### The Week at a Glance

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<th>News</th>
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<td>4</td>
<td>Ambassador’s damaging testimony on Ukraine</td>
<td>A House vote to impeach President Trump became a near-certainty after Acting Ukranian Ambassador William B. Taylor Jr. testified that he was explicitly told that President Trump had suspended $391 million in military aid to Ukraine until Ukranian President Volodymyr Zelensky publicly announced an investigation into Democratic presidential candidate Joe Biden and his son Hunter.</td>
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<td>6</td>
<td>Impeachment: Will Republicans turn on Trump?</td>
<td>The odds of the GOP-held Senate removing President Trump from office remain slim but after the past few dizzying weeks, some believe that prospect is no longer a fantasy.</td>
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<td>12</td>
<td>Democratic race is far from over</td>
<td>Based on history, the Democratic race for President is far from over and even candidates who are far back in the pack can catch fire if current poll leaders fail to stand up to “intense scrutiny and pressure.”</td>
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<td>18</td>
<td>Medicare for All: Who’s going to pay for it?</td>
<td>Presidential candidate Elizabeth Warren supports a government-run, single-payer health-care system that would theoretically cover all Americans. But who’s going to pay for it?</td>
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<td>20</td>
<td>Social media: Facebook’s free speech plea</td>
<td>In a 35-minute speech at Georgetown University, Facebook CEO Mark Zuckerberg pushed back against the idea that Facebook needs to be an arbiter of speech.</td>
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### BRIEFLY: Quick Questions & Ideas To Engage Students

**Chicago: School walkout** (PAGE 7)

1. Why did Chicago teachers walk out this week?
2. Why do you think that Chicago Mayor Lori Lightfoot called teachers’ demands “aspirational”? Do you think their requests are reasonable or “aspirational”?
3. What could be the short- and long-term impacts of this walkout?
4. Why do you think education is not traditionally a lucrative career path?

**Twitter won’t ban Trump’s posts** (PAGE 20)

1. According to the article, what statement did Twitter make this week about tweets from foreign leaders?
2. What tweet or tweet led to this statement?
3. Do you think the tweets described in the article are “blatant threats” or that they “serve the public’s interest?”
4. Read and discuss President Trump’s last 10 tweets.

**The civil rights pioneer who infuriated President Trump** (PAGE 35)

1. Based on the obituary, what three words would you use to describe Rep. Elijah Cummings? What qualities did Elijah Cummings possess that made him such a strong leader?
2. Why do you think that he “infuriated President Trump”?
3. How did the issue of civil rights change over Cummings’ lifetime?
4. How do you think he will be most remembered? What can you do to honor his memory?

### 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 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 articles, “Ambassador’s damaging testimony on Ukraine” (p. 4) and “Impeachment: Will Republicans turn on Trump?”

<table>
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<tr>
<th>VOCABULARY AND COMPREHENSION</th>
<th>explicitly, conspiracy, quid pro quo, contingent, uproar, ill-fated, high crimes and misdemeanors, extort, dilemma</th>
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| DISCUSSION                  | 1. Is it important to you that 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 two articles 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. Consider how Ambassador Taylor’s testimony has impacted the inquiry.  
4. Finally, invite student groups to create a video, blog or position paper that answers one or more of the following questions. Based only on evidence and not personal opinion, (1) Should President Trump be impeached; (2) Will President Trump be impeached?; (3) If impeached, should President Trump be removed from office? and (4) If impeached, should President Trump be removed from office? |
| EXTENSION                   | Invite students to learn more about Ambassador Taylor’s testimony. |

### MAIN ACTIVITY OF THE WEEK #2
Based on the article “Democratic race is far from over” (p. 12)

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<th>VOCABULARY AND COMPREHENSION</th>
<th>primary, poll, languishing, front-runners, stumble, pack, scrutiny</th>
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| DISCUSSION                  | 1. How, if at all, would national polls impact your vote in the presidential race?  
2. What are the benefits and downsides of being a front-runner at this point in the presidential race?  
3. What characteristics are most important to you in a presidential candidate? |
| ACTIVITY                    | 1. Place two signs in opposite corners of the room: one with a number “1” and one with a number “10.” Explain that the signs form a continuum, with “1” representing “strongly disagree” and “10” representing “strongly agree.” Read the following statement, and challenge students to stand anywhere on the continuum to reflect their answer: If I was voting in the democratic presidential primary, I would know whom to vote for and why.” Discuss answers.  
2. Challenge student groups to guess how many Democratic presidential candidates are currently on the ballot for 2020. (Answer: 19, as of today). Ask groups to name as many of the 19 candidates as they can. Encourage them to go here to learn the answers. Read the article to find out which candidates are currently the front-runners. The latest polling information about the Democratic race can be found here.  
3. List the following issues on the board: economy, education, civil rights, homeland security, healthcare, environment, crime, foreign policy, and energy. Challenge student pairs to identify the five issues that matter most to them. If possible, encourage the entire class to reach consensus. Note: Students can add their own issues to this list.  
4. Encourage each pair to select one of the 19 candidates, ensuring that each candidate goes to a pair. Some pairs may have more than one candidate. Direct students to research information about their candidate’s positions on the five issues they selected. Challenge them to turn this information into “I” statements, with them assuming the role of their candidate and being prepared to share his or her position on the issues in the first person.  
5. Invite students to “meet” each other (as candidates) and to discuss their positions on issues that matter to them. This can be done formally in presentations or informally by traveling around the room.  
6. Once they have met several other candidates, challenge students to identify at least five things they learned about the positions of Democratic presidential candidates. Then, repeat the continuum exercise from the beginning of the activity. |
| EXTENSION                   | Encourage students to contact one of the candidates on one of their social media sites to either ask questions or share an opinion. |

### MAIN ACTIVITY OF THE WEEK #3
Based on the article “Social media: Facebook’s free speech plea” (p. 20)

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<th>VOCABULARY AND COMPREHENSION</th>
<th>platform, arbiter, regulators, ills, censorship, reframe, politicized, entities, distinctions, neutral, conduit, dissemination, genocide</th>
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| DISCUSSION                  | 1. What values and principles are basic to our constitutional democracy?  
2. When, if at all, should freedom of speech be censored or limited? |
| ACTIVITY                    | 1. Challenge students to name the five basic rights that are outlined in the **First Amendment** (freedom of religion, speech, press, petition, and assembly). Ask students what they think each of the rights means and how it relates to their lives. How would their lives be different if these rights were not protected? Challenge them to identify which right is most important and which they would eliminate if they had to.  
2. Lead a discussion about why they think the Founders included freedom of speech in the First Amendment. Explain that the Founders were concerned with preventing tyranny and they believed that freedom of speech was necessary for a free, open and civil society. Freedom of speech protects the right to express our beliefs and ideas through words, actions or other methods to communicate. It even protects the right to express unpopular or controversial ideas. Ask students if they think freedom of speech is absolute. Do we have the right to say whatever we want, whenever we want? If not, what might the limitations be?  
3. Invite students to research the limitations of free speech. Discuss each limitation and challenge students to come up with examples of each. Then, read the article and ask students to consider the following question: Does the article illustrates the rights or limitations of freedom of speech? Challenge them to support their answer with evidence. |
| EXTENSION                   | Invite students to consider how this article could relate to their school. Is there a current policy for who is allowed to speak at the school? What about who is allowed to give a commencement address? How would students feel if someone whose beliefs they strongly disagreed with came to speak at the school? |

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