THE WEEK

The Week at a Glance

5	Feds expose college admissions cheating scheme	News	Federal prosecutors charged more than two dozen wealthy parents—including Hollywood actresses, financiers, and a Napa Valley vintner—with using bribes, fake test scores, and bogus athletic records to secure their children's admission to Stanford, Yale, and other elite colleges.	Economics Legal Studies
7	Sacramento: Executions halted	News	California Gov. Gavin Newsom imposed a moratorium on the state's death penalty, granting reprieves to all 737 Californians awaiting execution—a quarter of the country's death row inmates.	Legal Studies Civics
7	Washington, D.C.: Opening bid	News	President Trump proposed a $4.7 trillion budget, the largest in federal history. Drawing fierce rebukes from congressional Democrats, the proposal previewed the likely themes of Trump's re-election campaign.	Government Economics
12	Why Pelosi opposes impeachment	Opinion	House Speaker Nancy Pelosi angered some of her Democratic colleagues this week when she said that impeachment proceedings would be "so divisive to the country that unless there's something so compelling and overwhelming and bipartisan, I don't think we should go down that path."	Government Politics
17	Democrats: The decision to shun Fox	Opinion	Democratic National Committee chair Tom Perez announced that Fox would be excluded from the debates, citing a "bombshell" *New Yorker* article that, he said, proved the network had an "inappropriate relationship" with President Trump.	Politics Government Media Studies

BRIEFLY: Quick Questions & Ideas To Engage Students

Tehran: Lawyer to be lashed **PAGE 9**	1. Who is Nasrin Sotoudeh, and why is she in the news this week? 2. Why do you think Sotoudeh is being so severely punished? 3. What does this article reveal about human rights and freedoms in Iran? 4. Why do you think it's important for us to be aware of this news story?
Daylight savings time **PAGE 16**	1. What do you know about the origins of Daylight savings time? What did you you learn about its origins from the article? 2. What are the benefits and downsides of changing the clocks twice a year? 3. What evidence is presented in the article in support of an extra hour of sunlight all year? 4. Are you in support of or against Daylight savings time, and why?
Phoning in your vote **PAGE 20**	1. What do you think the article is about, based on its headline? 2. Why is the idea of casting votes from a Smartphone app a revolutionary idea? What are the benefits? The risks? 3. Do you predict that voting by a Smartphone app will be expanded beyond Denver and beyond voters in the military or out of the country? 4. What, if anything, does this news story reveal about our society?

FEATURE OF THE WEEK: Cover

Invite students to look at this week's cover and answer the questions.	1. Describe what you see in the illustration on this week's cover. 2. What do you think the article is about, based on the illustration? 3. What do you think the illustrator's point of view is, based on the illustration? 4. How does the illustrator use exaggeration and symbolism to represent his or her point of view?

<table>
<tr><td colspan="2">MAIN ACTIVITY OF THE WEEK #1:
Based on the article, "Feds expose college admissions cheating scheme'" (p. 5)</td></tr>
<tr><td>VOCABULARY AND COMPREHENSION</td><td>scheme, vintner, bogus, funneled, sham, scam, fraud, proctors, racketeering, conspiracy, merit, scandal, prowess, entree'
What part of this news story most surprises you, and why?</td></tr>
<tr><td>DISCUSSION</td><td>1. What do you think should happen to the parents who were part of this scheme? The coaches? The students?
2. Do you think the college admissions process is fair?
3. What lessons can we learn from this story?</td></tr>
<tr><td>ACTIVITY</td><td>1. Put four signs around the room, each with one of the following words on it: legal, illegal, fair, and unfair. Direct students to walk around the room and write either definitions or examples of each word on the signs. Review answers. Challenge students to reach consensus on the best definition and the best example(s) of each word.
2. Challenge student groups to write lists of 5-10 things they know about the college admissions process. Ask each group to share its list and categorize whether each example would be appropriately/best described as legal, illegal, fair, and/or unfair.
3. Invite students to read and annotate the article. Challenge them to categorize the actions described in the article into the four categories. Give students time to compare answers and discuss their feelings about this new story.
4. Challenge students to complete the following "most" sentences related to this news story: The person or people most to blame in this story is __. The part of the story that is most unfair is __. The part of the story that has me most ___ is ___. Share answers.</td></tr>
<tr><td>EXTENSION</td><td>Invite students to look at these cartoons about the scandal, and then challenge them to create a cartoon that illustrates their points of view about the news story.</td></tr>
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<tr><td colspan="2">MAIN ACTIVITY OF THE WEEK #2:
Based on the article: "Washington, D.C.: Opening bid" (p. 7)</td></tr>
<tr><td>VOCABULARY AND COMPREHENSION</td><td>federal, rebukes, infrastructure, wasteful, safety-net, projected, deficits
According to the article, what is most significant about the federal budget that President Trump has proposed?</td></tr>
<tr><td>DISCUSSION</td><td>1. What role should the federal government play in the U.S. economy?
2. What do you think our most important federal priority should be?
3. Who should decide which programs and initiatives our tax dollars go toward?</td></tr>
<tr><td>ACTIVITY</td><td>1.Write the following terms on separate signs, and hang those signs around the room: national defense; international affairs; general science, space and technology; energy; natural resources and the environment; agriculture; commerce and housing credit; transportation; community and regional development; education, training, employment, and social services; health; Medicare; income security; social security; veterans benefits and services; and administration of justice. Ask students if they know what the terms represent. Explain that each is a spending category that makes up the federal budget.
2. Distribute 10 sticky notes to each student, and challenge them to post the sticky notes on the 10 spending categories that they believe should receive the most funding from the federal government. You may want to encourage students to learn more about each category before they make their decisions.
3. Once all students have posted their notes, rank the categories by how many notes each received. Invite students to analyze the results. Which categories are considered priorities for the most students? Which categories are considered least important by students, based on the exercise? Challenge students to list the tradeoffs of less government funding for those categories.
4. Direct students to read the article. Invite them to answer the following questions, based on the article and additional research: What do you know about President Trump's proposed budget? What did it include? What did it not include? How does it compare to the priorities you identified? Do you think the budget will be approved by Congress? Why or why not? Based on the proposed budget, what do you predict the themes of President Trump's re-election campaign will be? Explain.
5. Challenge student partners to select one of the federal spending categories from the introductory exercise. Challenge them to imagine that they will be asked to justify to President Trump why "their"category should be a priority when making budget decisions. Direct them to create a presentation that justifies their request.</td></tr>
<tr><td>EXTENSION</td><td>Invite students to read and annotate "A Budget for a Better America."</td></tr>
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<tr><td colspan="2">MAIN ACTIVITY OF THE WEEK #3:
Based on the article" Democrats: The decision to shun Fox" (p. 17)</td></tr>
<tr><td>VOCABULARY AND COMPREHENSION</td><td>shun, propaganda, racist, hoist, citing, bombshell, outlet, cartoonishly, objective, lefties, liberal, disinformation, confronting
According to the article, why is the Democratic National Committee refusing to allow Fox News to host any of the 2020 presidential debates?</td></tr>
<tr><td>DISCUSSION</td><td>1. Should television news outlets be impartial? Explain your answer.
2. How would our country be different if there were more than two political parties? What if there was only one political party?</td></tr>
<tr><td>ACTIVITY</td><td>1. Poll students to see how many of them agree with the following statements: "I expect news coverage to be unbiased." "There is no such thing as unbiased news coverage." You may want to define bias for students (a positive or negative attitude toward something, often based on preconceived prejudices or viewpoints rather than evidence)
2. Ask students to discuss why, if at all, they think it's important for news coverage to be unbiased and, if it's not, why it's important to examine multiple viewpoints.
3. Challenge students to create a list of how they would detect bias in individual news coverage. Then, direct students to this list.
4. Challenge students to read or watch a political news story and determine if they would describe it as biased or unbiased. Invite students to present their examples. Do other students agree? What conclusions can students draw, based on the exercise. Encourage students to learn more about how the same news story can be covered in different ways, depending on bias here.
5. Finally, invite students to read and annotate the article. Based on what they have learned, challenge them to determine whether they support or oppose the decision of the Democratic National Committee, and why.</td></tr>
<tr><td>EXTENSION</td><td>Invite students to learn more about their own biases by completing this quiz.</td></tr>
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