

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Courts try to check administration on deportations	News	The Supreme Court gave the Trump administration a win this week and a loss last week, allowing it to revoke protected status for Venezuelan migrants but preventing it from deporting dozens of men held in Texas under the Alien Enemies Act.	Government Economics
16	Foreign policy: Unveiling the Trump Doctrine	Opinion	According to Eli Lake in <i>The Free Press</i> , President Trump has laid out his vision for the Middle East, which marks a “sea change” for U.S. foreign policy.	World Studies Government
16	Law: The battle over birthright citizenship	Opinion	Three federal judges have barred the Trump administration from enforcing his January executive order, which—in a clear violation of the 14th Amendment—would deny U.S. citizenship to the children of undocumented migrants. But during oral arguments at the Supreme Court, administration lawyers didn’t ask the justices to rule Trump’s order legal. Instead, they asked the high court to scrap “the use of nationwide injunctions.”	Legal Studies Government Civics
17	Deportations: Miller’s threat to the courts	Opinion	In his fervor to deport migrants without due process, Deputy Chief of Staff Stephen Miller recently said the administration is “actively looking” at suspending habeas corpus, the fundamental constitutional right requiring the government to allow detained people to defend themselves in court.	Government Civics
32	Inflation watch: Walmart’s tariff troubles	Business	The president told Walmart, the world’s biggest retailer, to “eat” the costs of his tariff policy rather than pass them on to consumers, after Walmart said last week that “the magnitude” of Trump’s import duties is “more than any retailer can absorb.”	Government Economics

BRIEFLY: Quick Questions & Ideas To Engage Students

Biden: Was there a cover-up? PAGE 6	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. What claims are presented in the article, and what evidence is presented to support them? 3. What role, if any, do you believe the media had in covering up President Biden’s cognitive decline? 4. How do you think history will remember President Biden?
Jerusalem Threats of sanctions PAGE 9	<ol style="list-style-type: none"> 1. What is a sanction? 2. Why are France, Canada, and the UK threatening sanctions against Israel? 3. What do you know about the humanitarian situation in Gaza? 4. What led to Netanyahu’s military actions in Gaza?
Grok pushes ‘white genocide’ claims PAGE 20	<ol style="list-style-type: none"> 1. What do you know about the white genocide claims in South Africa? 2. How would you summarize this news story in six words? 3. Why do you think Grok was sharing information about white genocide in South Africa, even when not asked about it? 4. What, if anything, is the responsibility of AI companies to share information about how chatbots are trained?

FEATURE OF THE WEEK: Cover

Invite students to examine this week’s cover and answer the accompanying 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 in 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 article, "Law: The battle over birthright citizenship" (p 16)	
VOCABULARY	birthright citizenship, chicanery, executive order, undocumented migrants, injunctions, plaintiffs, voided, naturalized, jurisprudential, liberal, conservative, asymmetrical, executive overreach, restraints, bolster, egregious
DISCUSS	1. Why did the Framers divide governmental powers among the three branches of government? 2. What is the process to amend the Constitution?
DO	1. Distribute an index card to each student with "yes" written on one side and "no" written on the other. Read the following scenarios and challenge students to determine if each subject would be considered a U.S. citizen by holding up the correct side of the card: (1) Born on a cruise ship docked in Puerto Rico. (2) Born in Texas to undocumented immigrants. (3) Born to Israeli citizens on a plane headed for the U.S. (4) Born on a military base in Iraq to U.S. citizens serving in the army. Discuss answers. 2. Ask students to define birthright citizenship and share what they know about why it is in the news this week. Direct students to the first line of the Fourteenth Amendment , "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." How do they interpret this line? How, if at all, does it relate to the four scenarios above? After reading the line, how would they define birthright citizenship? 3. Invite student groups to answer the following questions: According to the Constitution, are all people born or naturalized in the United States considered citizens? Should there be any exceptions to birthright citizenship? If so, what should they be? If not, why not? Encourage respectful debate. Invite each group to report on how their group answered the questions. 4. Invite the student groups to read, annotate, and discuss the article. Discuss: How does it relate to the Fourteenth Amendment? Are the children of undocumented immigrants, if born in the U.S., citizens? According to the article, does President Trump think they should be? Do students think they should be? Why or why not? Challenge each group to develop and defend an answer to this question: "Should the U.S. reform its birthright citizenship laws?" Their argument must be supported by cited facts, constitutional arguments, and relevant data or evidence. 5. Invite each group to present and explain its position.
EXTEND	Invite students to learn five things about birthright citizenship .

MAIN ACTIVITY OF THE WEEK #2: Based on the feature, "Pick of the week's cartoons" (pp. 17 and 18)	
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. 17 and 18. 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 illustrate? 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 values freedom of speech and the press. A good political cartoon makes you think about current events, but it 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 even realizing it! 3. Identify the articles in this week's issue that correspond with 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 which 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 both 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 their cartoons with a partner, and challenge each partner to identify the news story, identify the partner's point of view, and identify the techniques used to express that point of view.

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