

# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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Issue 1116

## The Week at a Glance



4	Videos show savagery of Memphis police killing	News	America was thrust into another anguished conversation around race and police violence this week, after the release of graphic videos showing five Black Memphis police officers fatally beating a Black man following a traffic stop.	Civics Legal Studies
5	Blinken calls for calm as violence spikes in Israel	News	Secretary of State Antony Blinken urged Israelis and Palestinians to “defuse this cycle of violence” as tit-for-tat attacks threatened to mushroom into a full-blown Palestinian insurgency.	Government World Studies
6	GOP House: McCarthy and the politics of payback	News	To reward their support for his successful speakership bid, House Speaker Kevin McCarthy has handed out plum committee assignments to the “most extreme members” of the GOP caucus.	Government
11	The fentanyl scourge	News	Overdose deaths from the powerful, easy-to-produce drug have soared. How did this happen?	Health
16	Trans teens: Should schools notify parents?	Opinion	Schools and parents are facing “wrenching new tensions” in many states, as the number of children identifying as trans has nearly doubled in recent years, said Katie J.M. Baker in <i>The New York Times</i> . Some school officials say they have to follow state and federal guidelines about protecting students’ privacy, especially if the kids fear a backlash at home. But even many liberal parents find that policy deeply troubling.	Civics Legal Studies

## BRIEFLY: Quick Questions & Ideas To Engage Students

Topeka: ‘Woke agenda’ opt-out PAGE 7	<ol style="list-style-type: none"> <li>1. What does the term “woke” mean?</li> <li>2. According to the article, what bill is the GOP-controlled Kansas legislature considering that relates to what some call a “woke agenda” in schools? How have Democrats reacted to the bill?</li> <li>3. What would it mean to “dismantle public education”?</li> <li>4. What, if anything, does this article say about the political climate in America?</li> </ol>
The fentanyl scourge PAGE 11	<ol style="list-style-type: none"> <li>1. How much do you know about fentanyl and how dangerous it is? What questions do you have?</li> <li>2. How did fentanyl become so prevalent in the U.S.?</li> <li>3. Why do you think so many young people are dying from fentanyl overdoses?</li> <li>4. What would you tell your friends after reading this article?</li> </ol>
Trans teens: Should schools notify parents? PAGE 16	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. Do you think that schools should be required to inform parents if their children are identifying as trans? How would you summarize the arguments for and against this mandate?</li> <li>3. With which quote from the article do you most agree? Most disagree? Explain your answers.</li> </ol>

## 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"> <li>1. Describe the illustration on this week’s cover.</li> <li>2. What story from this week’s issue does the cover image represent?</li> <li>3. What do you think the illustrator’s point of view is about this news story?</li> <li>4. What do you think the illustrator’s point of view is about police culture?</li> <li>5. Come up with your own headline for this image.</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the story, "Videos show savagery of Memphis police breaking" (p. 4)	
<b>VOCABULARY</b>	savagery, surveillance, reckless, contradictory, indicted, aggravated, unconscionable, disputed, jarring, white privilege, compound, outcry, leeway, rogue, police reform, prejudice, unaccountability
<b>DISCUSS</b>	1. What are the causes and consequences of police brutality? 2. Is racism a factor in police brutality?
<b>DO</b>	<p>Note: The discussions and graphic videos in this activity should be approached with sensitivity and care for each individual classroom, and all videos should be previewed by educators before showing.</p> <p>1. Place a large sheet of butcher paper in the center of the room, and write the phrase, "police brutality" in the center. Place markers next to the paper, and invite students to write what they know, what they are curious about, and how the phrase makes them feel. After a few minutes, invite students to walk around the paper to read other students' responses. Discuss the exercise and invite student responses. Note that "police brutality" refers to the excessive use of force by a police officer against a victim or victims that is deemed to go beyond the level required to sustain life, avoid injury, or control a situation."</p> <p>2. Ask students what they know about the recent event in Memphis that relates to police brutality. Invite student groups to read and annotate the article, to read <a href="#">this article</a>, and (if appropriate and once previewed by educators) to watch <a href="#">these videos</a> released by the Memphis police department. Invite student groups to discuss their thoughts and feelings about the incident and to document any questions they may have. Discuss: How does this event make you feel? Do you believe this is an example of police brutality? Explain. Do you believe this is an isolated or systemic issue? What do you think should happen to the police officers and first responders who were involved? What, if anything, can be done to prevent another incident like this one?</p> <p>3. Invite students to review the <a href="#">Human Rights Watch's 14 recommendations</a> for policing, community investment, and accountability. Challenge student groups to identify which, if any, of the 14 recommendations could have prevented this incident or could prevent another future incident like this from happening.</p> <p>4. Invite each group to select one of these recommendations to learn more about. What are current national or local laws or policies related to this recommendation? What statistics support or refute this recommendation? What questions do students have about the recommendation?</p> <p>5. Invite each group to present its recommendation. Then, challenge student groups to select the 3-5 recommendations they think could make the biggest impact to reduce police brutality in their community or around the nation.</p>
<b>EXTEND</b>	Invite students to <a href="#">learn more</a> about Tyre Nichols.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles of students' choice from throughout the issue	
<b>VOCABULARY</b>	gun violence, police brutality, healthcare, the fentanyl crisis, Covid, the war in Ukraine, immigration, climate change, violence in the Middle East, the economy, political partisanship, and transportation and infrastructure
<b>DISCUSS</b>	1. Do you think America is headed in a positive or negative direction, and why? 2. What do you think is the most important issue facing our nation? 3. Why do you think there's not more bipartisan efforts to address important issues facing our nation?
<b>DO</b>	<p>1. Write one of the following 12 issues on 12 separate signs or on an online slide: gun violence, police brutality, healthcare, the fentanyl crisis, Covid, the war in Ukraine, immigration, climate change, violence in the Middle East, the economy, political partisanship, and transportation and infrastructure.</p> <p>2. Direct students to stand by or highlight the issue that they think is the most important one facing our nation right now. Tally the results. Then, invite them to stand by or highlight the issue that is the most important issue to them personally. Tally those results. Identify the issues that ranked highest in both categories. Discuss student positions on those issues, and why they think they are both important to the nation and important to them.</p> <p>3. Challenge students to list each issue on a sheet of paper and write their personal position or opinion, if any, about the issue. Then, ask students what they know about the Biden administration's positions on these issues. Discuss.</p> <p>4. Invite student pairs to select one of the issues to research. Challenge each pair to identify information from the articles in the issue and additional research about the Biden administration's position on their assigned issue. They can learn more about President Biden's positions and priorities <a href="#">here</a>. Invite groups to report their research.</p> <p>5. As each group reports, poll students to see whether the Biden administration's positions align with theirs.</p> <p>6. At the end of the exercise, ask students to reflect on what they learned. Do any or all of their positions align with the current administration?</p> <p>7. Repeat the introductory exercise. Did any students change issues? Why or why not?</p>
<b>EXTEND</b>	Poll students to see which issues they most align and most differ with the administration. For those where they differ, challenge students to come up with ideas for how they can have their positions and voices heard.

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