## The Week at a Glance?

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<th>Issue</th>
<th>Title</th>
<th>Category</th>
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<td>4</td>
<td>Trump agrees to another month of distancing</td>
<td>News</td>
<td>The United States became the global epicenter of the coronavirus pandemic this week, as case numbers soared across the nation and federal health officials warned that as many as 240,000 Americans could die even under a best-case scenario.</td>
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<td>Health care workers: Life on the pandemic’s front lines</td>
<td>News</td>
<td>As New York City’s Covid19 death toll passed 1,000 this week, and with the “apex” of infections and deaths still weeks away, New York health-care workers are already close to their physical and emotional breaking point.</td>
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<td>7</td>
<td>Boise, Idaho: Trans Bans</td>
<td>News</td>
<td>Idaho Gov. Brad Little signed bills that bar female trans student athletes from competing in women’s sports and prohibiting changes to the sex listed on a birth certificate.</td>
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<td>11</td>
<td>The race for a vaccine</td>
<td>Opinion</td>
<td>Researchers are working frantically on a shot that would immunize people against Covid-19. Why does it take so long?</td>
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<td>16</td>
<td>Trump’s approval bump: Will it last?</td>
<td>Opinion</td>
<td>A recent Gallup poll found 49 percent of Americans approve of Trump, boosted by 60 percent giving his pandemic response “positive reviews.” What’s behind the soaring approval numbers and are they likely to last?</td>
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### BRIEFLY: Quick Questions & Ideas To Engage Students

#### Students’ learning will suffer

1. What claim does the author make about online learning during the coronavirus?  
2. What evidence does he use to support his claim?  
3. How would you identify the benefits and tradeoffs of online learning?  
4. What can students do to make online learning a positive and productive experience?

#### On surfaces for 17 days

1. What do you think the article is about, based on its headline?  
2. What discovery was made by the Centers for Disease Control about how long the coronavirus can live on certain surfaces? Why is this information so important for us to know?  
3. How, if at all, do you think the coronavirus and the number of diagnosed cases on cruise ships, will impact the cruise industry?

#### A video game moment: Why online play is booming

1. According to the article, what has been the jump in video-game internet traffic during coronavirus?  
2. What do you think the author means by the “underappreciated cultural role of video game entertainment”?  
3. What is the #PlayApartTogether campaign, and why do you think the World Health Organization is promoting it?  
4. According to the article, what benefits would online gaming have right now?

### FEATURE OF THE WEEK: Cover

Invite students to look at this week’s cover and answer the questions.

1. Describe the illustration on this week’s cover.  
2. What news story(ies) from the issue is being illustrated here? What do you think the illustrator's point of view is on this story, based on the choices in the illustration?  
3. How does the illustrator use symbolism and exaggeration to showcase his or her point of view and explain the news story?

### MAIN ACTIVITY OF THE WEEK #1

Based on articles from throughout the issue about coronavirus (pp. 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 20, 21, 24, 25, 27, 28, 29, 32, 33, 34, 36, 37 )
### VOCABULARY AND COMPREHENSION

- epicenter, hot spot, ventilators, revive, reeling, invoke, mandatory, shelter in place, lockdown, epidemic, lethargic, social distancing
- What is the difference between an epidemic and a pandemic, and how would you describe Coronavirus?

### DISCUSSION

1. How do you decide which people and sources to trust when searching for news about the coronavirus?
2. In what ways has this pandemic revealed the best and the worst of our society?
3. What changes brought on by the pandemic are most likely to be permanent?

### ACTIVITY

1. Challenge students to identify what they know and what they are curious about related to the following topics and the coronavirus: (1) The current situation in the U.S.; (2) President Trump’s response to the coronavirus; (3) The current situation around the globe; (4) The impact on businesses and the economy; (5) The impact on health care workers and other essential workers; (6) The impact on the arts; (7) The impact on schools; and (8) The race to find a vaccine.
2. Invite students to select one or more of the articles in this week’s issue about the coronavirus. The articles correspond with the phrases on the signs. Challenge students to read and annotate their articles and conduct additional research to learn more about their topics and to answer the questions they have written. Suggested research sites include the [dashboard created by Johns Hopkins University](https://coronavirus.jhu.edu), the [Centers for Disease Control](https://www.cdc.gov), and the [World Health Organization](https://www.who.int).
3. If group learning is possible, invite students to summarize their articles to the rest of the class and to report out the information they validated, the information they debunked, and the questions they answered.
4. Then, challenge students to synthesize all information to create three lists: the first list will include the 5 most important facts about the coronavirus; the second list will include the 5 biggest misconceptions about the coronavirus; and the third will include 5 strategies for ensuring that information you receive about the coronavirus is factual.
5. Finally, direct students to visit social media sites and fact check headlines and posts about coronavirus, using what they have learned.

### EXTENSION

Invite students to create public service announcements about the coronavirus for school and community members.

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### MAIN ACTIVITY OF THE WEEK #2

**VOCABULARY**

- cratering, withering, gloating, notoriously, ephemeral, canny, midstream, surged, presumptive, exploit, hostility, recission, electorate
- What did a recent Gallup poll reveal about President Trump’s approval rating?

**DISCUSSION**

1. Do you think presidential approval ratings are important?
2. Which presidents do you think enjoyed the highest and lowest approval ratings, and why?

**ACTIVITY**

1. Ask students to answer the following question: Do you approve or disapprove of the way that President Trump is handling his job as president? Tally the results and calculate the percentage of those who approve. Explain that this number represents President Trump’s approval rating in your class. Ask students what they know about presidential approval ratings. Explain that approval ratings began in the 1930s when George Gallup asked that same question of a representative sampling of Americans about President Franklin D. Roosevelt. Since that time, presidential approval ratings have captured the public’s sentiment about every president and even every First Lady! 2. Ask students to guess what President Trump’s approval rating currently is and whether it has gone up, down, or remained flat in recent weeks. Invite them to read the article to learn the answers. Ask students to identify evidence from the article that explains why President Trump’s ratings are soaring.
3. Challenge student groups to list reasons they think a president’s approval rating may go up or down. Encourage them to think about personal events, pandemics, wars, legislative wins, national tragedies, the economy, international events, or even scandals. Then, invite each group to select any three presidents since 1940 to research. Ask them to research and record the three highest and three lowest approval rating periods for those presidents and to research what was happening in the nation during that period that may explain the results.
4. Invite each group to share its research and challenge the class to draw conclusions about the types of events that have the most significant impact on presidential approval ratings.

**EXTENSION**

Based on historical data, ask students to predict whether President Trump’s approval rating will go up or down during his last few months in this term and to justify their answers.

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### MAIN ACTIVITY OF THE WEEK #3

**VOCABULARY**

- deserted, sanitize, ramping, deluged, genetic, quarantine, defiant, tycoons, portfolios

**DISCUSSION**

1. What do the featured stories tell us about our nation?
2. Which story is most surprising to you, and why?
3. Which story most directly impacts your life, and why?

**ACTIVITY**

Before class, create four sets of index cards, with the names of each featured city and title of the articles written on separate cards.
1. Divide students into four groups. On a U.S. map, ask each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers.
2. Invite each group to select one of the articles for further review. Challenge groups to: * summarize the story in one sentence. * identify 1-3 possible causes and 1-3 possible effects of the event. * identify the primary conflict or issue and who is involved. * reach consensus, if possible, on a position related to the conflict. * identify connections between the event and other stories in The Week. * identify how the event impacts their lives, if at all. * predict the status of each story one year from now.
3. Review the stories. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature?
4. Challenge students to imagine that they must develop a “School at a glance” feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine.
5. Invite each group to present and explain the choices it made.

**EXTENSION**

Invite students to apply information from your school to another of the magazine’s weekly features.

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*Note: On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](https://www.theweek.com/teachers) to see all our lesson guides.*