### The Week at a Glance?

<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Easing restrictions in Republican-run states</td>
<td>News, Health, Economics, Government</td>
</tr>
<tr>
<td>16</td>
<td>Trump: Why the GOP is panicking</td>
<td>Opinion, Civics, Government, Politics</td>
</tr>
<tr>
<td>25</td>
<td>Economy: GDP shrinks at historic pace</td>
<td>Business, Economics, Government</td>
</tr>
</tbody>
</table>

### BRIEFLY: Quick Questions & Ideas To Engage Students

#### The severe psychic toll on teenagers

1. What do you think the article is about, based on its title?
2. What claim does the author make in this article? What evidence does she use to support her claim?
3. Do you agree or disagree with her claim, and why?
4. How would you describe the toll the pandemic has taken on you and your peers? What group do you think has been most significantly impacted?

#### Covid-19 hits the obese incredibly hard

1. According to the article, how does obesity relate to the impact of Covid-19 on patients? What evidence is presented in the article to support this claim? What is the science behind this claim?
2. Why is this statistic particularly worrisome in the U.S.?
3. Why do you think researchers are studying this relationship?

#### A virus that kills paper money

1. According to the article, how has the pandemic impacted Americans’ spending habits in stores? How have your spending habits changed during this time?
2. How, if at all, would it impact your life if there was no paper money?
3. What would be the benefits and tradeoffs of a fully-cashless payment system?

### 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. Why do you think the illustrator chose the headline, “A science experiment”?
3. 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?
4. How does the illustrator use symbolism and exaggeration to express his or her point of view?
5. How would you illustrate this news story differently?
**VOCABULARY AND COMPREHENSION**

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, 23, 24, 27, 29, 30, 32, 34, 36, 37)

- Wreak, lockdown, devastation, surge, social distancing, dire, patchwork, pejorative, inherently, absurd, quarantine, advocating

**DISCUSSION**

1. How do you decide which people and sources to trust when searching for news about the coronavirus? How would you summarize the week’s biggest news stories related to COVID-19?

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, the Centers for Disease Control, and the World Health Organization.

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. 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: “... 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?

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**MAIN ACTIVITY OF THE WEEK #2**

Based on the article, “Sports on hold” (p. 11)

**VOCABULARY**

Cooped-up, revenue, mount, ancillary, reimbursed, shutdown, prorated, confined, complexes, quarantined, venues, asymptomatic

According to the article, what could be the benefits and tradeoffs of sports leagues resuming play with no fans in the stands?

**DISCUSSION**

1. How do you think sports leagues should balance the need to make money 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 create a three-box cause and effect graphic organizer with the phrase “Sports are on hold” in the middle. Challenge them to define or explain what “Sports are on hold” means and to read the article to learn more.

2. Working individually or in groups, challenge students to use the article and additional research to identify the causes of sports being on hold and the short- and long-term effects of that decision. Encourage them to think about the personal, consumer, and economic impacts.

3. Invite students to report out and challenge the class to reach consensus on the 3-5 most significant impacts of sports being on hold.

4. Ask students to identify all of the possible solutions/next steps referenced in the article for leagues to resume play. Invite them to select one to research further. Encourage them to outline the details of the solution, the possible benefits and tradeoffs, quotes from people who support the proposal and quotes from people who oppose it, and their personal opinion of the proposal based on the evidence.

5. Invite students to share what they learned and challenge them to reach consensus on which proposals they would most support.

**EXTENSION**

In the wake of the coronavirus, many athletes and sports leagues are trying to stay in touch and provide support to fans. Encourage students to visit NBATogether to learn how the NBA is supporting and communicating with fans while sports are on hold.

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**MAIN ACTIVITY OF THE WEEK #3**

Based on articles of students’ choice from throughout the issue

**VOCABULARY**

Vocabulary: human rights, declaration, inalienable, United Nations, NGO, treaty, universal

**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 (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.

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