

# THE WEEK

**The Week  
at a  
Glance**



4	Trump gains momentum with Iowa victory	News	Donald Trump commandingly won the Iowa caucuses, in a show of force that affirmed his dominance within the GOP and made his path toward the party's presidential nomination seem all but inevitable.	Politics
6	Gaza: Has Israel's war on Hamas become 'genocide'?	News	At the International Court of Justice in the Hague, South Africa alleged that Israel is violating international law by committing genocidal acts "to destroy Palestinians in Gaza."	World Studies
7	Boston: Hate at Harvard	News	Six students accused Harvard University in federal court of becoming a "bastion of rampant anti-Jewish hatred and harassment" that reached new heights after the Oct. 7 attack in Israel.	Civics
9	Jerusalem Breakthrough on Gaza aid	News	Israel agreed to allow medicine and other aid into the Gaza Strip in exchange for Hamas allowing medication to be delivered to the more than 120 Israeli hostages Hamas is still holding.	World Studies
16	Immigration: A border showdown in Texas	Opinion	The Biden administration has asked the Supreme Court to step in and clarify Texas' immigration authority—"or lack thereof," said Jerusalem Demsas in <i>The Atlantic</i> . But a favorable ruling won't fix the "immigration policy vacuum" that's behind the chaos at the border.	Government Civics

**BRIEFLY: Quick Questions & Ideas To Engage Students**

Only in America PAGE 5	<ol style="list-style-type: none"> <li>1. How would you summarize the first news blurb in six words?</li> <li>2. What are the risks of pulling dictionaries from library shelves?</li> <li>3. Which people or groups should decide what books should be available in school libraries?</li> <li>4. What is censorship? What are your opinions on the censorship of books in school libraries?</li> </ol>
New York: Sheltering strangers PAGE 7	<ol style="list-style-type: none"> <li>1. According to the article, what recent controversial decision did New York City Mayor Eric Adams defend?</li> <li>2. Why was this decision controversial?</li> <li>3. To what larger societal issues does this news story relate?</li> <li>4. What is your opinion on Adams' decision?</li> </ol>
How Trump transformed red America PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the columnist make in this opinion piece?</li> <li>2. What evidence does he use to support his claim?</li> <li>3. Do you agree or disagree with his opinion, and why?</li> <li>4. What are your predictions for the 2024 presidential election? Support your predictions with evidence.</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 techniques does the illustrator use to represent his or her point of view?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, "Trump gains momentum with Iowa victory" (p. 4)	
<b>VOCABULARY</b>	dominance, inevitable, margin, caucus, contested, demographic, uncharacteristic, pivoting, entrepreneur, cartels, principled, primary, bypassed, ill-advised, felony, conviction, establishment, derailed, endorsement
<b>DISCUSSION</b>	1. Do you think the presidential nominating process is fair? 2. What advantages, if any, does Donald Trump have over his opponents during the primary cycle?
<b>DO</b>	1. Hang four sheets of chart paper, each with one of the following questions: What is the difference between a primary and a caucus? Why are Iowa and New Hampshire a significant part of the presidential campaign season? What was the big story of the Iowa Republican caucus? What questions do you have about the presidential nominating process? 2. Invite students to travel to each paper and use markers to answer each question. Review answers, and challenge students to reach consensus on answers to the questions on the first three papers and to try to answer the questions written on the fourth paper. Invite students to read the article and watch <a href="#">this video</a> and <a href="#">this video</a> to learn more. Allow students time to correct their previous answers. 3. Invite student pairs to select one of the following quotes from the article to explain or analyze: (1) "For the primary, the writing is on the wall." (2) It was a great night for Trump, but not so much for the Republican party." (3) New Hampshire is now the whole ballgame." 4. Challenge student groups to research and explain the presidential nomination process in your state. Students may consult their state websites or other materials to answer the following questions: <ul style="list-style-type: none"> <li>• Does your state hold primaries or caucuses or both?</li> <li>• When is your primary or caucus?</li> <li>• How are delegates to the national conventions allocated in your state?</li> <li>• Is there anything unique about the process in your state?</li> </ul>
<b>EXTEND</b>	Challenge students to create a script for a 30-second video encouraging New Hampshire voters to cast their vote for one of the candidates in the New Hampshire primary.

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the article, "Gaza: Has Israel's war on Hamas become 'genocide'?"	
<b>VOCABULARY</b>	genocide, refuge, alleged, persuasive, indifference, displaced, slaughter, biblical, sucklings, moral obscenity, perished, regime, famine, civilian, casualty, charter, retaliation, verdict, spasm, carnage, war crime
<b>DISCUSS</b>	1. What factors should we consider when the US decides to intervene in another country for humanitarian purposes? 2. Why should we care about events in other parts of the world?
<b>DO</b>	1. Lay a large sheet of butcher paper in the center of the floor with the word, "genocide" written in the center. Lay markers next to the paper and invite students to have a silent conversation on the paper about this word using only the markers to communicate. Encourage them to silently ask and answer questions about the definition, history, impact, and current relevance of the term. After a few minutes, encourage students to switch places around the paper and have a silent conversation with a new classmate. Finally, after a few more minutes, invite students to travel around the paper to see what is written. 2. Explain that "genocide" is derived from the Greek <i>genos</i> ("race," "tribe," or "nation") and the Latin <i>cide</i> ("killing") and was coined by Raphael Lemkin, a Polish-born jurist who served as an adviser to the U.S. Department of War during World War II. Even though it has been practiced throughout history, it is a relatively recent term. Following World War II, the international community declared 'never again' would we allow atrocities targeted against a group of people. They worked together to define genocide and agreed to intervene and stop any future similar atrocities. 3. Direct student groups to read and annotate the United Nations' " <a href="#">Convention on the Prevention and Punishment of the Crime of Genocide.</a> " Challenge them to use the document to identify what qualifies as genocide, when the international community should get involved, and how. Direct each group to share answers with another group. 4. Assign each group one of the following events from history to research: the Armenian genocide, the Cambodian genocide, the ethnic cleansing in Sudan, the Humanitarian conflict in Somalia, or the Rwanda genocide. Challenge groups to summarize the situation, what led to it, whether or not it is actually genocide based on what they've learned, its impact on the nation where it occurred and the people to whom it was directed, and how (if at all) the international community responded. Invite groups to share their research with the rest of the class, and draw conclusions about commonalities in the events. 5. Ask students what they know about the events of the last few months in Gaza and Israel and how, if at all, they think the term, "genocide" relates to those events. 6. Direct students to read and annotate the article and to use what they have learned and additional research to determine whether or not they agree with the charges of genocide that South Africa has brought against Israel, and why.
<b>EXTEND</b>	Invite students to learn more about <a href="#">the hostages</a> who are being held in Gaza.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.