

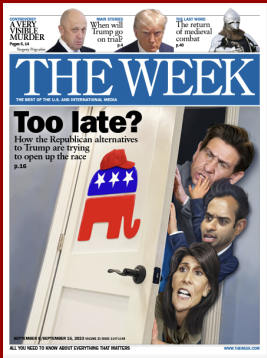
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

September 8/15, 2023
Issue 1147-8

The Week at a Glance



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|----|--|----------|--|---|
| 4 | Trump's federal election-fraud trial set for March | News | The judge overseeing the federal case charging Donald Trump with conspiring to overturn the 2020 election rejected his bid to postpone the trial until after the 2024 election. | Government Politics Legal Studies |
| 5 | A racist shooting spree in Jacksonville | News | The justice department opened a hate crimes investigation after a white gunman using a swastika-adorned rifle shot dead three Black people at a Dollar General in Jacksonville, Fla. | Government Civics Legal Studies |
| 16 | GOP debate: An elephant in the room | News | Last week's GOP primary debate left many wondering if the eight candidates who participated have any realistic plan to take down former President Donald Trump, who said he has no intention of lowering himself to spar with contenders he leads in polls by 40 points. | Politics |
| 17 | Musk: His growing power over government | News | The U.S. government is dangerously beholden to Elon Musk, said Roanan Farrow in <i>The New Yorker</i> . What companies does Musk own, and how do they influence our government and our lives? | Government Business |
| 37 | Auto inflation: The end of the economy car | Business | Today, there's just one small car selling for under \$20,000. In fact, the average price of a new car today is just above \$48,000, a difference of 2.5 percent from before the pandemic. | Economics Business |

BRIEFLY: Quick Questions & Ideas To Engage Students

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| Chino, Calif: School fight PAGE 6 | <ol style="list-style-type: none"> 1. Why did the California Attorney General sue a Southern California school district? 2. How did the school board president respond to the lawsuit? 3. Do you agree that "parents have a constitutional right in the upbringing of their children"? Explain your answer. 4. How, if at all, could this case impact our society? |
| Back-to-school: The chatbot invasion PAGE 20 | <ol style="list-style-type: none"> 1. What, if anything, do you know about ChatGPT and other Artificial Intelligence (AI) tools? 2. How, if at all, could ChatGPT impact the way you learn? 3. With which quote about AI from the article do you most agree, and why? 4. Do you believe there is more opportunity or risk in bringing AI into the classroom, and why? |
| Rejuvenating in your late adulthood PAGE 36 | <ol style="list-style-type: none"> 1. According to the article, what did a recent survey by the Toy Association reveal? 2. How have movies like <i>Barbie</i> and <i>Transformers</i> impacted the toy industry as it relates to adults? 3. What toy would you create for adults over the age of 50, and why? What about senior citizens? 4. What, if anything, does this article reveal about our society? |

FEATURE OF THE WEEK: The Cover

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| 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? What political leaders are represented? How are they represented, and why? 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 articles, "A racist shooting spree in Jacksonville" (p. 5) | |
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| VOCABULARY | racist, hate crimes, swastika, self-inflicted, confronted, targeted, psychiatric, incidents, white supremacists, isolation, ecosystem, glorify, hollow, grievance, demonized, critical race theory, inclusion, carnage |
| DISCUSSION | 1. What is the nature of hate? 2. How might society be different if people and groups didn't hate one another? |
| DO | 1. Write the word, "hate" on one large sheet of butcher paper and the word, "crime" on a second large sheet of butcher paper. Place the papers on the floor, and place a set of markers next to them. Divide students into two groups, and ask each group to define, illustrate, or write examples of the words on their sheets of paper without talking. After a few minutes, invite groups to switch papers and repeat the exercise. Read the descriptions for each word, and challenge students to identify those they believe best describe each word. Ask students how, if at all, they think the words relate to one another. Ask: Can hate be a crime? 2. Put the papers together to create the phrase, "hate crime." Challenge students to define/describe what a hate crime is. Explain that the Federal Bureau of Investigations (FBI) defines a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate itself is not a crime – and the FBI is mindful of protecting freedom of speech and other civil liberties. Challenge students to share examples of hate crimes they have heard or read about. 3. Ask students what they know about the shooting that happened in Jacksonville last week. Invite students to read the article. Discuss: What is white supremacy? Do they believe the Jacksonville massacre constitutes a hate crime? Explain. 4. Challenge student groups to identify and research a hate crime from recent American history . Direct them to summarize what happened, explain why it is a hate crime, and research what happened to the victim and the person or people charged or convicted with the crime. 5. Invite students to present their cases and to note any trends in the penalties for those who committed the crimes. Explain that state hate crimes are typically "penalty enhancement" statutes, which means that they increase the penalty for an offense if the victim or target is intentionally selected for violence because of a personal characteristic. Further explain that the federal hate crime statute called the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, allows the federal government to provide assistance in the investigation and prosecution of hate crimes and, in some cases, to investigate and prosecute hate crime cases if the locality is unable or unwilling to. |
| EXTEND | Invite students to learn more about the victims of the Jacksonville shooting . |

| MAIN ACTIVITY OF THE WEEK #2: Based on the article, "GOP debate: An elephant in the room" (p. 16) | |
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| VOCABULARY | primary, conservatives, contenders, foundering, consolidate, feisty, emulate, calculating, chided, deficit, persona, dismantle, smug, surge, callow, condescending, racism, liabilities, incumbent, countercultural, progressives |
| DISCUSS | 1. What role do the debates play in a presidential election? 2. Is the substance of answers or performance more important in a televised debate? Explain your answer. 3. How, if at all, is Donald Trump's absence from the primary debates likely to impact the GOP nomination? What does "elephant in the room" mean in the article's headline? |
| DO | 1. Show students the first televised presidential debate in 1960 between Richard Nixon and John F. Kennedy. Invite students to share their observations about the candidates' answers and performances. Which candidate, if any, did better, and why? Explain that many people believe that John F. Kennedy would not have become president if not for this debate. Ask students why this may be. Explanations and additional information can be found here . 2. Ask students what role they think that televised presidential debates play in a political campaign. Explain that, while not a requirement for candidates, debates have been viewed as a way for the public to get to know the candidates and their positions and to highlight direct differences in those positions. The debates give the candidates a large national stage to deliver their messages and an opportunity for voters, especially undecided ones, to get to know them and what they stand for. Ask students how they think the advent of 24-hour news channels and social media have increased or decreased the importance of debates. 3. Ask students if they watched the recent GOP primary debate and, if so, which candidates participated and which notable one did not. Invite students to read and annotate the article. Divide students into eight groups, and invite each group to select one of the candidates that did participate. They include Doug Burgum, Chris Christie, Ron DeSantis, Nikki Haley, Asa Hutchinson, Mike Pence, Vivek Ramaswamy, and Tim Scott. Invite each group to research its candidate including current position, experience, home state, and three facts about the candidates' positions on important issues. 4. Have students watch a recording of the debate , and direct them to add facts to their lists as well as their observations about notable moments in their candidates' debate performance. 5. Invite each group to present its candidate, and challenge the class to reach consensus on which candidates "won" the debate and why. |
| EXTEND | Challenge students to create a 30-second social media advertisement for their candidate that would convince an undecided voter to vote for him or her for president. |

* 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.