## The Week at a Glance?

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<td>Governors, CEOs plead for testing</td>
<td>News</td>
<td>Governors planning tentative steps out of lockdown said this week they were hamstrung by a dire lack of testing capability—a point echoed by public health experts and business leaders.</td>
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<td>7</td>
<td>Washington, D.C.: Green card freeze</td>
<td>News</td>
<td>President Trump shocked business owners and hundreds of thousands of guest workers this week with an announcement that he would “suspend immigration,” before narrowing his plan to a halt on new green cards for people hoping to move to the U.S.</td>
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<td>7</td>
<td>Washington, D.C. It takes 12</td>
<td>News</td>
<td>Jury verdicts must be unanimous in cases involving serious crimes, the Supreme Court ruled this week.</td>
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<td>Voting by mail</td>
<td>Briefing</td>
<td>If the coronavirus still poses a threat in November, should Americans be able to cast ballots from home?</td>
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<td>25</td>
<td>Generation TikTok: How the app is changing pop music</td>
<td>Arts</td>
<td>Less than two years after landing in the U.S., video sharing app TikTok is providing “a new spin on the way music is experienced and shared,” and changing how hits are made</td>
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## BRIEFLY: Quick Questions & Ideas To Engage Students

### The profiteers of the pandemic

1. What do you think the article is about, based on its title?
2. What people or groups do you think are legally profiting from the pandemic? According to the article, what people and groups are trying to profit using illegal means?
3. What, if anything, does this article reveal about our society?
4. What do you think should happen to people and companies that try to profit illegally from the pandemic?

### Parenting: The end of screen-shaming

1. According to the article, what was one of the “greatest villains of modern technology”?
2. What is screen shaming? How and why are parents rethinking their previous viewpoint on screen time for kids?
3. What could be the positive and negative impact on increased screen time during the pandemic?
4. What do you think is the appropriate amount of daily screen time for people your age, and why?

### Frontline workers: Danger in the aisles

1. What does the author mean by “frontline worker”?
2. Do you think that supermarket, farm, and restaurant workers should be forced to work? What is the appropriate balance between ensuring that Americans have food to eat and ensuring that supermarket, restaurant and farm workers are not endangered?
3. Would a company's treatment of its employees impact your purchasing decisions? If so, how or why?

## 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?
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?
### 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, 20, 21, 25, 28, 29, 32, 33, 34, 36, 37)**

<table>
<thead>
<tr>
<th>VOCABULARY AND COMPREHENSION</th>
<th>tentatively, resurgence, capacity, compounded, antibody, partisan, stifling, infringe, fatal, casualties, lockdown, prematurely, social distancing</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. Challenge students to the information in this week’s issue to support one of these quotes from the issue: “Opening prematurely … could send states back into crisis mode” or “No one should begrudge states such as Georgia and Florida their reopening.” 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.  
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. Challenge students to use the information in this week’s issue to support one of these quotes from the issue: “Opening prematurely … could send states back into crisis mode” or “No one should begrudge states such as Georgia and Florida their reopening.” 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? |

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### MAIN ACTIVITY OF THE WEEK #2:
**Based on the article, “Voting by mail” (p. 11)**

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>daunting, implications, dire, shuttered, verifies, outreach, waive, altering, partisan, federalism, dictating, tampering, voter fraud</th>
</tr>
</thead>
</table>
| DISCUSSION | 1. How do you think states should balance the need to hold elections with protecting people’s health and safety?  
2. What are the most important lessons we can learn from this article? |
| ACTIVITY   | 1. Direct students to read the text of the [12th amendment to the Constitution](https://en.wikipedia.org/wiki/12th_Amendment_to_the_United_States_Constitution) 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?  
2. Ask students how the current pandemic or a second wave of the novel coronavirus in the fall could possibly impact the 2020 presidential election in November. Encourage them to think about stay-at-home orders, crowded polling places, fears from polling workers or voters, etc.  
3. Challenge students to read the article and conduct additional research to identify at three possible actions the U.S. government could take now to protect the 2020 presidential election and Americans’ ability to safely vote. Possible examples include mail-in voting, spreading the voting over an extended period of time, allowing early in-person voting, voting by computer, and/or delaying the election. For each possible action, direct students to list at least two possible benefits and at least two possible tradeoffs/risks.  
4. If collaboration is possible, ask students to form small groups and identify/justify the solution they most support. Challenge them to write a tweet to President Trump or another national, state, or local official with their recommendation and justification. |
| EXTENSION  | Encourage students to review the [election procedures/changes](https://www.electionlaw.org/elections-and-voting/primary-and-general-elections/) their state currently has in place to address the novel coronavirus. |

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

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<thead>
<tr>
<th>VOCABULARY</th>
<th>Vocabulary: human rights, declaration, inalienable, United Nations, NGO, treaty, universal</th>
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| DISCUSSION | 1. What human rights do you believe everyone is entitled to?  
2. What is our responsibility to help defend the human rights of people around the globe? |
| ACTIVITY   | 1. Challenge students to free-write an answer to the following question: What are your human rights? After a few minutes, invite them to share their ideas with a small group. Challenge each group to reach consensus. Invite students to view the [Universal Declaration of Human Rights](https://www.un.org/en/sections/human-rights/UDHR/) (UDHR). Explain that the idea of human rights emerged strongly after World War II. Governments committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be denied freedom, food, shelter, or nationality. On December 10, 1948, the Universal Declaration of Human Rights was adopted by the fifty-six members of the United Nations.  
2. Invite groups to review the articles in the UDHR and compare them to their own lists. Which rights, if any, are most important to them personally? Which do they think are most threatened in our country? Around the world?  
3. Ask students to find examples in this week’s issue that represent one or more of the articles in the UDHR and/or examples of when someone’s human rights are threatened or defended.  
4. Ask students to brainstorm ideas for how they could help to defend someone’s human rights in their school, community, nation, or world. Consider letter writing, awareness building, fundraising, or a more direct camp |
| EXTENSION  | Invite students to listen to [six human rights speeches that changed the world](https://www.loc.gov/item/98420043/). |

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