

# THE WEEK



THE WEEK MAGAZINE  
EDUCATION PROGRAM

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## The Week at a Glance



5	House GOP launches probes to air grievances	News	Exercising their new powers, House Republicans launched an inquiry into Covid's origins, days after holding contentious hearings on whether federal authorities had censored conservatives.	Government Civics
6	Biden: Should he hand off the baton?	News	President Biden has accomplished more in his first term than any liberal dared hope, and though at 80 he's now the oldest president in U.S. history, he came across as "vital, energized, and agile" at last week's State of the Union address. But his approval ratings remain anemic, and a new <i>Washington Post</i> /ABC News poll found only 31 percent of Democrats want Biden to run in 2024.	Government Politics
7	East Lansing, Mich. Motive unclear:	News	A man known by police to have "a history of mental illness" opened fire at Michigan State University, killing three students—Alexandria Verner, 20; Brian Fraser, 20; and Arielle Diamond Anderson, 19— and severely injuring five others.	Legal Studies
12	Ban my book? Go right ahead	Opinion	The school board in Madison County, Virginia, just deemed the book, <i>The Handmaid's Tale</i> "unacceptable" and removed it under legislation signed by Gov. Glenn Youngkin last year enabling parents to censor reading materials they found sexually explicit. Author Margaret Atwood thinks that will make students want to read it more.	Politics Civics
20	Propaganda turns to cheap deepfakes	Tech	Pro-China bot accounts on Facebook and Twitter have been discovered distributing computer-generated "deepfake" videos of fake news anchors, said Adam Satariano and Paul Mozur in <i>The New York Times</i> .	Media Studies Technology

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

Only in America  
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1. Read and annotate each article. Quickly write three things you are curious about, two things you learned, and one response to each article.
2. What do you know about Florida's House Bill 7, also sometimes referred to as the "Stop WOKE act? Learn more [here](#).
3. Do you agree or disagree with the actions taken in each of these stories, and why?
4. Why do you think these stories were included in this week's "Only in America" feature?

Rihanna's Super Bowl: A halftime class on making your own rules  
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1. Did you watch this year's Super Bowl halftime show? If so, how would you describe it in just six words?
2. Why do you think there is so much interest in the halftime show of the Super Bowl? Who is an artist or group you'd like to see perform? If a musician didn't perform, what is another way that time could be used?
3. What do you think the author's point of view is on Rihanna's performance? Support your answer.

Nightmare layoff for H1B workers  
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1. What do you know about the H1B program? Based on this article, to what do you think H1B relates? Learn more [here](#).
2. According to the article, how are the recent technology layoffs impacting foreigners with temporary work visas?
3. Why do you think the tech industry has had to do so many layoffs recently?
4. How, if at all, could this news article relate to you or someone you know?

### FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

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. Why do you think President Biden is illustrated twice in this week's cover? How does the illustrator use symbolism and exaggeration to express point of view?

<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the story, "Biden: Should he hand off the baton?" (p. 6)	
<b>VOCABULARY</b>	looms, dilemma, liberal, inflation, hecklers, anemic, plausible, bipartisan, contrast, unseasoned, successor, octogenarian, squander, carnage, coalition, pandemic
<b>DISCUSS</b>	1. What makes a candidate "electable"? 2. How, if at all, should age be a factor when voting for a presidential candidate?
<b>DO</b>	1. Distribute sticky notes to students, and challenge them to list the three factors that would most influence the candidate they would vote for in a presidential election. Invite students to share answers with a partner. Invite students to raise their hands if "age" was on their list. If so, why? If not, why not? 2. On the reverse side of their sticky note, invite them to write "yes" or "no" to the following question: Aside from the 35-year-old minimum requirement, should age matter when voting for a presidential candidate? Direct each pair to join another pair, and invite each new group of four to discuss their answers. Poll students to gauge opinions and ask whether the discussion changed anyone's answers. 3. Direct students to read and annotate the article and highlight any reasons why Joe Biden should run again for president in 2024 in one color and reasons why he shouldn't run for president in 2024 in another color. Direct them to circle the highlighted section with which they most agree, and put an "x" by the section with which they most disagree. Again, invite them to discuss the exercise in their groups of four. 4. Challenge students to go back to the lists on their sticky notes. Of the factors they originally listed, which ones align with Joe Biden? They may need to do additional research <a href="#">here</a> and <a href="#">here</a> . 5. Invite students to choose one of the following statements from the article to support or oppose. They must include evidence to support their claims: (1) Biden has been a great president. He'd have plenty to run on. (2) (Biden) should acknowledge his advancing years and step aside.
<b>EXTEND</b>	Invite students to create a political cartoon that expresses their point of view on whether President Biden should run again in 2024. They can learn more about creating political cartoons <a href="#">here</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on articles "Ban my book? Go right ahead." (p. 12)	
<b>VOCABULARY</b>	self-appointed, moral, gatekeepers, legislation, explicit, conservative, banned, totalitarianism, dystopian, patriarchal, censors
<b>DISCUSS</b>	1 What people or groups should decide what books are acceptable for students to read, either in class or as part of the school library's collection? 2. Have you ever been told that you couldn't read a book? If so, why and by whom? How did that make you feel?
<b>DO</b>	1. Show the following book list to students, and ask them what all of the books have in common: <a href="#">Captain Underpants (series)</a> , <a href="#">Of Mice and Men</a> , <a href="#">Goosebumps</a> , <a href="#">Anne Frank: Diary of a Young Girl</a> , <a href="#">I Know Why the Caged Bird Sings</a> , and <a href="#">Gender Queer</a> . Explain that all of the books are listed on the American Library Association's <a href="#">lists of "frequently-challenged" books</a> . 2. Ask students what they think "frequently-challenged" means. Explain that a challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials. Invite them to speculate why these books have been challenged in schools. 3. Challenge student groups to list common reasons why books are banned or challenged in schools. According to the ALA, the most common reasons include sexual content, offensive language, unsuited to age group, religious viewpoint, LGBTQIA+ content, violence, racism, and the use of illegal substances. Invite student groups to discuss and share their reactions to these reasons. 4. Invite students to read the article. How would they summarize author Margaret Atwood's viewpoint about her book recently being banned in Virginia? Do students agree or disagree with her viewpoint, and why? 5. Invite students to go to the ALA site and select one of the frequently-challenged books on the list or to research. For the book they have selected, invite them to identify when or where the book was banned or challenged, if it was just banned or challenged for a certain age group, the reasons given for the ban/challenge, and whether or not they agree or disagree with the ban/challenge. Note: They can also do this exercise with books that have been banned or challenged in your school or district. 6. Finally, invite students to share their research/books with the class and invite discussion on common themes/patterns in challenged/banned books, how politics may play a part, and how the banning of books in general makes them feel.
<b>EXTEND</b>	Invite students to read <a href="#">this article</a> about two students who fought and won a book ban.

\* 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.