### The Week at a Glance

<table>
<thead>
<tr>
<th>Page</th>
<th>News Topic</th>
<th>Section</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Saudis blame Iran for oil-facility attack</td>
<td>News</td>
<td>Saudi Arabia blamed Iran for attacks that crippled its oil industry and threatened to plunge the Persian Gulf into war.</td>
</tr>
<tr>
<td>6</td>
<td>Biden vs. Warren: Who’s more electable?</td>
<td>News</td>
<td>In a still-crowded Democratic presidential primary field, who is more electable: former Vice President Joe Biden or Sen. Elizabeth Warren?</td>
</tr>
<tr>
<td>16</td>
<td>Vape ban: Good news for tobacco?</td>
<td>Opinion</td>
<td>President Trump's proposal to ban flavored e-cigarettes may drive many Americans back to cigarettes, said a recent article in the <em>Los Angeles Times.</em></td>
</tr>
<tr>
<td>16</td>
<td>O’Rourke: Yep, let’s grab their guns</td>
<td>Opinion</td>
<td>During the third Democratic presidential debate, former Texas Congressman Beto O’Rourke issued a &quot;loud threat&quot; to seize AR-15s and AK-47s.</td>
</tr>
<tr>
<td>17</td>
<td>Climate change: Abandon all hope?</td>
<td>Opinion</td>
<td>Scientists say we must keep the global average temperature from rising more than 2 degrees Celsius above pre-industrial levels to avoid catastrophic climate change. Is that possible?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, D.C.: Whistleblower report PAGE 7</td>
<td>What is meant by the term &quot;whistleblower&quot;?</td>
<td>Why is it important that accusations by whistleblowers are investigated and taken seriously?</td>
<td>What accusation about top White House officials was made this week by Rep. Adam Schiff?</td>
<td>What do you think should happen if Schiff’s accusation is proven true?</td>
</tr>
<tr>
<td>Amman, Jordan: American dogs abused PAGE 9</td>
<td>What do you think the article is about, based on its title?</td>
<td>What did a report published by the Office of the Inspector General reveal about American dogs in Jordan?</td>
<td>If the alleged abuse is true, what do you think should happen?</td>
<td>Do you think this is an important news story? Explain your answer.</td>
</tr>
<tr>
<td>The ‘work from anywhere’ office PAGE 33</td>
<td>What claim does the author of the article make about working remotely?</td>
<td>What evidence does he or she use to support the claim?</td>
<td>What could be the benefits and tradeoffs to employees and companies of employees “working from anywhere”?</td>
<td>Would you be more likely to work for a company if you could work from anywhere? Explain your answer.</td>
</tr>
</tbody>
</table>

### 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 symbolism to illustrate his or her point of view?
### MAIN ACTIVITY OF THE WEEK #1:
**Based on the article, “Biden vs. Warren: Who’s more electable” (p. 6)**

#### VOCABULARY AND COMPREHENSION
- dilemma, liberal, activists, vigorous, front-runner, incoherent, cringe-worthy, radical, retread, locked, paternalistic, empathy, penchant
- How would you summarize Joe Biden and Elizabeth Warren’s performances in the third presidential debate, based on information in the article?

#### DISCUSSION
1. How important is presidential debate performance in an election?
2. What three qualities make a candidate most electable, in your opinion?
3. Why is it important to stay engaged throughout the entire election cycle?

#### ACTIVITY
1. Distribute four sticky notes, numbered 1-4, to each student. Hang four pieces of chart paper around the room, each with one of the following phrases on it: (1) best chance of winning; (2) ideas and persona excite me; (3) agree with position on most issues; and (4) political experience. Explain that each phrase is a reason a voter might vote for a presidential candidate. Challenge students to rank the four factors, by posting the number “1” on the sign with the most likely reason they would vote for a presidential candidate. Repeat the exercise with numbers 2-4.
2. Once all notes have been posted, invite students to draw conclusions about the exercise. Which reasons are most important to participants? Do they think this is representative of others their age? Other voters? What, if anything, surprises them?
3. Explain that, in poll after poll, Democratic voters are ranking “electability” or the “ability to beat President Trump” as the most important factor they would use to support a presidential candidate.
4. Direct students to read and annotate the article and identify one reason outlined in the article why Joe Biden is more electable than Elizabeth Warren and one reason why Elizabeth Warren is more electable than Joe Biden.
5. Challenge students to go back to the factor that they ranked as #1 in the introductory exercise and determine whether they would vote for Joe Biden or Elizabeth Warren, based only on that factor. Discuss answers.

#### EXTENSION
Encourage students to learn about all of the 2020 Democratic Presidential candidates.

### MAIN ACTIVITY OF THE WEEK #2:
**Based on the feature, “Pick of the week’s cartoons” (p. 21)**

#### VOCABULARY AND COMPREHENSION
- caricature, stereotypes, exaggeration, symbolism, labels, title, analogy, irony
- Choose one of the political cartoons, and identify the point of view of the illustrator about the news story.

#### DISCUSSION
1. How are political cartoons different from other types of art and media?
2. Why do artists create political cartoons?

#### ACTIVITY
1. Ask students what they know about the differences between political cartoons and regular cartoons. Explain that political cartoons are about contemporary social and political issues, and they typically express a particular viewpoint about that issue. Most political cartoonists use one or more techniques to express his or her point of view. Challenge students to name and define different types of techniques including symbolism, exaggeration, irony, labels, stereotypes, and distortion.
2. Invite student groups to review at least three of the political cartoons in this week’s issue and to do the following: (1) describe what they see in the cartoon; (2) identify the news story that the cartoon illustrates; (3) identify the illustrator’s point of view in the story; (4) identify the techniques the illustrator uses to illustrate his or her point of view.
3. Direct each group to present its findings to another group. Discuss commonalities and differences in answers.
4. Direct each group to find and read the corresponding article in this week's issue for one of the cartoons it examined. Challenge them to find one piece of evidence that supports the point of view of the illustrator in the cartoon and one piece of evidence that supports a different point of view.
5. Finally, challenge students to determine which point of view most closely matches their own.

#### EXTENSION
Challenge students to create a political cartoon for a different story in this week’s issue. They must use at least one of the techniques they learned about.

### MAIN ACTIVITY OF THE WEEK #3:
**Based on an article of students’ choosing**

#### VOCABULARY AND COMPREHENSION
- Vocabulary: politics, nominee, opposition, filibuster, ban, appeals, de facto, nomination, heist, power struggle, strategist

#### DISCUSSION
1. How important is presidential debate performance in an election?
2. How, if at all, is President Trump’s presidency different from the style and actions of previous presidents?

#### ACTIVITY
1. Distribute four sticky notes, numbered 1-4, to each student. Hang four pieces of chart paper around the room, each with one of the following phrases on it: (1) best chance of winning; (2) ideas and persona excite me; (3) agree with position on most issues; and (4) political experience. Explain that each phrase is a reason a voter might vote for a presidential candidate. Challenge students to rank the four factors, by posting the number “1” on the sign with the most likely reason they would vote for a presidential candidate. Repeat the exercise with numbers 2-4.
2. Once all notes have been posted, invite students to draw conclusions about the exercise. Which reasons are most important to participants? Do they think this is representative of others their age? Other voters? What, if anything, surprises them?
3. Explain that, in poll after poll, Democratic voters are ranking “electability” or the “ability to beat President Trump” as the most important factor they would use to support a presidential candidate.
4. Direct students to read and annotate the article and identify one reason outlined in the article why Joe Biden is more electable than Elizabeth Warren and one reason why Elizabeth Warren is more electable than Joe Biden.
5. Challenge students to go back to the factor that they ranked as #1 in the introductory exercise and determine whether they would vote for Joe Biden or Elizabeth Warren, based only on that factor. Discuss answers.

#### EXTENSION
Challenge students to use the articles they have collected to write and support a claim about American politics or government. They must use evidence from the articles in their argument.

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