## The Week at a Glance?

<table>
<thead>
<tr>
<th>Page</th>
<th>News Topic</th>
<th>News Category</th>
<th>Summary</th>
<th>Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Coronavirus cases grow as states reopen</td>
<td>Health Economics</td>
<td>A growing number of states eased their way out of lockdowns this week, despite their failure to meet federal benchmarks, as new infections and deaths continued to rise throughout the nation.</td>
<td>Government, Economics</td>
</tr>
<tr>
<td>7</td>
<td>Washington, D.C.: Virus whistleblower</td>
<td>Government</td>
<td>A former top vaccine official filed a whistleblower report this week, claiming he was demoted for raising early warnings about Covid-19 and questioning an unproven treatment touted by President Trump.</td>
<td>Legal Studies, Civics</td>
</tr>
<tr>
<td>16</td>
<td>Justin Amash: Third-party spoiler?</td>
<td>Government</td>
<td>Rep. Justin Amash, the only House Republican to vote for Trump's impeachment, announced last week he'd seek the Libertarian Party's presidential nomination.</td>
<td>American History</td>
</tr>
<tr>
<td>17</td>
<td>Masks: Now a totem of tribal affiliation</td>
<td>Opinion</td>
<td>Health officials strongly recommend wearing face masks to help contain the coronavirus’ spread, said Ryan Lizza and Daniel Lippman in Politico.com. But in our intensely polarized nation, masks have become the ”ultimate symbol” of ”tribal affiliation.”</td>
<td>Government, Civics, Politics</td>
</tr>
<tr>
<td>25</td>
<td>Liability: Who bears the risk of reopening</td>
<td>Business</td>
<td>As some parts of the economy begin to emerge from lockdown, companies fear “a wave of litigation” as workers return to factories and stores and potentially fall sick from Covid-19.</td>
<td>Government, Business</td>
</tr>
</tbody>
</table>

## BRIEFLY: Quick Questions & Ideas To Engage Students

### Satilla Shores, Ga. Still no arrest

1. According to the article, what did Gregory McMichael and his son Travis claim was the reason they shot Ahmaud Arbery?
2. What is a citizen’s arrest, and what do you know about Georgia’s citizen’s arrest law?
3. Why do you think an arrest had not been made at the time this article was published? Note: Since the article, the two men have been arrested.
4. What do you know about the #irunwithahmaud movement, and do you think this is an effective way for people to both honor Ahmaud and protest what happened to him?

### Colleges facing a fall dilemma

1. What do you think this article is about based on its headline?
2. Why is the decision facing colleges being called a “seemingly impossible task”?
3. In your opinion and based on the article what are reasons colleges should and should not reopen?
4. What solution(s) would you recommend for colleges? Justify your answer.

### Every fourth seat is open for business

1. What does the author mean by walking on the “wild side of public health”?
2. How did three movie theaters in San Antonio approach their reopening last weekend?
3. Would you feel comfortable going to a public movie theater? Why or why not?
4. How, if at all, does this article represent how COVID-19 will impact our daily lives moving forward?

## 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 the image tell? Why do you think the illustrator chose the headline, ”The mask wars” and what do you think is meant by a “cultural flash point”?
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 does the illustrator use symbolism and exaggeration to express his or her point of view?
4. How would you illustrate this news story differently?
### 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, 19, 20, 21, 28, 29, 32, 33, 34, 36, 37)

<table>
<thead>
<tr>
<th>VOCABULARY AND COMPREHENSION</th>
<th>Lockdown, forecasting, disbanded, pandemic, revive, vigilance, social distancing, coherent, abdicating, banish, sordid, reignite. How would you summarize the week’s biggest news stories related to COVID-19?</th>
</tr>
</thead>
</table>
| 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. How, if at all, has politics played a role in people’s responses to the pandemic? |
| 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) Why and which states are starting to reopen; (3) The current situation around the globe; (4) The impact on businesses and the economy; (5) The impact on health care workers and other frontline 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. Challenge students to use the information in this week’s issue to support one of these quotes from the issue: “... the epidemic will be largely behind us by Memorial Day” or “Social distancing will be with us through the summer.” Students must explain why they support the quote they selected using evidence from this week’s issue or from the research sites they used earlier in the activity. |
| 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? |

### MAIN ACTIVITY OF THE WEEK #2

Based on the article, “Washington, D.C.: Virus whistleblower” (p. 7)

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>Whistleblower, vaccine, unproven, directorship, chloroquine, clinical trials, casting, time-sensitive, rebuffed, cronyism. According to the article, why did a former top vaccine official file a whistleblower report?</th>
</tr>
</thead>
</table>
| DISCUSSION                 | 1. Do whistleblowers help or hurt society?  
2. Do you think the Ukraine whistleblower's name should be revealed? Why or why not? |
| ACTIVITY                   | 1. Give students the following scenario, and invite them to discuss how they would respond: you find out your friend cheated on an exam and s/he receives the highest score on the test. Do you secretly reveal this information? Now, imagine if the teacher finds out someone cheated and threatens to fail the entire class if the cheater is not revealed. Do you secretly reveal the information then? Finally, imagine that someone tells the teacher that you are the cheater. Do you reveal the information then? Discuss answers and encourage students to list the potential benefits and consequences of revealing this information. Introduce the term “whistleblower” (a person who exposes secretive information or activity that is deemed illegal, unethical, or not correct within a private or public organization) and ask students what they know about why whistleblowers are in the news this week.  
2. Write these names on the board, and challenge students to identify what they all have in common: Mark Felt, Edward Snowden, Daniel Ellsberg, Chelsea Manning, Linda Tripp, Julian Assange, Frank Serpico, Karen Silkwood, Jeffrey Wigand, Mark Whitacre, and Rick Bright. Explain that they are all whistleblowers who arguably changed the course of history and risked a great deal to share the truth.  
3. Invite students to select one of these whistleblowers to learn more about. Challenge them to research what “truth” their whistleblower shared and during what time frame or historical event; the personal or societal benefit of them sharing this information; the risk of them not sharing it; what problem, if any, was solved through their actions; how they made the information public, the impact of their actions; and how their actions changed the course of history.  
4. Once students have completed their research, invite them to form groups of three with two other people who researched different whistleblowers. Direct them to present their information to others in the group, drawing comparisons between the situations, and determine how the situation they have researched relates or applies to the current whistleblowing situation in the news. |
| EXTENSION                  | Invite students to read the text of the Whistleblower Protection Act of 1989 |

### MAIN ACTIVITY OF THE WEEK #3

Based on the article, “Justin Amash: Third-party spoiler?” (p. 16)

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>critic, nonexistent, violations, siphon, incoherent, frail, radical, libertarians, conscience, egotist, humiliating, vanity. Why is Justin Amash being called a “third-party spoiler”?</th>
</tr>
</thead>
</table>
| DISCUSSION                 | 1. Why do you think third-party candidates typically struggle in presidential elections?  
2. Do you think Justin Amash has a chance to win the presidential election? Do you think his candidacy will have an impact on the election? Explain your answers. |
| ACTIVITY                   | 1. Ask student groups to try to answer the following questions: How many current or former third party presidential candidates can you name? What is the role of third parties in political elections? Why have third parties struggled to win a presidential election? Which third party candidate received the highest percentage of votes in a U.S. presidential election? Then, invite them to watch this [CSPAN video](https://www.c-span.org/video/?id=CE93D32C) to learn the answers.  
2. Discuss answers among the class, inviting student views on why third party candidates have struggled in presidential elections.  
3. Ask students if they know the names of any current third party candidates running in the 2020 presidential election. Invite them to read the article to learn more about the candidate featured.  
4. Invite student groups to list five issues they care about in this election. Ideas include healthcare, education, national security, the economy, civil rights, personal freedoms, and foreign policy. Ask students to create a two-column chart and write the name of one major party candidate and one third-party candidate at the top of the columns. Direct them to research and list each candidate’s views about the five issues in the chart. |
| EXTENSION                  | |
5. Direct students to pair up with other students to compare answers. Then, challenge students to identify similarities and differences between the views of the four candidates about issues that matter to students.

**EXTENSION** Invite students to identify which of the four candidates they would most likely vote for and why.

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