaign or ads, alignment with background of candidate, or debate performance. They can also add their own. Once they have their rankings or top 5 factors, invite students to compare and discuss answers in student groups. Challenge student groups to try to reach consensus on the importance of at least one or two factors. 2. Invite each student group to select one of the articles from this week's issue that focuses on the presidential election. Try to make sure that each group selects a different article. Direct each group to read and annotate its article and identify which factors, if any, from the list in the introductory activity relate to the article. How, if at all, could these factors impact their willingness to vote for the candidate featured in the article? 3. Direct students to form new groups, each consisting of one member from each original group. Direct each group member to explain the article he or she annotated and how the factors from the list covered in the article could impact their willingness to vote for the candidate featured. 4. Come back together as a class and invite students to share whether any of their factor rankings or top 5 changed. 5. Challenge students to find research, polling data, or articles that explain what factors are most important to young voters when choosing a president in the 2024 election. They can find information here , here , and here . 6. Invite students to come back together in their groups to discuss what they learned. Based on what they learned, challenge students to identify which candidate they believe will win the 2024 presidential election and why.
EXTEND	Challenge students to create a social media ad to encourage young voters to vote for one of the candidates. They should consider the issues that matter most to young voters from the research they conducted.

MAIN ACTIVITY OF THE WEEK #2: Based on the article, "Teen addition: The insidious pull of social media" (p. 20)	
VOCABULARY	insidious, addictive, moral obligation, impromptu, scolding, languish, moral panic, aggression, human connection, infinite, algorithmic, invasive, platforms
DISCUSS	1. Do you think there should be an age restriction placed on social media sites? 2. How, if at all, are social media sites responsible for the rise in the teen mental health crisis?
DO	1. Write this claim on the board: Anyone under the age of 18 should be prohibited from being on social media sites like Facebook, Instagram, Tik Tok, or X. Give students a few minutes to free-write their reactions to this claim. Invite student volunteers to share their thoughts. 2. Direct students to read and annotate the article, highlighting reasons that support the claim in one color and reasons that dispute the claim in another. Ask: Does the article impact their opinions at all? Challenge them to explain. 3. Tell students they are going to engage in a structured academic controversy about this topic. Explain that a structured academic controversy presents an opportunity for them to learn about a controversial topic from multiple perspectives. 4. Invite students to form four-person groups and to further divide those groups into two-person dyads. Assign each dyad one of the following positions, regardless of how they personally feel about the topic. Dyad A: Young people under 18 should be allowed to have profiles and access social media sites like Facebook, Instagram, Tik Tok, and X. Dyad 2: Young people under 18 should be prevented from having profiles and accessing social media sites like Facebook, Instagram, Tik Tok, and X. 5. Challenge each dyad to find evidence-based research, data, and quotes that support their side of the argument. Invite Dyad A to present its argument to Dyad B. Dyad B may ask questions for clarification only. Once Dyad A is finished presenting, Dyad B must restate Dyad A's argument. If Dyad A does not feel its argument has been properly restated, they may correct. Then, invite Dyad B to present its argument to Dyad A. Dyad A must ask questions for clarification only. Once Dyad B is finished presenting, Dyad A must restate Dyad B's argument to Dyad B's satisfaction. 6. Once this step is finished, the dyads can abandon their roles and simply discuss what they learned to try to reach consensus about which position they all support. If they are able to reach consensus, they must select the strongest pieces of evidence that support their shared position. If they are not able to reach consensus, they must be prepared to share why. 7. Invite each group to share its outcome.
EXTEND	Invite students to watch excerpts from the recent Senate hearing on child exploitation where social media CEOs testified before Congress. Note that topics like teen suicide are discussed during the hearing.

* 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.