### The Week at a Glance

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<th>Page</th>
<th>Title</th>
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<tr>
<td>4</td>
<td>The White House’s impeachment blockade</td>
<td>News</td>
<td>The White House drew the battle lines for an unprecedented constitutional struggle, announcing it would refuse to cooperate with the House’s impeachment inquiry on President Trump and would ignore subpoenas for testimony and official documents.</td>
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<td>6</td>
<td>Supreme Court: How far will the conservative majority go?</td>
<td>News</td>
<td>The agenda for the new Supreme Court term reads like an index to our national culture wars, starting this week with oral arguments on the question of whether employees can be fired for being gay or transgender.</td>
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<td>12</td>
<td>The obesity epidemic</td>
<td>News</td>
<td>A public health emergency is shortening our lives and supersizing our health-care crisis costs.</td>
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<td>19</td>
<td>The NBA: Groveling before China</td>
<td>Opinion</td>
<td>With NBA teams in China for preseason exhibitions, Houston Rockets General Manager Daryła More tweeted, “Fight for freedom. Stand with Hong Kong.” The NBA then apologized. Was the apology “entirely reasonable” or did league executives “kowtow to Beijing to protect the bottom line”?</td>
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<td>32</td>
<td>China: U.S. blacklist expands trade war to AI</td>
<td>Business</td>
<td>The U.S. blacklisted eight of China’s biggest technology companies, charging that they are linked to human rights violations against Muslim minorities.</td>
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### BRIEFLY: Quick Questions & Ideas To Engage Students

#### The obesity epidemic
- What is an epidemic, and why is obesity in the U.S. being identified as one?
- According to the article, who is most at risk for obesity and why?
- How does obesity impact the U.S. economy?
- According to the article, what can be done to help reverse the obesity epidemic in the U.S.?

#### The impact of Sanders’ heart attack
- How would you answer the question posed in the article: How old is too old to be president?
- Would a presidential candidate’s age or health influence your likelihood to vote for him or her? If so, why?
- What would be your ideal age or age range for the President of the United States, and why?
- How, if at all, do you predict that Bernie Sanders’ heart attack will impact his candidacy?

#### New vaping sickness theory
- What did a new Mayo Clinic study reveal about recent vaping sicknesses?
- According to the article, what is known about these illnesses and what questions still remain?
- Why would researchers want to study the causes of vaping sicknesses?
- Why do you think that people vape?

### 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. Why do you think the illustrator used football to describe the U.S. Supreme Court?
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, “Supreme Court: How far will the conservative majority go” (p. 6)

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<tr>
<td>conservative, traumatic, culture wars, incendiary, jurisprudential, bloodbath, precedents, textualism, social mores, notch, ideologues</td>
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**DISCUSSION**
1. What qualities are important for a U.S. Supreme Court justice to have?
2. Do you think Supreme Court justices should be appointed for life? Why or why not?
3. Which major issues that have or could reach the Supreme Court are important to you?

**ACTIVITY**
1. Invite students to read and annotate Article III of the U.S. Constitution, where the Founders outlined the role of the Supreme Court. What do students know about the role of the U.S. Supreme Court, how justices are appointed and nominated, the types of cases they hear, and how long their term lasts? Challenge students to find answers to these questions directly in Article III. Conduct additional research to learn answers for any questions that remain unanswered.
2. Ask students if they know why the upcoming term of the Supreme Court has been described as an “index to our national culture wars”. Invite them to read and annotate the article and repeat the question.
3. Divide students into four groups, and assign each group one of the cases that will be heard by the Supreme Court this term. Examples include (1) R.G. & G.R. HARRIS FUNERAL HOMES, INC. V. EEOC (transgender workplace discrimination); (2) DEPT. OF HOMELAND SECURITY V. REGENTS OF UNIV. OF CA (fate of Dreamers); (3) JUNE MEDICAL SERVICES v. GEE (whether abortion providers in Louisiana must have hospital privileges); and (4) NY STATE RIFLE & PISTOL V. CITY OF NEW YORK, NY (scope of the right to bear arms). Direct each group to research and summarize each side, identify why the case is significant for the nation, find information about how the Court is likely to vote in the case, and determine their views on the issue. Remind students that all views are to be respected.
4. Invite each group to present its case and the information it researched.

**EXTENSION**
Invite students to listen to oral arguments from the Supreme Court.

### MAIN ACTIVITY OF THE WEEK #2
Based on articles about riots and human rights in Hong Kong and China (pp. 17, 19, 32)

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<tr>
<td>nihilism, unbridled, Molotov cocktails, unrest, escalate, agitators, groveling, autocratic, bipartisan, commentary, blacklist, surveillance</td>
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**DISCUSSION**
1. Why are people in Hong Kong protesting?
2. Why do peaceful protests sometimes turn violent?
3. Should the U.S. intervene if human rights are being violated in other countries? If so, how?

**ACTIVITY**
1. Ask students to locate Hong Kong on a world map and share anything they know about why Hong Kong is in the news this week. Show students an image of an iceberg and ask them what they know about icebergs. Explain that what one sees above the water is only the tip of the iceberg; the larger foundation rests below the surface. Then ask students to draw an iceberg, making sure that there is a tip, a water line, and a larger area below the surface. Their drawings should be large enough so that students can take notes within the iceberg.
2. Divide students into three groups and assign one of the articles to each group. Explain that they will read about one of three stories in this week’s issue related to events in China. One group will research protests in Hong Kong. A second will research why the NBA is apologizing to China. And a third will research why the U.S. blacklisted eight of China’s biggest technology companies. They will list everything they know about the situation in the tip of the iceberg. Then they will conduct additional research to learn what caused this event. In the bottom part of the iceberg (under the water), they should write answers to these questions: What led to this event? What factors influenced the choices made by individuals and groups involved in this event? Answers can include events, possible consequences, or factors.
3. Once students are finished, direct each group to report out. Challenge the class to draw connections between the events in their icebergs.

**EXTENSION**
Invite students to look at images of the Hong Kong protests to deepen their knowledge of the events.

### MAIN ACTIVITY OF THE WEEK #3
Based on articles of students’ choice in this week’s issue

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<td>Vocabulary: impeachment, politics, nominee, opposition, filibuster, ban, appeals, de facto, nomination, heist, power struggle, strategist</td>
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**DISCUSSION**
1. How would you change the current American political process?
2. Do you think today’s political climate is better, worse, or the same as in years past?

**ACTIVITY**
1. Divide students into two groups and lay down two large sheets of butcher paper. Write “the way our national government works” on one sheet of paper and “ideal way our national government should work” on the other. Distribute markers. Invite one group to sit around one sheet and the other to sit around the other. Explain that in this activity, they will be asked to discuss their feelings about the phrase on the paper with other group members. However, all of the discussions and writing must be done using words or illustrations on the paper and without speaking. Give them 5 minutes to discuss their thoughts about the phrase, then have groups switch papers and repeat the exercise.
2. When time is up, invite students to read all of the answers and discussions and to identify responses with which they agree and disagree, as well as any that surprise them. Challenge students to justify their answers. Invite them to draw conclusions about whether most students think the current and ideal way national government should work are similar or different, and why.
3. Challenge students to look through this week’s issue to identify an article or image that they believe represents either the best of national government or the worst of national government.
4. Challenge them to write 1-2 paragraphs that explains or summarizes the article or image the have chosen and explains why it is representative of the best or worst of national government.
5. Invite students to present their articles or images to the rest of the class. Once all students have presented, challenge students to draw conclusions about students’ feelings on our national government and how close or far we are from what might be considered ideal.
6. Invite the groups to present and explain the articles they chose.

**EXTENSION**
Challenge students to use the articles they have collected to create a political cartoon that represents the best or worst of American politics.

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