

THE WEEK

The Week
at a
Glance



6	Veepstakes: What does Trump want in a running mate?	News	Season 2 of Donald Trump's search for a running mate is off to a "strange start," said Zachary B. Wolf in <i>CNN.com</i> . Whom will Trump select?	Politics
7	Cambridge, Mass.: Folding up the tents	News	Student protesters demanding divestment from Israel at Harvard and the University of California, Berkeley, packed up their pro-Palestinian encampments after striking agreements with the universities.	Civics World Studies
7	Washington, DC: It's a date	News	Joe Biden and Donald Trump agreed to a televised debate without an audience on June 27 at CNN's Atlanta studios, as well as a second debate in September.	Politics Media Studies
11	The national debt threat	News	The federal government is spending ever more money servicing an ever-larger debt pile. Are we headed for a crisis?	Economics Government
15	How they see us: Pausing weapons exports to Israel	Int'l	President Biden's fundamental "weakness" is now on display, said Eddie Katzman in <i>Maariv</i> (Israel). Seven months ago, following Hamas' "murderous massacre" of 1,200 Israelis, he promised to stand by the Jewish state unconditionally. But last week he canceled a shipment of bombs and threatened to cut off all further weapons to Israel.	World Studies Government

BRIEFLY: Quick Questions & Ideas To Engage Students

Cambridge, Mass.: Folding up the tents PAGE 7	<ol style="list-style-type: none"> 1. What do you think this article is about, based on the headline? 2. Why did protesters on some college campuses close down their pro-Palestinian encampments? 3. What concessions did the universities make? 4. How do you feel about the walkout during Jerry Seinfeld's graduation speech? Do you think that is an acceptable form of protest, or going too far?
Why border crossings are down PAGE 12	<ol style="list-style-type: none"> 1. What claim does the author make in this article? 2. What evidence does she use to support her claim? 3. Why do you think that illegal border crossings have become such a highly-contested political issue? Why impact, if any, will it have on the 2024 presidential election? 4. Whose "problem" do you think illegal border crossings are?
Lab-grown meat: A red-state ban PAGE 17	<ol style="list-style-type: none"> 1. According to the article, what law related to red meat did the Florida and Alabama governors sign, and why? 2. Why is this news story being referred to as a "red meat culture-war issue"? 3. What are the benefits and tradeoffs of lab-grown meat – to consumers, the environment, the agriculture industry, and political figures? 4. Would you be more or less likely to eat lab-grown meat, based on this 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"> 1. Describe the illustration on this week's cover. 2. What story from this week's issue does the cover image represent? 3. If you were asked to describe the illustration, what would you say? 4. What do you think the illustrator's point of view is about this news story? 5. 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, "Veepstakes: What does Trump want in a running mate?" (p. 6)	
VOCABULARY	bizarre, contenders, flaunt, skeptical, self-abasement, sycophantic, clone, lackey, fealty, fixated, centrist, detested, obsequiousness, ethical, nefarious, integrity, conundrum, treacherously
DISCUSSION	<ol style="list-style-type: none"> 1. Why is the selection of a running mate so important in a presidential election? 2. How important is the Vice President in running the government?
DO	<ol style="list-style-type: none"> 1. Give student groups one minute to list as many Vice Presidents from US history as they can. After one minute, invite groups to share their lists. 2. Assign each group one of the following to research and report back on: Constitutional requirements to run for Vice President; how the selection of the Vice President has evolved over time; official duties of the Vice President; what the Constitution says about how a Vice President could become the President; and why the 12th amendment is important to the political process. Invite students from each group to form new groups, each with one member from the original research group. Direct each student to share the answers they researched with new group members. 3. Direct student groups to this list, and invite each group to select one Vice President from the first 25 Vice Presidents and one from the second 24. Invite them to list their VP's Presidents, their party, when they served, what they were most known for, and whether they were considered an influential Vice President. Once they finish their research on the two Vice Presidents, invite them to identify the similarities and differences between them and evaluate which was a more successful Vice President. 4. Ask students what they know about the potential Vice Presidential candidates on the Republican ticket. Invite them to read and annotate the article. Then, invite student groups to select one of the candidates listed in the article to learn more about. Consider their experience, education, and views on issues. Challenge them to identify pros and cons of their potential candidate becoming Donald Trump's running mate and this person becoming Vice President. 5. Invite students to present their research. Then, challenge groups to predict who will be selected by Donald Trump to be his Vice Presidential running mate and why.
EXTEND	Invite students to learn more about the role of the Vice President by watching this video .

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "World at a glance" (p. 8 and 9)	
VOCABULARY	erupting, evaluating, shrouded, life threatening, assassination, nonbinary, terrorized, cosmetic, probe, inundated, retooling, self-destructive, liberate fortification, veto, humanitarian, outrage,
DISCUSS	<ol style="list-style-type: none"> 1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
DO	<ol style="list-style-type: none"> 1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents "strongly disagree," and the number 10 represents "strongly agree." Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. "I know about issues that are happening in other parts of the world." "I care about issues that are happening in other parts of the world." "I should know and care about issues that are happening in other parts of the world." Discuss students' answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story's positive or negative impact? 2. List the 12 places for this week's featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; and (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate.
EXTEND	Invite students to research news stories in 12 new places around the globe and develop their own customized "World at a glance" feature.

* 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.