The Week at a Glance

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<td>House Democrats began formal impeachment proceedings against President Trump amid revelations that he pressured the Ukrainian government to investigate former Vice President Joe Biden, one of his rivals in the 2020 presidential election.</td>
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<td>Greta Thunberg: Prophet or puppet</td>
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<td>Greta Thunberg commands a “global army of teenage activists numbered in the millions” and, with her searing address to the United Nations, the attention of the world. Is she a prophet or a puppet?</td>
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<td>Controversial e-cigarette maker Juul, blamed by federal health officials and anti-tobacco groups for a sharp rise in teenage vaping, announced that its CEO is stepping down and that it will suspend all broadcast, digital, and print advertising in the U.S.</td>
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<td>Environment: Business gets serious about climate change</td>
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<td>Last week, Google challenged other businesses to get serious about climate change by making the biggest corporate purchase of renewable energy in history.</td>
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BRIEFLY: Quick Questions & Ideas To Engage Students

1. What does the author mean by ‘Canada’s progressive prince might actually be a frog’?
2. What did Justin Trudeau do that might cost him the upcoming election? How does the scandal undermine Trudeau’s campaign strategy?
3. How, if at all, do you think that Trudeau’s actions in the 1990s should influence voters’ decisions in the upcoming election?
4. If you were a Canadian voter, would you vote for Trudeau? Why or why not?

Sentiment: The backlash to the techlash

1. What role does technology play in your life? What technologies do you rely on most? Which would you be willing to live without?
2. What are the benefits and downsides of technology’s role in our lives?
3. What claim does the author make in the article? What evidence is used to support the claim?

School start times: Why teens are so sleepy

1. What do you think the article is about, based on its title?
2. According to the article, what does the research reveal about teens who don’t get enough sleep?
3. What would be the benefits and tradeoffs of a later school start time?
4. What do you think is the ideal school start time, and why?

FEATURE OF THE WEEK: Cover

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?
VOCABULARY AND COMPREHENSION

impeachment, integrity, whistleblower, backlash, overtures. quid pro quo, proxy, unseemly, profound, extortion

According to the article, why did House Democrats begin formal impeachment proceedings?

DISCUSSION

1. Is it important to you that you trust your political leaders?
2. How do you decide whom to believe in the current political climate?
3. How would an impeachment of President Trump impact you? The nation?

ACTIVITY

1. Write the following on the board, and ask students what the text represents and why it is relevant: “The President, Vice President and all Civil Officers of the United States, shall be removed from Office on Impeachment for and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.” Explain that this is the text of Section 4, Article 2 of the U.S. Constitution and it is relevant because President Trump’s recent actions have led House Democrats to initiate formal impeachment proceedings.
2. Challenge student groups to list anything they know about impeachment. Then, invite students to conduct research to learn about impeachment to answer the following questions, each in 10 words or less: What is impeachment? What are impeachable offenses? How does the impeachment process work? Who is involved in the decision of impeachment? When in history has a president been impeached?
3. Invite groups to join with another group and present answers. Then, challenge groups to read the article and highlight 1-3 reasons or pieces of evidence in support of a possible Trump impeachment in one color and 1-3 reasons or pieces of evidence that would refute possible impeachment in another color.
4. Finally, invite student groups to create a video, blog or position paper that answers one or both of the following questions. Based only on evidence and not personal opinion, (1) Should President Trump be impeached and/or (2) Will President Trump be impeached?

EXTENSION

Invite students to learn more about President Clinton’s impeachment by reading trial transcripts and roll calls, and listening to audio and video from the events.

VOCABULARY AND COMPREHENSION

awkward, searing, extinction, delegates, consensus, climate strikes, rhetoric, apocalyptic, exploitation, egregious

What is the main debate in the article, and what evidence is used to support each side?

DISCUSSION

1. If you could make any change in our nation or the world, what would it be and why?
2. What do you think your responsibility is to make positive changes in the world around you?

ACTIVITY

1. Write the following quote on the board, and ask student groups to discuss what they think it means and whether or not they agree or disagree with it: “Your generation is changing the world.” Invite students to report back highlights from their group discussions.
2. Ask students how, if at all, their feelings about the quote changes if it reads in one of these ways: “Your generation should be changing the world.” “Your generation must change the world.” “Your generation can’t change the world.”
3. Ask students what they know about the actions of a 16-year-old Swedish girl named Greta Thunberg. Invite them to read and annotate the article to learn more. Do they think these teens can “change the world”?
4. Invite students to look through this week’s issue to find a story about an issue they care about. Challenge them to summarize the issue; explain why it’s important to them; research what, if anything, has already been done; brainstorm options of how they could positively impact the situation; assess the options; and create an action plan. Invite them to visit Do Something to learn about teens who are already taking action to transform their communities and the world around them.
5. Encourage students to implement their action plans and celebrate any successes they have.

EXTENSION

Invite students to watch Greta Thunberg’s speech to world leaders at the United Nations.

VOCABULARY AND COMPREHENSION

Vocabulary: human rights, declaration, inalienable, United Nations, NGO, treaty, universal

DISCUSSION

1.What human rights do you believe everyone is entitled to?
2. What is our responsibility to help defend the human rights of people around the globe?

ACTIVITY

1. Challenge students to free-write an answer to the following question: What are your human rights? After a few minutes, invite them to share their ideas with a small group. Challenge each group to reach consensus. Invite students to view the Universal Declaration of Human Rights (UDHR).
2. Explain that the idea of human rights emerged strongly after World War II. Governments committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be denied freedom, food, shelter, or nationality. On December 10, 1948, the Universal Declaration of Human Rights was adopted by the fifty-six members of the United Nations.
3. Invite groups to review the articles in the UDHR and compare them to their own lists. Which rights, if any, are most important to them personally? Which do they think are most threatened in our country? Around the world?
4. Ask students to find examples in this week’s issue that represent one or more of the articles in the UDHR and/or examples of when someone’s human rights are threatened or defended.
5. Ask students to brainstorm ideas for how they could help to defend someone’s human rights in their school, community, nation, or world. Consider letter writing, awareness building, fundraising, or a more direct campaign. Challenge students to complete one act this week that helps to defend someone’s human rights and report back on what they did.

EXTENSION

Invite students to listen to six human rights speeches that changed the world.

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