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<td>The Week at a Glance?</td>
<td>The brewing battle over when to reopen</td>
<td>The coronavirus pandemic’s spread in the U.S. showed signs of slowing this week, a hopeful shift that turned the national focus toward the next steps after lockdown—and set the stage for battles over how soon they might be taken.</td>
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<td>Briefing: Philadelphia’s deadly parade</td>
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<td>Sanders: Why he lost and Biden won</td>
<td>IJoe Biden notched another crucial victory this week, earning Bernie Sanders’ “fulsome endorsement,” said Ezra Klein in Vox.com</td>
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<td>Race: Why such a huge disparity?</td>
<td>As the coronavirus sweeps the U.S., it’s “infecting and killing black Americans at an alarmingly high rate,” said Reis Thebault in The Washington Post. The numbers reveal a “stark racial disparity.”</td>
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<td>College: How much are Zoom classes worth?</td>
<td>After seeing their classes move online, students at 200 schools are petitioning to get their tuition back, said Douglas Belkin in The Wall Street Journal—and a few are going to court</td>
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**BRIEFLY:** Quick Questions & Ideas To Engage Students

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<th>Topic</th>
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| The death of American exceptionalism PAGE 9                         | 1. What do you think the author means by “American exceptionalism”?  
2. Do you think Americans should lead the world, as the article suggests? Why or why not?  
3. What evidence is presented in the article to support the idea that American exceptionalism has died?  
4. Do you agree or disagree with the author’s claim, and why? |
| Sports may not return until 2021 PAGE 12                            | 1. How, if at all, has the lack of live sports coverage impacted you?  
2. According to the article, what “elaborate schemes” are being considered to get major sports “back on the field”? What could be the possible tradeoffs of these ideas?  
3. What role do you think sports plays in our society?  
4. Based on what you know now, what is the best path forward for the major sports leagues to get “back on the field”? |
| Your mental health: Where to find help if you need it PAGE 29        | 1. What do you think the author means by a “river of woe”?  
2. What did a recent survey by the American Psychiatric Association reveal about the current state of Americans’ mental health? What methodology was used in the survey?  
3. What evidence supports the findings of the survey?  
4. What strategies are offered in the article that we can do if we are feeling stressed or anxious? |

**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. What story does this singular image tell?  
2. What specific 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 would you illustrate this news story differently? 
Based on articles from throughout the issue about coronavirus (pp. 4, 5, 6, 7, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 29, 32, 33, 34, 36, 37)

**MAIN ACTIVITY OF THE WEEK #1:**

**VOCABULARY AND COMPREHENSION**

- pandemic, lockdown, restrictions, optimistic, devastation, battle lines, consortiums.
- Based on the articles, how would you describe the U.S. response to COVID-19 compared to at least one other nation's response?

**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. Challenge students to reach a consensus about which big ideas are most relevant today.
4. 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.
5. Then, challenge students to synthesize all information to create three lists: the first list will include the 5 most important facts for this week about the coronavirus; the second list will include the 5 biggest misconceptions this week about the coronavirus; and the third will include 5 strategies for ensuring that information you receive about the coronavirus is factual.
6. 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 select and summarize an article about how another nation is managing and responding to the pandemic. How, if at all, has the response been similar to or different from the U.S. response?

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**MAIN ACTIVITY OF THE WEEK #2:**

**Based on the article, “Philadelphia’s deadly parade” (p. 11)**

**VOCABULARY**

- waning, shelter-in-place, inflammatory, conflagration, cytokine, civilians, epidemic, cordwood, commonplace, unleashed
- According to the article, why did Philadelphia officials refuse to cancel their parade despite warnings from public health officials?

**DISCUSSION**

1. Should national, state or local governments make decisions about shelter-in-place restrictions during a pandemic? Explain your answer.
2. What are the most important lessons we can learn from this article?

**ACTIVITY**

1. Ask students what the phrase, “History repeats itself” means and what, if at all, they know about lessons from history that can help us navigate the impact of COVID-19.
2. Ask students what, if anything, they know about the 1918 Spanish flu pandemic and its similarities to and differences from the COVID-19 pandemic. Invite students to read and annotate the article. Challenge them to complete a Venn diagram that summarizes the similarities and differences between the two pandemics. Encourage students to compare their answers with another student and reach consensus, if possible. Based on other articles about COVID-19 in this week’s issue, challenge each pair to identify the 3-5 most important takeaways from Philadelphia’s deadly parade that we should apply to the current pandemic.
3. Direct students to create a tweet of no more than 280 characters that summarizes what they learned from this activity so that history does not repeat itself.

**EXTENSION**

Encourage students to communicate through social media with local officials about what we can learn from the 1918 Spanish flu.

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**MAIN ACTIVITY OF THE WEEK #3:**

**Based on articles of students’ choice from throughout the issue**

**VOCABULARY**

- limited government, republicanism, checks and balances, federalism, separation of powers, sovereignty, constitution, amendment

**DISCUSSION**

1. Do you think the Constitution is still relevant today?
2. What, if anything, would you change about the Constitution?

**ACTIVITY**

1. Present slides, each with one of the following terms written on it: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do a virtual gallery walk and write what they know about each term on the related slides. Read answers, and challenge students to explain what all of the terms have in common. Explain that they are considered the “big ideas” of the U.S. Constitution. They can learn more about the six big ideas here.
2. Divide the class into six groups. Assign each one of the six big ideas. Challenge each group to do the following: (1) research where in the Constitution their big idea is covered; (2) identify 1-3 events from history that bring their big idea to life; (3) find an article in this week’s issue or another current news source that relates to their big idea; and (4) determine whether they think their big idea is still relevant and important today.
3. Invite each group to present its research.
4. Challenge students to reach a consensus about which big ideas are most relevant today.

**EXTENSION**

Challenge students to imagine that they have to create a new Constitution. Which big ideas would they focus on most?

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