## The Week at a Glance

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<td>U.S. and China trade punches</td>
<td>News</td>
<td>The trade war between the U.S. and China escalated to a new level of hostility as a frustrated President Trump threatened last week to cut off all U.S. business with China.</td>
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<td>‘The 1619 Project’: A true picture of American history?</td>
<td>News</td>
<td><em>The New York Times</em> last week launched “The 1619 Project,” a sprawling, ongoing series of essays seeking, in the Project’s own words, to “reframe the country’s history” by putting the evil of slavery “at the very center of the story we tell ourselves about who we are.”</td>
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<td>Immigration: Locking up families indefinitely</td>
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<td>The Trump administration last week announced new rules that would allow the indefinite detention of entire migrant families.</td>
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<td>Biden: Truly the most electable?</td>
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<td>The latest CNN and Morning Consult polls show Joe Biden with a double-digit lead over Elizabeth Warren and Bernie Sanders. Is he truly the most electable candidate?</td>
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<td>Rising concerns over vaping’s safety</td>
<td>Health &amp; Science</td>
<td>Concerns are mounting over the safety of vaping, following the release of new research linking e-cigarettes to blood vessel damage and a spate of users experiencing serious breathing problems.</td>
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## BRIEFLY: Quick Questions & Ideas To Engage Students

### Why football players are quitting
(PAGE 12)

1. What do you think the article is about, based on its title?
2. What well-known quarterback retired last week, and why did fans boo as he walked off the field?
3. According to the article, why are football players quitting? What does the author mean by the NFL and its fans seeing players as “physical objects”? Do you agree with this observation?
4. What recommendations would you make to the NFL to reverse the trend of talented players retiring at relatively young ages?

### Rising concern over vaping’s safety
(PAGE 20)

1. According to the article, why are concerns mounting over the safety of vaping?
2. How would you summarize the new research described in the article? What methodology was used in the study? Why is this new research significant?
3. Why do you think vaping is so popular in general and among young people in particular?
4. How would you persuade someone not to vape, in 10 words or less?

### Google: Keeping politics out of the workplace
(PAGE 31)

1. According to the article, what new guidelines did Google issue last week?
2. Why do you think these guidelines were issued, and why is it being described as a big “about face” for Google?
3. According to the article, why did President Trump tweet that he would be watching Google “very closely”?

## 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 headline?
3. What do you think the illustrator’s point of view is on the story, based on the illustration?
4. How does the illustrator use exaggeration to illustrate his or her point of view?
MAIN ACTIVITY OF THE WEEK #1:
Various articles about President Trump and Trump administration (pp. 4, 5, 7, 12, 15, 16, 17, 31))

**VOCABULARY AND COMPREHENSION**
escalated, tariffs, allied, accords, climate change, tantamount, invoking, domain, stereotypes, concision, anti-Semitic, unraveling
Based on the article, “Biden: Truly the most electable?” (p. 17)

**DISCUSSION**
1. How can we assess a president’s policies and actions?
2. Has President Trump done better, worse, or the same as you thought he would when he was elected?

**ACTIVITY**
1. Place two signs in opposite corners of the room, one with the word “agree” and one with the word “disagree.” Invite students to form a human barometer by standing at the spot at or between the two signs that completes each of the following statements: I _____ with President Trump’s policies/actions on (1) trade; (2) immigration; (3) China; (4) the border wall; (5) his use of Twitter to express his views. After each statement, challenge students to explain their places on the barometer. If needed, add a sign that says, “Need more information” where students can go if they don’t feel qualified to participate in one of the statements.
2. Invite student groups to read and annotate one or more of the articles in this week’s issue about President Trump’s policies and actions. Challenge each group to summarize its article and to share how, if at all, the article validates or changes where they stood on the barometer in the introductory activity.
3. Repeat the introductory activity and analyze how, if at all, placements on the barometer changed.
4. Invite students to use evidence from the articles and additional research to write a white paper that begins with this sentence: I (agree/disagree) with President Trump’s policies/actions on _____ for the following reasons.

**EXTENSION**
Invite students to email the White House expressing their views, positive or negative, about one or more of President Trump’s recent policies or actions.

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**MAIN ACTIVITY OF THE WEEK #2:**
Based on the article, “Immigration: Locking up families indefinitely” (p. 17)

**VOCABULARY AND COMPREHENSION**
alarming, whittle, detention, blatant, nullifying, cynical, mandated, catch and release, asylum, compassion, stunt, cognitive, pawns
What is the Flores Agreement, and why is it in the news this week?

**DISCUSSION**
1. Under what circumstances, if any, do you believe people should be allowed to migrate to the United States?
2. What do you know about our current immigration policies? Do you agree or disagree with them?

**ACTIVITY**
1. Write the following words/terms on separate sheets of chart paper and hang around the room: family separation, immigrant children, detention centers, Flores Agreement, and President Trump. Explain to students that all five of these words/terms are connected as part of a news story in this week’s issue. Challenge students to write what they know about each one independently and then what they know or predict about the way they are all connected.
2. Invite students to read and annotate the story. Then, invite each small group to select, research and discuss answers to one of the following questions: What is the 1997 Flores Agreement? How does the 1997 Flores Agreement relate to our current immigration policies? What are the benefits and tradeoffs of President Trump’s new rules related to the indefinite detention of entire migrant families? Finally, invite students to use evidence to support or refute one of the following quotes from the article: (1) “Liberals are too cynical to admit that this rule helps children.” (2) Last year, liberals raged at President Trump for separating families. Now they’re fulminating because he wants to keep them together.” (3) “Holding kids hostage for months is no act of compassion.” (4) The government should be working to comply with Flores, instead of using children as pawns to punish their parents.”

**EXTENSION**
Invite students to read the text of Flores v. Reno.

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**MAIN ACTIVITY OF THE WEEK #3:**
Based on the article, “Biden: Truly the most electable?” (p. 17)

**VOCABULARY AND COMPREHENSION**
rivals, redistribute, conceded, bloodless, patriot, endured, authenticity, out of sync, illusory, winnowed, pundits
Based on the evidence in the article, do you think that Joe Biden is “truly the most electable”?

**DISCUSSION**
1. In your opinion, what characteristics would make someone “electable”?
2. How, if at all, did the 2016 presidential race change some of the historical election norms?

**ACTIVITY**
1. Distribute sticky notes, and challenge students to complete this sentence with a word, words, or a phrase: In order for a candidate to beat Donald Trump in the 2020 election, they will have to be _____. Direct students to hang their notes, and analyze answers. What conclusions can students draw about the race, and which answer(s) do students think are most accurate?
2. Write the term “electable,” and invite student groups to define it. Explain that there is much discussion about which Democratic candidate(s) is most electable in 2020. Invite students to read and annotate the article to learn more.
3. Challenge the class to come up with ideas for how they might be able to measure electability. Examples include an analysis of previous similar elections, an analysis of public polling, the creation of a new poll for those in their school or community, an analysis of what matters most to voters, or a look at information about each candidate’s progress, popularity, money raised, and their positions.
4. Once students have generated a list of ideas, direct student groups to select one to research further. Each group’s challenge is to determine whether Joe Biden is electable, based on the method they have selected. This article may help to provide some ideas and guidance. 5. Give groups ample time to conduct their research and instruct each group to present its findings.
5. Finally, based on all of the groups’ findings, challenge students to answer the question, “Is Joe Biden truly the most electable”?

**EXTENSION**
Invite students to learn more about all of the 2020 Democratic candidates for president.

* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit www.theweek.com/teachers to see all our lesson guides.