# The Week at a Glance

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Impeachment: What does it mean for 2020?</td>
<td>News</td>
<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>
</tr>
<tr>
<td>7</td>
<td>Boston: Affirmed</td>
<td>News</td>
<td>According to a Federal Judge, Harvard University’s undergraduate admissions doesn’t intentionally discriminate against Asian-Americans.</td>
</tr>
<tr>
<td>16</td>
<td>China: 70th anniversary celebrations spark joy and rage</td>
<td>News</td>
<td>The Chinese Communist Party has rolled out the big guns in Tiananmen Square to celebrate the 70th anniversary of the People’s Republic.</td>
</tr>
<tr>
<td>18</td>
<td>Fake news: Governments join the battle of memes</td>
<td>Tech</td>
<td>Disinformation continues to spread on social media -- and governments are now routinely the perpetrators.</td>
</tr>
<tr>
<td>23</td>
<td>NCAA: Student athletes head for a payday</td>
<td>Opinion</td>
<td>California is taking steps to pay college athletes with the Fair Pay to Play Act, a law signed by the state’s governor that will let college athletes profit from endorsements.</td>
</tr>
</tbody>
</table>

## BRIEFLY: Quick Questions & Ideas To Engage Students

**Washington: Fortress America**  
PAGE 7

1. What do you think the article is about, based on its title?  
2. What did a New York Times article reveal about President Trump’s communications with advisers about finding a solution to the stream of migrants coming across the border?  
3. What would be the possible benefits and tradeoffs of a border shutdown?  
4. How do you interpret President Trump’s last comment in the article?

**The state of the American diet**  
PAGE 24

1. What does a new report card reveal about the American diet?  
2. What methodology did researchers use in the study?  
3. How would you summarize the “state of the American diet” in six words or less?  
4. How, if at all, would the information in this study impact your personal diet?

**Gains for women CEOs**  
PAGE 37

1. What criteria would you use to identify the 50 most powerful women in business?  
2. According to the article, what progress have women made as leaders in the business world, and what gaps still exist?  
3. Why do you think there are gaps in progress for female CEOs, particularly women of color?  
4. What, if anything, do you think this article reveals 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 headline?  
3. What do you think is meant by “bracing for the flood”  
4. How does the illustrator use symbolism to illustrate his or her point of view?
**MAIN ACTIVITY OF THE WEEK #1:**
Based on articles about impeachment (pp. 4, 5, 6, 22)

<table>
<thead>
<tr>
<th>VOCABULARY AND COMPREHENSION</th>
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<tbody>
<tr>
<td>coup, treason, impeachment, subpoenas, corroborate, whistleblower, conceal, classified, intimidation, tactics, revelation, inquiry</td>
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</table>

According to the articles, who announced a formal impeachment inquiry into President Trump, and why?

**DISCUSSION**

1. Why is impeachment part of the American political process?
2. What happens during an impeachment inquiry?
3. How would an impeachment of President Trump impact you? The nation?

**ACTIVITY**

1. Hang three sheets of butcher paper on the wall, each with one of the following words/phrases on it: “Impeachment,” “President Trump’s call to Ukrainian President Zelenksy,” and the “2020 Presidential race.” Distribute markers, and invite each student to write at least two things they know about each word/phrase and at least two questions on each sheet of butcher paper.
2. Divide students into three groups. Assign each group one of the sheets of butcher paper to stand by. Direct each group to review the information and questions on each sheet. Challenge them to organize the information into two columns: one with information and one with questions. Further challenge them to read the articles in this week’s issue and to conduct research to validate the information on their papers and to choose and then answer at least 10 questions from their classmates.
3. Once research is completed, invite each group to report out its information and the answers to the questions.
4. Finally, challenge the class to summarize how each of the phrases are connected to one another and to predict whether they believe that President Trump committed impeachable offenses, whether they think President Trump will be impeached, and whether they think that the events of this week will impact the 2020 presidential race.

**EXTENSION**

Invite students to learn how to impeach the President of the United States.

**MAIN ACTIVITY OF THE WEEK #2:**
Based on the article, “NCAA: Student athletes head for a payday” (p. 23)

<table>
<thead>
<tr>
<th>VOCABULARY AND COMPREHENSION</th>
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<tbody>
<tr>
<td>hijacked, endorsements, clamor, impoverished, bonded, stymies, revisions, amateurism, underwater, mega, grandstand</td>
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How would you summarize California’s Fair Pay to Play Act?

**DISCUSSION**

1. How would you describe the benefits and challenges of being a college athlete?
2. What people or groups currently make money from college athletics?

**ACTIVITY**

1. Put two signs in opposite corners of the room, one with “should” written on it and one with “should not” written on it. Write this sentence on the board: College athletes be paid.
2. Invite students to stand by the sign that represents how they would complete the sentence. Then, based on current knowledge, challenge students at each sign to explain their answers to the other group. Allow students to switch groups if they are persuaded to, based on explanations.
3. Introduce the terms pathos, logos, and ethos as three different tools for persuasive language. Pathos is a way of creating an argument by appealing to the emotions of the audience. Ethos is an appeal to authority and credibility often supported by establishing the credibility of the person arguing or the source used for the argument. Logos is appealing to one’s logical side often with facts and statistics. Students can learn more about all three persuasive tools here.
4. Encourage students to form small groups, based on those who were standing at the same sign in the introductory activity. Within each group, assign the three persuasive techniques and challenge students to read the article and conduct research to generate a persuasive argument that supports their view on paying college athletes, using the persuasive technique they’ve been assigned. Once they’ve finished, challenge group members to combine their persuasive arguments with others in their groups, forming one argument about paying college athletes that uses pathos, logos, and ethos.

**EXTENSION**

Invite students to read the text of the Fair Pay to Play Act.

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

<table>
<thead>
<tr>
<th>VOCABULARY AND COMPREHENSION</th>
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<tr>
<td>Vocabulary: Constitution, preamble, article, right, law, amendment</td>
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**DISCUSSION**

1. Why was the Constitution amended after it was originally written? 2. How many of the first 10 amendments can you name? 3. How would our lives be different if we had no Constitution?

**ACTIVITY**

1. Write the word “amendment” on the board, and ask students if they know what it means. Explain that an amendment is a change to a document. Ask students if they know how many amendments there have been to the U.S. Constitution. Explain that there were 10 original amendments in the Bill of Rights. There have been 17 additional amendments since then. Ask students why they think our nation has needed to amend the Constitution. Explain that our founding fathers knew that as our country grew and times changed, it would need a mechanism in place to stay relevant to the needs of U.S. citizens. So they provided that mechanism in article V of the Constitution.
2. Invite student groups to locate all 27 amendments to the Constitution and to summarize each one into fewer than 10 words. Ex: The 4th Amendment can be summarized as “protection from unreasonable search and seizure.” Once they have summarized each amendment, invite them to share why they think this amendment to the Constitution was so important.
3. Invite each group to pair with another group to compare summaries and justifications for each amendment.
4. Challenge each pair of groups to identify the five amendments they think impact their lives the most and the five that they think are most important or significant to our nation. Put students into two groups, with one proposing – or making the case – for the statement and the other opposing the statement. The groups will use prep time to do more research. Challenge students to reach consensus.
5. Finally, challenge each group to find articles in this week’s issue that somehow represent or relate to as many amendments as possible. Can they find articles that relate to all 27?
6. Invite the groups to present and explain the articles they chose.

**EXTENSION**

Challenge students to imagine they have been asked to create a new amendment to the Constitution. What would it be, and why?