

THE WEEK

**The Week
at a
Glance**



4	Trump returns to power with sweeping victory	News	Donald Trump was decisively elected the nation's 47th president,, reclaiming the White House despite multiple indictments, a criminal conviction, and accusations of authoritarianism.	Politics Government
5	Surging Republicans win control of the Senate	News	Republicans took a majority in the Senate, giving President-elect Donald Trump free rein to appoint officials and confirm judges and a strong shot at enacting his legislative agenda.	Politics Government
6	Democrats: Why Harris lost so badly	News	Now that Donald Trump has trounced Kamala Harris, “the blame game among Democrats will come fast and furious,” said Andrew Prokop in Vox. But considering the stunning extent of Trump’s victory, you have to wonder, Did Harris ever stand a chance?	Politics
14	Abortion: Pro-choice victories in seven states	Opinion	Pro-choice advocates celebrated “a strong win” this week, as seven successful state ballot measures expanded abortion access “for millions of women,” said Molly Hennessy-Fiske and Lori Rozsa in <i>The Washington Post</i> .	Politics Civics
15	Ukraine: A grim reality sets in	Opinion	Pessimism is growing in Kyiv and Washington, D.C., said Julian E. Barnes in <i>The New York Times</i> , as the war in Ukraine enters “a grim phase.”	Politics

BRIEFLY: Quick Questions & Ideas To Engage Students

Kano, Nigeria Children spared death penalty PAGE 6	<ol style="list-style-type: none"> 1. Can you find Nigeria on a world map? 2. According to the article, why were 29 children facing the death penalty in Nigeria? 3. What does this arrest reveal about human rights in Nigeria and flaws in its criminal justice system? 4. Why is it important for you to be aware of events like this in other parts of the world?
Why Bezos should sell the Post PAGE 12	<ol style="list-style-type: none"> 1. What do you know about Jeff Bezos? 2. According to the article, why did Jeff Bezos “kill” his newspaper’s endorsement of Kamala Harris? 3. What claim is the author making in this opinion piece? What evidence is used to support that claim? 4. How important do you think endorsements from newspapers, sports figures, celebrities, or political leaders are in an election? Whose endorsement, if any, would most influence your vote?
Economy: Sweet numbers and sour vibes PAGE 14	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What irony about the economy does the author present in this article? What evidence is presented to support that claim? 3. What do you think the quote, “the economy is in for a wild ride” means? 4. What was the most important issue for you in this year’s presidential election?

FEATURE OF THE WEEK: 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 news story is being illustrated here? What do you think the illustrator’s point of view is on this story, based on the choices in the illustration? 3. Sketch a different illustration that shows the same or a different point of view about this news story.
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MAIN ACTIVITY OF THE WEEK #1: Based on the the articles, "Trump returns to power with surging victory" (p. 4) and "Why Harris lost so badly" (p. 6)	
VOCABULARY	decisively, indictments, conviction, accusations, authoritarianism, stunning, dead heats, battlegrounds, demographic, stump, falsehoods, migrants, conspiracy theorist, trounced, fast and furious, assuage, inflation, immigration, cartoonish, misogyny, sexism, vapidly, electorate, progressives, toxic, echo chamber, gender ideology, identity politics
DISCUSS	1. What do the results of this year's presidential election reveal about America? 2. What issue(s) were most important to you in this presidential election?
DO	1. Write the following factors related to the presidential election on separate signs, and hang the signs in different areas of the room: immigration and the border, the economy, anti-incumbent sentiments, social issues, reproductive rights, shifting demographic voting preferences, sexism, and gender divide. Explain that all of these factors have been identified as possible reasons for the election results. 2. Invite students to stand by the sign that they believe had the biggest impact in the results of the 2024 presidential election. Discuss the results and invite students to justify their answers. Ask them which factors, if any, they expected to impact the election and which ones, if any, most surprised them. 3. Turn the two headlines from the articles into questions, and write the questions on the board: "Why did Trump return to power with a surging victory?" and "Why did Harris lose so badly?" Divide students into groups and challenge them to select one of the questions from the headlines to answer. Their answers must include and explain the Top 3 factors that impacted the results. 4. Direct them to read and annotate each article and to conduct additional research to help them answer the question they have selected. Before conducting their research, invite them to come up with a list of five questions that can help them answer the question. Questions could be related to voter turnout, swing states, how demographic blocs voted, popularity of the candidates, polling related to specific issues, campaign strategy, and/or campaign ads. 5. Give students ample time to conduct their research. Then, invite each group to pair up with another group that answered the same question. Direct each group to explain its Top 3 factors to the other group, and challenge the new, larger groups to reach consensus about the Top 3 reasons and their answers to the question they selected. 6. Bring the class back together and allow each new group to explain their answers and whether or not they were able to reach consensus and why.
EXTEND	Invite students to compare the 2024 electoral map to the 2020 electoral map . What story do these maps tell?

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "The U.S. at a glance" (p. 7)	
VOCABULARY	homicide, rendered, mandating, landslide, genocide, steroids, transgender, democracy, prominence, reproductive freedom, incumbent, progressive, urban disarray, white supremacist, adherent, accelerationalism, deemed, credible
DISCUSS	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
DO	Note: Before class, write the names of the six cities and the six headlines from this week's, "The U.S. at a glance" feature on separate index cards. You should have 12 index cards, each with either a city or a headline written on it. 1. Divide students into four groups. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Then, challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in The Week. * identify how the event impacts their lives, if at all. * predict the status of each story one year from now. 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
EXTEND	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon here .

* 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.