

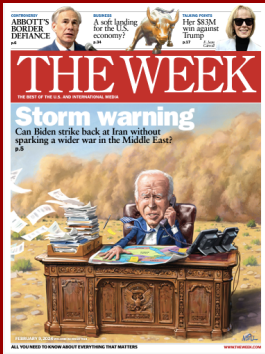
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



6	Texas: Engineering a constitutional crisis at the border?	News	Is Texas “spoiling for a civil war”? asked Elie Mystal in <i>The Nation</i> . Because Republican Gov. Greg Abbott is “sounding a lot like an old Confederate” after the Supreme Court last week ruled that federal agents can remove razor wire laid by the state along the banks of the Rio Grande.	Government Civics
7	Phoenix Fixing the race?	News	Arizona GOP chairman Jeff DeWit resigned after a leaked audio recording appeared to show him offering Senate candidate Kari Lake a bribe to sit out this year’s race.	Legal Studies Politics
12	Why Haley is staying in the race	Opinion	Nikki Haley’s 11-point loss in the New Hampshire GOP primary made it clear that “she won’t be her party’s nominee this cycle,” said Nick Catoggio. But rather than drop out and endorse Donald Trump as Ron DeSantis did, Haley defiantly vowed to stay in—and is evidently “prepared to burn Trump down.”	Politics
16	2024: Can Trump build a winning coalition?	Opinion	Donald Trump may be dominating the GOP primaries, said Brett Samuels and Julia Manchester in <i>The Hill</i> , but polls are flashing with “warning signs about his potential vulnerability in a general election.” Can he build a winning coalition?	Politics
17	Death penalty: An experimental execution	Opinion	Kenneth Smith, a convicted murderer, became the first inmate executed by having a mask placed over his face so he could be suffocated by nitrogen gas.	Legal Studies Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Taylor Swift: A victim of AI deepfakes PAGE 16	<ol style="list-style-type: none"> 1. What is a deep fake, and why are deep fakes dangerous? 2. What is one claim the article makes about deepfakes, and what evidence is presented to support it? 3. According to the article, what deepfakes were created about Taylor Swift, and how did social media platforms respond? 4. What steps could you take to determine if a video is real or a deepfake?
The Barbie snubs: Were Gerwig and Robbie robbed? PAGE 25	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What do you know about the controversy surrounding the Barbie movie and its Oscar nominations? 3. How, if at all, does this controversy reflect a more significant societal issue? 4. What significant breakthroughs do this year’s Oscar nominations reflect?
Entertainment: Universal and TikTok in music standoff PAGE 32	<ol style="list-style-type: none"> 1. How would you describe this article in just six words? 2. According to the article, why might Universal Music group demand that its music be removed from Tik Tok? 3. Should artists whose music is played on Tik Tok receive compensation when their songs are played? 4. How, if at all, could the removal of music from Universal impact Tik Tok? Artists? Subscribers to Tik Tok?

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"> 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?
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MAIN ACTIVITY OF THE WEEK #1: Based on the article, "Texas: Engineering a constitutional crisis at the border?" (p. 6)	
VOCABULARY	confederate, sadistic, deter, migrant, precedent, declaration, secession, compact, invasion, solidarity, greenlight, federalize, lawless, federalize, asylum, constitutional right, constitutional crisis, standoff
DISCUSSION	1 Why might someone from another country be willing to risk his or her life to immigrate to the United States? 2. How can we reform the asylum and immigration process in our country?
DO	<p>1. Lay a large sheet of butcher paper in the center of the floor, and write the term, "constitutional crisis" in the center. Using pens or markers, invite students to write or draw what they know or what they wonder about this phrase. After a few minutes, review what is written on the paper. Lead a discussion, using these prompts: What might make something a constitutional crisis? What might be the difference between a political crisis and a constitutional crisis? What could be examples of a constitutional crisis? What events in the news, if any, might be considered constitutional crises? Invite students to read this article to learn more.</p> <p>2. Write these words/phrases on the board, and ask students what they know about each and about the news story that connects them all: migrant, immigration, Texas, barbed wire, Governor Abbott, and President Biden. Invite students to read and annotate the story on p. 6 and to read this article and watch this video to learn more. Invite students to discuss these three questions with a partner: What are three facts you learned? What are three questions you have? How does this story make you feel?</p> <p>3. Introduce the terms refugee, migrant, asylum seeker, and immigrant. Ask students if they know the differences between the terms. Invite students to watch the animated videos at this U.N. site to learn the answers. Explain that a migrant is an ordinary person or group of people who move to another country for other reasons beyond conflict and persecution. It could be to improve their lives, get an education, or join other family members. Ask students what they know about the number of migrants who enter the US each year. How many are there? From what countries do they flee? What is the current US policy as it relates to migrants?</p> <p>4. Divide students into five groups, and challenge each group to research the causes, impacts, and current situation in Texas. Research should include the home countries of the migrants, the reason(s) behind why they came to the US, the reasons behind Gov. Abbott's actions, President Biden's response, where the migrants entered the US, the impact of their migration, and the current status.</p> <p>5. As a class, discuss and invite respectful debate about the following questions: Should migrants be allowed to come to the US to seek asylum? How do you feel about the actions of Gov. Abbott? What are your three biggest takeaways from this news story?</p>
EXTEND	Invite students to imagine they have been asked to advise President Biden about the situation at the southern border. What advice would they give, and why?

MAIN ACTIVITY OF THE WEEK #2: Based on several news stories from throughout the issue	
VOCABULARY	thering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
DISCUSS	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
DO	<p>1. On a large sheet of butcher paper or an online slide, write the phrase "us vs. them." Explain to student pairs that you would like them to have a conversation about the phrase on the butcher paper or the slide, but their conversation must be done in complete silence. They may silently type, write or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase.</p> <p>2. Invite students to review what's written from two other pairs, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to <i>Edutopia</i>, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior."</p> <p>3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, to list the consequences of othering. Encourage them to consider consequences within a school, a community, and even globally. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to identify at least three articles from this week's issue that illustrate othering. Articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences.</p> <p>5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?</p>
EXTEND	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

* 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.