

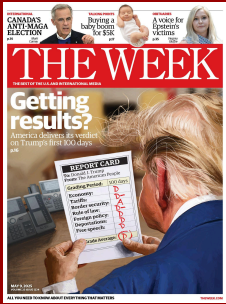
THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Deportations ensnare migrant families, U.S. citizens	News	The Trump administration ramped up its deportation campaign, defending recent expulsions of American children along with their immigrant parents and arresting a Milwaukee judge accused of obstructing a migrant's arrest.	Civics Government
11	The Alien Enemies Act	News	President Trump is using a long-dormant law to deport Venezuelans. What is the Alien Enemies Act, and how does it work?	Government American History Civics
15	Holy See: The jockeying to be pope	News	Just weeks after the death of Pope Francis, the 135 cardinals who are younger than 80 will sequester themselves inside the Sistine Chapel to vote and vote again, burning their ballots to send up black smoke each time, "until finally the white smoke appears over the Vatican heralding the election of a new pope."	World Studies World History Religion
16	Trump: Grading a consequential first 100 days in office	Opinion	President Trump launched his second term in January "with a promise to deliver a new 'golden age' to Americans," said James Politi and Myles McCormick in the <i>Financial Times</i> . But as he marked his 100th day in office this week, a flurry of new polls showed that most voters view his shock-and-awe presidency as anything but glittering.	Politics Government
33	Student debt: An approaching tsunami of defaults	Business	Time's up for student loan borrowers, said Preston Cooper in <i>The Washington Post</i> . Education Secretary Linda McMahon announced that involuntary collections of defaulted loan payments will begin in May after a five-year pause that began at the start of the COVID pandemic.	Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Betraying Afghan refugees PAGE 12	<ol style="list-style-type: none"> What is the claim made by the writer? What evidence does he use to support his claim? What is a refugee, and what does the writer claim will happen to Afghan refugees if they are sent back to Afghanistan? What do you know about the rule of the Taliban and the history of the United States military in Afghanistan? Based on what you know, should President Trump send the Afghan refugees back to Afghanistan? Why or why not?
Schools: When religious parents object PAGE 17	<ol style="list-style-type: none"> What is "indoctrination"? Describe the Supreme Court case outlined in the article and the positions of each side. Why does the columnist say it's already "too late for the community to win"? How do you feel about this news story?
Social media: How 'content' replaced friendship PAGE 20	<ol style="list-style-type: none"> What do you think this news story is about based on its headline? According to the article, why is the federal government suing Meta? How have changes in the social media landscape benefited Meta in the lawsuit? How would your life be different if social media did not exist?

FEATURE OF THE WEEK: Cover

Invite students to look at this week's cover and answer the questions.	<ol style="list-style-type: none"> Describe the illustration on this week's cover. What news story is being illustrated here? What do you think the illustrator's point of view is in this story, based on the choices in the illustration? 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 article, "Trump: Grading a consequential first 100 days in office" (p 16)	
VOCABULARY	consequential, golden age, shock-and-awe, starker, independents, gruesome, tariffs, immigration, narcissist, decried, plurality, battleground, normalcy, radicalism, extremist, squandered, momentum, inflation, bureaucracy, executive order
DISCUSS	1. What qualities are most important for a US president to have? Which of the ones you chose does President Trump exhibit? 2. Why, if at all, do you think the first 100 days of a presidency are significant?
DO	1. Write the names of these presidents on signs and hang them around the room: Biden, Trump (first term), Obama, Bush (W), Clinton, Bush, and Reagan. Read the following accomplishments, and challenge students to stand by the sign of the president whose accomplishment this was in his first 100 days in office: (1) Proposed major cuts in taxes and domestic spending and an increase in military spending (Reagan); (2) House passed tax proposal, eventually signed in June, to slash income tax rates (Bush- W); (3) Got Neil Gorsuch confirmed by U.S. Supreme Court (Trump); (4) Got stimulus bill passed, children's health care passed, and equal protections bolstered (Obama); (5) Submitted plan to bail out federal savings and loans, eventually signed in August (Bush); (6) Got Family and Medical Leave Act signed (Clinton); and (7) Made COVID vaccines available for all Americans and withdrew U.S troops from Afghanistan (Biden). 2. Ask students what they know about why a president's first 100 days are so significant. Explain that the term was coined in a July 24, 1933, radio address by U.S. President Franklin D. Roosevelt. However, he was referring to the 100-day session of the 73rd United States Congress, rather than the first 100 days of his administration. Roosevelt had already begun to reshape the government's role in the American economy. He declared and lifted a national banking holiday, signed government relief bills for farmers and the unemployed, and pushed for new federal jobs programs. Since Roosevelt's presidency, the first 100 days of a presidency have often been used to measure the successes and accomplishments of a president when the president's power and influence are at their greatest. 3. Ask students how they would evaluate the accomplishments listed above. Then, ask students what they know about the first 100 days of President Trump's second presidency. What has he accomplished? 4. Invite students to read and annotate the article. Challenge them to underline the sentence they believe describes Trump's first 100 days best, to circle the sentence with which they most agree, to put a square around the sentence with which they most disagree, and to highlight the sentence they are most curious about. 5. Invite student pairs to review and compare their annotations. Then, invite them to "grade" Trump's first 100 days using evidence from the article and other sources.
EXTEND	President Trump often uses the social media app Truth Social to share information and opinions. Challenge students to create a Truth Social post from President Trump in which he describes his thoughts on the first 100 days of his presidency.

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (pp. 18-19))	
VOCABULARY	symbolism, exaggeration, labeling, analogy, irony, persuasive
DISCUSSION	1. How can political cartoons serve as primary sources for helping us learn about the past? 2. What do you think makes an effective political cartoon?
DO	1. Direct students to the "Pick of the week's cartoons" on pp. 18 and 19. Challenge small groups to answer the following questions about each cartoon: What do you see in the cartoon? What news story and what issue is being illustrated in the cartoon? What point of view about the issue is the cartoonist trying to describe? Have each group report out. 2. Lead a discussion about political cartoons. Challenge students to identify what makes political cartoons different from other cartoons, why they are used, and what, if anything, makes an effective political cartoon. Explain that political cartoons are a type of editorial cartoon made to convey editorial commentary on politics, politicians, and current events. Such cartoons play a role in the political discourse of a society that provides freedom of speech and the press. A good political cartoon makes you think about current events, but also tries to sway your opinion toward the cartoonist's or his or her publication's point of view. Sometimes political cartoons can change your mind about an issue without you realizing it! 3. Identify the articles in this week's issue corresponding to each cartoon. Note that more than one cartoon can relate to one story, and more than one story can relate to each cartoon. Challenge student pairs to match the cartoonist's points of view with one or more of the quotes from each article. 4. Political cartoonists use specific techniques to express their points of view and try to persuade readers. Introduce the following techniques, and challenge students to define and identify examples of each in this week's issue: symbolism, irony, exaggeration, analogy, and labeling. Each technique (and more) is explained starting at 11:00 here . Invite students to share which technique and cartoon they think is most persuasive, and why. Invite students to consider how the news source and date the cartoon was published can also help them analyze it. 5. Finally, ask students to select an article or issue in this week's issue of <i>The Week</i> and create a political cartoon that illustrates their point of view and tries to persuade others to feel the same. Challenge them to use at least two of the techniques they learned about.
EXTEND	Invite students to exchange cartoons with another student, identify the point of view of the cartoon from the student they exchanged with, and create a new cartoon that expresses the opposing view of that cartoon.

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