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<td>Tech companies are weighing whether to let the government access smartphone location data to combat the coronavirus, said Tony Romm in The Washington Post. Through the geolocation data collected by phones, epidemiologists could “spot trends, identify areas at risk,” and also track “whether people are keeping safe distances from one another.”</td>
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**BRIEFLY: Quick Questions & Ideas To Engage Students**

1. According to the article, what other names has President Trump been calling the Coronavirus, and how are the names a political strategy?
2. Identify two different perspectives shared in this article. With which perspective do you most agree and why?
3. According to the article, what have been the consequences to Asian Americans of Trump using these names?
4. Why do you think that President Trump used the term, “Chinese virus”?

1. According to the article, how will the novel coronavirus change the world permanently?
2. What has been the biggest change to your life so far?
3. Of the changes listed in the article, which do you think will change our lives for the better? For the worse?
4. What will be the greatest legacy of COVID-19?

1. According to the article, how are Americans inventing new ways to help one another?
2. Why do you think so many people are reaching out to help one another during this time?
3. What, if anything, can you do to help others during this time?
4. How do you think life will change, both positively and negatively, because of the coronavirus?

**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, 16, 18, 19, 25, 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. What makes this particular virus strain so concerning?
2. On what sources should we rely for factual, unbiased information about the coronavirus?
3. How has coronavirus led to racism, and what can we do to mitigate this?

**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 civic life; (6) The impact on the arts; (7) The impact on schools; and (5) The impact on hospitals.
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://www.covid19tracking.org/), the [Centers for Disease Control](https://www.cdc.gov/), and the [World Health Organization](https://www.who.int/).
3. Ask students to identify one possible solution that’s presented in the article (mail-in balloting) and to conduct additional research to learn how mail-in balloting could work; possible benefits and tradeoffs of mail-in balloting; why certain groups support mail-in balloting and others oppose it; and what would have to happen to make voting by mail available in every state. Additional information can be found [here](https://www.cbsnews.com/). Ask students to write an argument that either supports or refutes the following quote from the article: “We need “to make voting by mail a clear and free option for every eligible voter in the country.”
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 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.
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 create public service announcements about the coronavirus for school and community members.

**MAIN ACTIVITY OF THE WEEK #2:**
*Based on the article, “The election: Will it be disrupted?” (p. 17)*

**VOCABULARY**
- pandemic, democracy, mandates, unprecedented, editorial, daunting, absentee, hinder, incentives, looms
- According to the article, which branch of government has the power to delay a federal election?

**DISCUSSION**
1. Do you think that voting is more of a right or a responsibility?
2. What factors directly or indirectly related to the coronavirus likely will impact the presidential election?

**ACTIVITY**
1. Based on what students know about the coronavirus, challenge them to list how, if at all, it could impact the results of the November presidential election. Invite them to read and annotate the article to check and add to their answers.
2. Direct them to read the text of the [12th amendment to the Constitution](https://www.cia.gov/library/时常/comprehen.html) and summarize what the Constitution says about federal elections. When must they be held? How are the president and vice president elected? Who, if anyone, has the power to delay or change the date of a federal election?
3. Ask students to identify one possible solution that’s presented in the article (mail-in balloting) and to conduct additional research to learn how mail-in balloting could work; possible benefits and tradeoffs of mail-in balloting; why certain groups support mail-in balloting and others oppose it; and what would have to happen to make voting by mail available in every state. Additional information can be found [here](https://www.cbsnews.com/). Ask students to write an argument that either supports or refutes the following quote from the article: “We need “to make voting by mail a clear and free option for every eligible voter in the country.”
4. Using what they have learned, challenge students to write an argument that either supports or refutes the following quote from the article: “We need “to make voting by mail a clear and free option for every eligible voter in the country.”

**EXTENSION**
- Invite students to go [here](https://www.cbsnews.com/) to learn whether voting by mail is available in their state.

**MAIN ACTIVITY OF THE WEEK #3**
*Based on articles of students’ choice from throughout the issue*

**VOCABULARY**
- civil rights, Constitution, amendment, preamble, article, right, law, equality, discrimination
- What do you think your Constitutional rights are?

**DISCUSSION**
1. Why was the Constitution amended after it was originally written?
2. How would our lives be different if we had no Constitution?
3. What current issues in the news relate to our Constitutional rights?

**ACTIVITY**
1. Poll students on the following questions: Do you have the right to learn about civil rights and climate change? Should you have the right to wear what you want to school? Do you have the right not to vote? Do you have the right to carry a concealed weapon? Discuss student answers. Ask them how they know which rights they do and do not have. Ask students what they know about the Bill of Rights. Explain that the Bill of Rights is a collective name for the first 10 amendments to the U.S. Constitution. Ask students why they think the Constitution had to be amended, and explain that the founding fathers created a mechanism for us to amend the Constitution as our country grew and times changed. Since the Bill of Rights was created, there have been 17 additional amendments. 2. Challenge students to locate all 27 amendments and to summarize each one into fewer than 10 words. Then, invite them to briefly explain why each is important. Invite each group to pair with another group to compare summaries and justifications for each amendment. 3. Challenge each pair to identify the five amendments they think impact their lives the most and the five they think are most important to our nation. Report answers, and encourage debate. 4. 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? Hint: A few of the issues raised at the beginning of the activity were taken from articles in this week’s issue.

**EXTENSION**
- Challenge students to brainstorm ideas of how they can take informed action to protect their own rights or the rights of others in their school or community.

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