

# THE WEEK



The Week  
at a  
Glance



4	Congress certifies Trump win on Jan. 6 anniversary	News	Congress certified President-elect Donald Trump's electoral victory four years to the day after a violent mob he'd instigated tore through the Capitol in an attempt to prevent certification of President Biden's win.	Government American History
6	Congress: Can Republicans pass Trump's agenda?	News	As the days tick down to Donald Trump's second inauguration, he and newly re-elected House Speaker Mike Johnson have announced plans to enact the bulk of Trump's agenda in what the president-elect calls "one big, beautiful bill."	Government
7	Los Angeles: Wildfires rage	News	Tens of thousands of people evacuated their homes this week as multiple wildfires, fueled by winds reaching almost 100 miles per hour, tore through drought-stricken Southern California.	Government Earth Science Economics
17	Immigration: A MAGA schism over visas	Opinion	A heated battle between President-elect Donald Trump's anti-immigrant base and his new tech-bro allies was triggered when he recently nominated Indian-born investor Sriram Krishnan as senior adviser on artificial intelligence. Krishnan supports expanding the H-1B visa program for tech engineers and highly skilled workers.	Civics Government
35	The president who became a Nobel-winning humanitarian	Obituaries	Jimmy Carter rose from peanut farmer to president, yet made his greatest mark after leaving the nation's highest office.	American History

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

Trump proposes taking over Greenland, Canada PAGE 5	<ol style="list-style-type: none"> <li>1. According to the article, what proposals has President-elect Trump make in the final weeks before he takes office?</li> <li>2. How would you characterize these proposals and the responses documented in the article?</li> <li>3. Which statements from the article do you most agree and disagree with, and why?</li> <li>4. What issues do you think President Trump's administration should be focused on in his first 90 days?</li> </ol>
Washington, D.C. Cartoon villain PAGE 7	<ol style="list-style-type: none"> <li>1. What do you predict this article is about, based on its headline?</li> <li>2. How would you summarize this article in six words?</li> <li>3. According to the article, why did 250,000 subscribers cancel their subscriptions to <i>The Washington Post</i>?</li> <li>3. Do you agree with the cartoonists who called this decision "craven censorship"? Explain your answer.</li> </ol>
Could bird flu become the next pandemic? PAGE 21	<ol style="list-style-type: none"> <li>1. What is bird flu?</li> <li>2. What do you know about the recent cases of bird flu in the U, S.?</li> <li>3. According to the article, how could bird flu become the next pandemic?</li> <li>4. What lessons did we learn from COVID-19 that could help prevent or prevent the spread of bird flu?</li> </ol>

**FEATURE OF THE WEEK: 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 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?</li> <li>3. Sketch a different illustration that shows the same or a different point of view about this news story.</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the article, <a href="#">Congress certifies Trump win on Jan. 6 anniversary</a> (p. 4)	
<b>VOCABULARY</b>	certified, electoral, instigated, certification, contrast, ransacking, scaffolding, presiding, fidelity, democracy, unrelenting, pivoted, conspiracy, clemency, conspiracy theorists, pledges, pardon, berated, convicted, revisionist, endorsements
<b>DISCUSS</b>	1. What, if anything, do you remember from January 6, 2021? 2. How do you feel about President Trump's pledge to pardon insurrection rioters?
<b>DO</b>	1. Hang five sheets of chart paper on the wall, each with one of the following terms on it: protest, coup, riot, sedition, and insurrection. Invite students to travel from paper to paper and write a definition of or description for each term. Review definitions and descriptions, and challenge students to reach consensus on one definition. Then, go to an online dictionary to compare answers. 2. Invite student groups to discuss the following questions: To what news story do these terms relate? Why, related to that story, do the distinctions between these terms matter? Which terms, if any, are considered a crime according to the Constitution? Invite students to go <a href="#">here</a> , <a href="#">here</a> , and <a href="#">here</a> to learn the answers. 3. Ask students what, if anything, they remember from the events at the United States Capitol on January 6, 2021. Poll students to see what term from the chart papers they think best describes the events from January 6, and challenge them to explain why. 4. Invite students to watch President Trump's <a href="#">speech</a> from January 7, 2021. How would they describe the way President Trump referred to the events from the day before? Ask students what, if anything, they know about how he is describing those same events today. Direct students to read the article and answer the following questions: Based on information from the article and/or additional research, what are the differences in the way President Trump described the events of Jan. 6 then and now? Which terms from the chart papers most closely describe these differences? How does President Biden's description of those events differ from President Biden's description? Why are these differences significant? How, if at all, do you think the events of Jan. 6 impacted the 2024 presidential election? What do you think the legacy of January 6 will be? 5. Finally, challenge students to consider their own opinions about the events of Jan. 6, 2021 by selecting a quote from the article with which they most agree and using evidence to explain why
<b>EXTEND</b>	Invite students to learn about previous insurrections from U.S. history including <a href="#">Shay's Rebellion</a> , the <a href="#">Memphis Riots</a> , and the <a href="#">Wilmington Coup D'Etat</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Based on the articles " <a href="#">Carter: Was he unfairly judged?</a> " (p. 17) and " <a href="#">The president who became a Nobel-winning humanitarian</a> " (p. 35)	
<b>VOCABULARY</b>	blaze, amass, eradicated, democracy, shorthand, dismal, hectoring, lauded, apartheid, bouts, indulgence, distinguish, humanitarian, penchant, hostage, diplomacy, divisiveness, prejudice, segregationist, momentum, intention
<b>DISCUSSION</b>	1. What makes a good President? 2. Which Presidents have typically been viewed as the best or worst throughout history? Why?
<b>DO</b>	1. Distribute sticky notes, and challenge students to complete this sentence on their notes: President Jimmy Carter will most be remembered for _____. Hang sticky notes on a wall, and invite student discussion about the answers. 2. Ask students how much they know about the life and legacy of President Carter. Introduce the two headlines in the stories: "Carter: Was he unfairly judged?" and "The president who became a Nobel-winning humanitarian." Invite students to predict what Carter may have been judged for and whether this judgment was fair. 3. Invite student groups to first collect some basic information about President Carter including: when and where he was born, where he went to college, what his political experience was before becoming president, what year he won the presidency and who his opponent was, how many terms he served, and who his family was/is. His obituary and this <a href="#">timeline</a> may help. Invite them to compare information with another group. 4. Then, invite groups to choose one of the following events from Carter's presidency and post-presidency to learn more about. Challenge them to summarize what happened, how President Carter handled the situation or event, and how, if at all, the event contributed to President Carter's legacy. Each of the links below provide a primary source document, speech, or article to help with student research. <ul style="list-style-type: none"> <li>• <a href="#">The 1976 presidential election</a></li> <li>• <a href="#">The Middle East peace negotiations</a></li> <li>• <a href="#">Treaty to return Panama Canal to Panama</a></li> <li>• <a href="#">Spike in inflation</a></li> <li>• <a href="#">Energy crisis</a></li> <li>• <a href="#">Iran hostage crisis</a></li> <li>• <a href="#">The 1980 presidential election</a></li> <li>• <a href="#">Diplomatic work in Bosnia</a></li> <li>• <a href="#">Humanitarian work</a></li> <li>• <a href="#">Relationship with Rosalynn Carter</a></li> </ul> 5. Invite groups to present what they learned about President Carter and his legacy. After each presentation, invite students to discuss how each event contributed to Carter's legacy. Challenge students to answer the question in the article's headline: Was he unfairly judged? 6. Finally, repeat the introductory exercise with new sticky notes. How, if at all, have answers changed?
<b>EXTEND</b>	Invite students to review President Carter's <a href="#">life in photos</a> and visit the <a href="#">Carter Center</a> to learn about his humanitarian work around the world.