Learning From a Distance

- Teachers Notes: Safely Interacting With and Between Students
- Post Reprint: “Staying creative, staying healthy”
- Post Reprint: “Coronavirus is a killer. But this artist won’t reduce it to a cartoon villain.”
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An Integrated Curriculum For The Washington Post Newspaper In Education Program

Tests We Need to Pass

With the coronavirus came social distancing — maintaining a six-foot space between people, shuttering businesses that were not deemed essential, wearing masks and closing schools. Teachers, parents and students, using technology and different approaches, have expanded distance learning concepts. We hope Washington Post NIE material support your efforts.

Teachers Notes provides additional ideas for using The Post’s news, features, opinion and informational graphics. Some use the reprints and handouts in the three resource guides, others refer to lesson suggestions in the online material and others are self-contained. If you have questions, please contact nie@washpost.com.

Michael Cavna in “Staying creative, staying healthy” shares techniques that cartoonists are using during the covid-19 quarantine. He indicates that cartoonists most often do their work in isolation so they have insight to share. Cavna, himself, is a writer, editor and cartoonist.

Art Critic Philip Kennicott offers a fascinating look at the virus itself — in the hands of scientists and artists. He begins with the image of a “gray blob with imperfectly spherical form and a dark shadow around the characteristically crown-shaped spiky covering” that the electron microscope produces. Your students may have their images and connotations of the virus.

Michele L. Norris takes us on another path to consider how we will respond to those around us in these times. Perhaps, getting to know ourselves better, understanding others, working together for community — tests we need to pass.
In response to novel coronavirus (SARS-CoV-2) and social distancing, you are teaching your students through various means away from them. The Washington Post NIE online curriculum guides have always had you in mind. We provide reprints of selected KidsPost and Post news articles, features, opinion pieces and guest commentary. We provide handouts with discussion questions, research ideas, and a range of suggested activities.

Vocabulary Expansion
What new words and concepts have entered your students’ lives in the last month(s)? You may ask students to keep a list of new words and phrases that they read, hear on the news and briefings. If you have class interaction, students might share their lists and discuss the definitions. Do some of the terms have high connotation values?

Health in Post NIE Curriculum Guides
The previous Post NIE curriculum guide that best relates to the novel coronavirus focus is the June 1, 2006, curriculum guide.

- *Cute, Dangerous or Both? (bird flu)*, June 1, 2006
- “What Should We Call This? (mumps), *Cute, Dangerous or Both?* June 1, 2006
- *Endemic, Epidemic or Pandemic?* June 1, 2006

Other guides with connections to one’s health are these:
- Cover a Health Issue (Think Like a Reporter, measles), *Express Your Concerns: Models and Approaches*, May 2019
- *Healthy Decisions*, May 6, 2008
- *Healthy From Top to Toe*, November 15, 2011
- *Let’s Move*, May 5, 2010
- “Personal Health Plan,” *Sleep*, January 15, 2002
- *Young Lives at Risk*, June 3, 2008

Teachers may ask students to create a personal plan for more healthy living. Review *Young Lives at Risk* and the “Personal Health Plan” in *Sleep*.

Timeline for the Novel Coronavirus
The world timeline from the first reported positive case in Wuhan, China, begins on November 19, 2019. When and where was the first positive case for novel coronavirus confirmed in the U.S.? Students could be asked to make a world (by countries reporting their first confirmed positive case) or U.S. timeline. The spread from country to country could also be shown on a world or U.S. map.

Timelines vary in how they present information. Students might compare and contrast the following. How does the intended platform influence the form it takes? Which do they prefer for content and maintaining interest?

- Think Global Health uses day-by-day vertical with events around the world [https://www.thinkglobalhealth.org/article/updated-timeline-coronavirus](https://www.thinkglobalhealth.org/article/updated-timeline-coronavirus)
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• Axios focuses on Italy — perhaps an example of a timeline for your community
https://www.axios.com/italy-coronavirus-timeline-lockdown-deaths-cases-2adb0fc7-6ab5-4b7c-9a55-bc6897494dc6.html

Is there a way you could have an online recording place for students to add their findings so classmates can watch the timeline grow?

Another variation on this could be a timeline based on your community’s reported confirmed positive and negative cases by days. Death and recovery numbers could also be recorded. Some jurisdictions are also keeping records by male/female, age, race to study later.

Personal Finance

As businesses have closed, many parents and students are not working. Some employers are paying their employees, but many cannot afford to do so. Other businesses are considered essential jobs and employees must work in spite of orders to stay inside. What is happening to your students’ families?

The federal government is making some funds available through a $2 trillion rescue bill. Who will benefit? What will be its impact on personal budgets?

What is unemployment? More than 17 million Americans filed for unemployment benefits over a four-week period in March and early April. Janet L. Yellen, one of the world’s top economists, said U.S. unemployment rate has jumped to at least 12 or 13 percent already, the worst level of joblessness the nation has seen since the Great Depression.

Students may develop a budget using the activities in the curriculum guide, Finance — It’s Personal https://nie.washingtonpost.com/node/441 curriculum guide. What must change based on the last month or two months? For example, can parents still give an allowance?

Techniques for Reading Passages and Answering Questions

Students may be asked to read “This pathogen isn’t alive. That’s why it’s so hard to kill.” Vocabulary and reading/discussion questions are provided in “The Virus Uses Humans to Survive, Replicate and Spread.” In addition to learning more about how the virus works, students could be asked to practice one of these techniques:

1. Read through the questions before reading the passage. This gives a sense of content. They may even underscore significant quotations. Checkmark by interesting points. Annotate in the margin with such notes as “similar viruses,” “relate to vaccines?” and “viability outside human.”
2. Skim through the passage quickly to get the gist of it. Read questions to see if they can answer any before reading the passage carefully. This technique works well with multiple choice questions.
3. You might ask students to create multiple choice questions for different sections of the article. Share with other students to answer. For example: Which of these is the reason this virus was named “coronavirus”? Which of these is NOT a way the virus works?

INDEX TO PREVIOUS TOPICS

The September 2019 NIE curriculum guide, Three Months, 18 Years — Post Resources for You — includes an index to previous topics. Review them. You may find just the right activity and readings for your students. For example, Something for Summer, June 8, 2009, has a variety to meet many interests including: “The Thrills of Physics” (theme park rides), “Life on the Wing” (dragonfly), “Thrown for a Loop” (gyroball), and “Diving Into the Mystic Waters of Memory.”

If you have photographs of your students working on any of the suggestions in this month’s curriculum guide, send them to nie@washpost.com. Be sure to provide the name of the school, address and contact information to reach you.
Staying creative, staying healthy

Even artists used to working alone are finding it hard to focus. These 5 tips are helping.

BY MICHAEL CAVNA

• Originally Published April 6, 2020

Because of the coronavirus pandemic, Jeff Kinney has been spending a lot of time sitting in a cemetery.

The creator of the “Diary of a Wimpy Kid” book and film franchise is not there to mourn. Rather, he needs a place to think alone when much of his Plainville, Mass., town is closed and his kids are home from school.

Some head-clearing time amid the headstones speaks to how artists must be flexible to remain sharp — and how some of us can take tips from such veteran isolators on how to stay creatively engaged at work and in our spare time during a quarantine.

We can binge shows, exercise and hold Zoom meetings for only so long before the mind needs something more. Plus, creative activity has been scientifically linked to improvements in mental health. (This as nearly half of Americans surveyed say their mental health has declined during the pandemic.)

The Washington Post asked some visual artists and other creators what they are doing to stay professionally inspired in the face of the intensifying pandemic. Perhaps these techniques will work for you:

1. Find an inspiring place to think

Many of Kinney’s familiar haunts are shuttered during the pandemic — including An Unlikely Story, the bookstore and cafe he owns in town. (Closed for nearly three weeks, the store had to cancel even Hillary Clinton’s scheduled tour stop.)

“Theoretically, the coronavirus quarantine shouldn’t affect a cartoonist’s productivity, because we’re experienced at working from home,” Kinney says. But “I’ve lost all my spaces in which I could generate ideas.”

So, he now spends his workdays parked at the local cemetery. Even his supplies and goodies support his creative routine.

“I bring an iPad, a blanket for cold days, noise-canceling headphones,” he says, as well as “a bag of Starburst jelly beans, a bag of Mega Stuf Oreos and a Kind bar.”

Dean Haspiel works on his forthcoming Webtoon.com comic “Red Hook, Season 4: Blackout” in his Brooklyn studio during the pandemic. An acquaintance of his has died of covid-19.
2. Keep a visual journal

Lynda Barry, the Wisconsin-based artist-educator and recent MacArthur “genius grant” recipient, likes to emphasize that the mental act of experimental drawing is more important than the formal standards your art does or does not meet. She has published educational visual diaries, which offer readers mental games and collect the engaging “naive” art of some of her university students.

And even the best cartoonists sometimes draw purely as a creative exercise.

“This is a stressful time, and it makes it a bit hard to focus,” says Paige Braddock, the Bay Area creator of the comic “Jane’s World,” “so I started keeping a stream-of-consciousness visual journal.”

“I have no idea where the story will lead and try to put no pressure on myself for it to make sense,” says Braddock, who is also the studio director at Schulz Creative Associates, home to all things “Peanuts.” “The exercise has been very relaxing.”

Creators such as Oregon-based writer Kelly Sue DeConnick (“Captain Marvel” and “Pretty Deadly”) keep a list of “sweater threads.”

They are “ideas or images that tug at me for some reason,” DeConnick says. “Sometimes it’s a character, sometimes a scene. Sometimes it’s an idea — sometimes something as abstract to narrative as a color combination.”

3. Fire up the audiobooks

Sometimes you need more than music piping into your ear buds when you’re trying to be creative.

“My go-to for keeping my brain from puddling into bored art goo is listening to audiobooks while I draw comics,” says Faith Erin Hicks, the Eisner Award-winning Vancouver cartoonist (“Pumpkinheads”). “It helps keep my butt in the chair and my brain focused on the task at hand.”

So what’s in her literary playlist right now? “I’m listening to ‘The Terror’ by Dan Simmons, a fictionalized account of the doomed Franklin Expedition to find the Northwest Passage,” says Hicks, noting that she gets her downloadable audiobooks from the library. “It also reminds me to be grateful while in quarantine: At least I’m warm and not being hunted by a demon bear.”

And Juana Medina, the Washington area-based children’s book author (“Juana & Lucas: Big Problemas”), says long hours at the drafting table “results in too much time to think and overthink,” so she listens to audiobooks, podcasts and music “to enrich my mind and lift my spirits, rather than falling in the pits of dark ‘what-ifs.’”

4. Give yourself creative freedom

Even the professionals can struggle to create when a crisis dominates the headlines, let alone becomes personal. They give themselves permission to fail.

“A lot of bad art is going to come out of this nightmare — including my own — and that’s okay,” says Dean Haspiel, the Emmy-winning illustrator and creator of “Red Hook” comics. The Brooklyn resident has several acquaintances who have had covid-19, including one who died.

Haspiel knows some colleagues who say creating art during a pandemic is frivolous. He strongly disagrees — for him, using one’s creativity can be healthfully addictive.

So he encourages such engagement: “Look around you. Listen to others. Listen to your heart. Take it in. Let it steep. Make the art. Express yourself.”
5. Forgive yourself and others

Even artists accustomed to being alone are naturally thrown off by the crisis. “While working from home and in relative isolation is not a new thing,” Medina says, “but the level of fear and uncertainty that we are facing is most unusual.”

Medina has to trade work hours with her partner, as they care for 3-year-old twins. “We have had to keep in mind how this new situation limits our performance in both areas,” she says. “We are trying our best to be forgiving, patient and loving.”

And Dan Perkins, who creates the Herblock Prize-winning comic “This Modern World” under the nom-de-toon Tom Tomorrow, says self-forgiveness extends to deciding at times not to create. “Rather than trying to ‘engage your brain,’ I just think people should cut themselves slack — watch all the comfort TV they need,” Perkins says.

“If it’s useful to learn a new instrument or study quantum physics, by all means do it,” he says. “But don’t berate yourself if you just don’t have that kind of mental energy. This is an overwhelming moment.”

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Reflect on the five tips.
Which of them do you like the best? You can respond by writing or drawing.
Coronavirus is a killer. But this artist won’t reduce it to a cartoon villain.

BY PHILIP KENNICOTT

• Originally Published March 22, 2020

For weeks, we have seen the same image of the coronavirus, a gray sphere studded with red spikes that looks like a forest of surrealist trees growing on a dead planet. The rendering was created by the Centers for Disease Control and Prevention and can be downloaded from its Public Health Image Library. The spikes, which can also be seen when the virus is looked at with an electron microscope, are what gives the virus its characteristic corona.

But there’s a key difference between the CDC’s computer-graphics image and a coronavirus seen by the electron microscope, which renders it as a gray blob with imperfectly spherical form and a dark shadow around the characteristic crown-shaped spiky covering. The vivid red, which makes the digitized virus look so threatening, isn’t there in real life.

As David Goodsell, a professor of computational biology at the Scripps Research Institute and research professor at Rutgers University, explains, the virus itself doesn’t have much color. The CDC’s image, he says, is scrupulously faithful to what we know now about the virus’s structure, but the red-and-gray color scheme is artistic license.

Goodsell, 58, is also an artist whose work focuses on making images of living cells at the molecular level, and he has produced his own watercolor of the coronavirus, with his own invented color scheme. In Goodsell’s painting, the virus is seen in cross section, not in the round as in the CDC image, and the colors resemble the vibrant, jazzed-up earthiness of Arts and Crafts-style wallpaper that was fashionable in Victorian homes of the late 19th century. In Goodsell’s painting, the characteristic spikes are bright pink, the core of the virus, known as the nucleocapsid, is lavender, and the whole is rendered in a floral sea of green, orange and brown mucous.

His image is strikingly beautiful, whimsical and orderly, and it isn’t hard to imagine it as a record cover for a hippie rock band of the 1960s. After releasing his image on Twitter in February, he has thought a lot about the idea of beauty, and
the scientific rendering of something that much of the world now finds uniquely terrifying.

“I am completely struggling with this,” he says. “When I did this painting, I didn’t think about it. I did it in a color scheme I’ve used throughout my illustrations, to separate the different functional parts of the image.” His goal was to render, as accurately as possible, all the known details about the structure of the virus, using a visual scheme that draws on the simplifying lines and distillation of cartoon graphics for greater intellectual clarity.

“I have used this non-photo-realistic style for years and years,” he said. “It makes pictures more appealing and easier to understand. People use cartoons all the time to simplify things, stripping away extraneous details. On the CDC image, each of the spikes has a whole lot of detail. I try to use a more cartoony outline.”

The CDC image of the virus has become a placeholder of sorts, a stand-in for what we cannot see, the “invisible enemy,” as President Trump has described it. Unlike images of sick people or hospital wards or doctors in full protective gear, it is seemingly dispassionate. It contains no particular human misery, it invades no one’s privacy, it comes with none of the political baggage of a visual reference to China or our health-care system. And it does the daily work of reinforcing our collective belief in the germ theory of disease, the idea that microscopic pathogens are responsible for our illnesses, not miasmas of bad air, or bolts of divine wrath.

But no image is ever entirely neutral, and the difference between Goodsell’s painting and the CDC’s rendering speaks volumes about how we think about pathogens. The CDC vision is otherworldly, a death star floating in deep space, with curious stars glimmering in the distance. The red spikes give it an ominously sticky quality, as if it is some alien, manufactured burr picked up on a stroll through a blasted, dystopian landscape. Part of the CDC’s mission is to promote “healthy and safe behaviors,” and the color scheme chosen clearly emphasizes the threat this virus poses to those who refuse to, or cannot, socially distance themselves.

Goodsell’s image, which is aesthetically pleasing, renders the virus in an even more disinterested way, as completely disconnected from our tendency to anthropomorphize viral threats with the rhetoric of war. And thus it removes the virus from its political context. By rendering it truthfully, yet also as beautiful in itself and without reference to human fears, he puts the virus exactly where it needs to be: a thing apart, to be studied, anatomized and understood.

“My experience is that scientists keep these aspects separate,” he says when asked about the bellicose metaphors of political rhetoric, and the way he and his colleagues think about the virus as an object of study. “They are very much focused on their scientific topic, as opposed to thinking about the larger relationship to humanity, except when we go to get funding.”

The benefit of that is obvious. “You have to focus on what you are doing.”
The coronavirus is testing us all

Originally Published March 12, 2020

As we wait for more and better tests to determine just how many people have contracted the novel coronavirus, understand this: All of us are already being tested.

From the strength of our economy to the reliability of our political leadership to our individual resilience, we are all now in a crucible that will have profound consequences for how we work and how we act as citizens and neighbors.

We will be measured on our ability to handle adversity and uncertainty. On our ability to put the interests of the group ahead of any individual. It sounds easy, but it won’t be. As a nation, we have not been asked to sacrifice in a very long time. This will test our patience and our mettle.

Every conference planner, school administrator, employer, church official, campaign manager, concert venue or sports league honcho will be measured by the wisdom of their decisions. Our health-care system and social safety net will be stress-tested. Even our ability to count will be tested: Infection rates — if the test kits are ever widely available — might not necessarily reflect reality but rather how many people could step forward for testing because they have health insurance and paid sick leave.

You wanted disruption? Here it comes. It’s on your back, at your doorstep and in your head as you count your canned goods and unused vacation days and try to figure out how you can keep your family and sanity in one piece.

Our fidelity to our neighbors will also be tested. Will we share supplies if the family next door runs out? Will we even answer the door? Our commitment to larger society will be measured, too. Each of us will have to take small steps to ensure the greater good.

More will be asked of some than of others. Have we considered what a two-week quarantine will mean for single working parents who cannot miss work, or families whose kids get their only real nutrition through free or reduced-price school lunch programs? What happens to folks with those needs?

We are going to get a clearer definition of what the word essential really means. We are going to learn a thing or two about all the people who are willing to raise their hands and suit up in protective gear to deliver food and medicine to shut-ins, or report for their shifts as police officers, firefighters, public-works employees or garbage collectors.

Along the way, we are learning essential things about ourselves. Many of us just learned how to wash our hands the right way. Some have developed an unfortunate post-corona strain of...
bias against Asians and Italians and those who cough in public. Suddenly, we have to think about what we need for comfort or security if we’re stuck indoors for weeks. Wine? Frosted Flakes? A working Internet connection? Medicine? Board games?

Ever wondered if you would turn into your parents by default? You’re figuring that out, too. Anyone raised by Depression-era parents now understands why Mom and Dad kept a closet in the basement filled with canned goods and rutabagas. Anyone raised in poverty knows why there was a secret can of oatmeal packed behind the towels and sheets. Anyone raised by boomers will understand why buying in bulk seemed strangely comforting to their parents.

The virus will also test our faith and trust in leaders. Some have already failed key measures of speed, credibility or willingness to work with experts who bring knowledge and experience to the table. While those leaders wrestle with their own demons, we will be mastering new and unfamiliar terms and phrases on the coronavirus vocabulary list. Community spread. Herd immunity. Contact tracing. Zoonotic. Super-spreaders.

History will hit this moment like a fist recalling a president who talked about miracles and magic instead of science, and a congressman who clowned around with a gas mask just days before going into a self-imposed quarantine because he had been exposed to the virus. The words “hunch” or “hoax” don’t belong on the vocabulary list.

Our assumptions about our country’s superpower status will be tested as well. The virus is not intimidated by our might. It doesn’t care about our military or technological strength. It is an equal-opportunity invader. Perhaps there is a lesson in that. Our racial, social, religious or geographic differences mean little to this pathogen. We are all human and all vulnerable, and everyone around the world is facing these tests at the same time.

Results will vary. There will be false starts and mistakes. There have already been missed opportunities.

But one of America’s true strengths is our ability to summon unity and collective confidence when facing an external threat. We’ve seen it in time of war. We’ve seen it during the race to the moon. We’ve seen it after the attacks on 9/11. Are we seeing that now with the spread of this virus? The fact that this is even an open question is terrifying.

This is a test we need to pass.

Michele L. Norris is a contributing columnist and consultant for Post Opinions and founding director of The Race Card Project. She worked as a reporter at the Post from 1988 to 1993, covering education, politics, the AIDS crisis and the impact of the region’s drug trade. In the fall of 2010, Norris founded the Race Card Project, inviting people from all over the world to distill their experiences and thoughts about race into six words. The Race Card Project won a Peabody Award in 2014 for excellence in electronic communication for the website and an NPR series of special reports based on stories from the archive.

What would you do?
The novel coronavirus has spread around the world. In populated cities and rural areas, some continue daily jobs: workers who are considered essential, ranchers who must feed and care for their animals, farmers who must tend seasonal crops. Whether going to work or without a job, all experience the change that comes with social distancing, shuttered businesses and thousands struggling to breathe and survive the virus.

Living with the unknown is full of questions. How long before stores and offices open? Will school doors reopen this academic year or will distance learning and home schooling continue into May and June? Should we observe some of our family and cultural celebrations?

We provide you with scenarios, all of which are based on situations and experiences of real people living in this time of the coronavirus. We are asking you to answer the basic question: What would you do?

What factors might influence your decision?
As you determine your response, which of these factors are you considering?
- Age
- Athlete or very active individual
- Celebrity or well known individual
- Education level
- Gender
- Government view of responsibility to citizens
- Laws and regulations
- Personal philosophy and guiding principles
- Pre-existing medical conditions
- Religion

Which stakeholder is making the decision?
For some of the scenarios you are asked to respond as yourself.

In other scenarios, you are asked to take on the role of a designated stakeholder. You need to consider the way(s) that role changes perspective.
WHAT WOULD YOU DO? continued

One

A young woman lives in a shack in Taytay, east of Manila. “We’re all the same here, Jamaica Rivera, 18, said. “Some people say, sure, we’re saved from the coronavirus, but we’re dying of starvation.”

She sold cigarettes before the lockdown. Her partner, Reggie Tranya, earned up to $5 a day as a stevedore who hauled rice sacks. Their baby had a cough that they had trouble treating. Health centers ran out of medicine and later closed after the lockdown.

They rent one of at least 20 makeshift dwellings on an unoccupied plot of land. In their small packed community almost everyone lost jobs.

Tranya and she are unable to get local government assistance because they do not have a residence ID. “Is limiting [help] to people with IDs right?” she asked. “We don’t know how to register.”

“Nobody will give us help,” she added. “The only help we got was from the last election: bread that had almost expired.”

A. What would you do if you were Jamaica Rivera?

B. What would you do if you lived in Taytay and still had a job?

C. What can you do?
WHAT WOULD YOU DO? continued

As schools closed for weeks and eventually for the remainder of the academic year, parents and guardians of students who were eligible for free-and-reduced-price meals at schools were left wondering how they would feed their children. Then out-of-work parents joined them. School systems designated schools and times for parents to receive breakfast and/or lunch for children enrolled in their schools.

Parents were told that, according to federal policy, children must be in the cars at pick-up sites. Parents were refused meals if children were not present. One out-of-work father of seven children, three of whom have compromised immune systems, came with birth certificates; staff members refused, twice, to give him food. A mother in Prince William County asked, “Do I go get the food and risk my child's life?” Her 7-year-old is immunocompromised. “Or do we go hungry, but stay safe?”

This is not a small dilemma. About 57,000 American children were living with cancer in 2016, according to the Centers for Disease Control and Prevention. Immune system deficiencies render the body less able to detect infection and to repel it.

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A. What would you do if you were a parent of a child with a compromised immune system?

B. What would you do if you were a school official? Should you risk losing eligibility to participate in the USDA school food program?

C. What would you do if you were the USDA Secretary or the Agriculture Deputy Undersecretary in charge of food distribution programs?

D. What would you do if you were a member of the state legislature where these parents live and students attend school?

E. What can you do?
WHAT WOULD YOU DO? continued

During coronavirus-required social distancing, people were to be six-feet apart, not meet in groups of more than ten and observe their jurisdiction’s specific requests as well as federal guidelines. Several cultural observances fell in this time period: St. Patrick’s Day, Mardi Gras in New Orleans and Cinco de Mayo. Significant religious celebrations as well: Christians observed Holy Week beginning with Palm Sunday; Jewish believers celebrated seder and Passover. Hindus’ nine-day celebration called Chaitra Navaratri began in March, the Sikh holiday of Vaisakhi fell on April 14, and Muslims started Ramadan, the holy month of introspection and sacrifice in late April.

Most community and religious leaders suspended public observance of cultural and religious rituals and attendance at services in favor of public health. Some church leaders defied mayors and governors or ignored bans on mass gatherings. The Kansas Supreme Court (by video conference) ruled in favor of Gov. Laura Kelly (D) after a state legislative panel challenged her executive order banning religious and funeral services of more than 10 people.

A. What would you do if you were a leader of one of the faiths in your community that has been planning observances?

B. You are the mayor of a small town. What would you do about cultural or religious observances in your town, knowing that two deaths from coronavirus are linked to a church conference in Kansas; a bishop, pastor and elder in Flint, Michigan, died of covid-19; and ministers and congregants of other churches in other states have tested positive?

C. Would you follow social distancing guidelines or attend cultural events? Celebrate Cinco de Mayo with friends? Attend religion-based services?
WHO NEEDS A VENTILATOR? When lungs cannot take in oxygen and expel carbon dioxide on their own. The respirator may be used during surgery and when recovering, when in a coma, and with COPD and pneumonia. Covid-19 inflames the airways and essentially drowns the lungs in fluids.

WHAT DOES THE VENTILATOR DO? It mechanically helps people breathe or breathes for them by pumping oxygen into the lungs through a tube that has been inserted down the windpipe. When it’s hooked up, the person cannot eat or talk.

In March as confirmed cases rose in New York City, Gov. Andrew Cuomo (D) said the state had 3,000 to 4,000 ventilators and had purchased about 7,000 more. When the outbreak was expected to peak, hospitals would need 30,000 more. Other governors across the political spectrum also expressed their needs for ventilators, PPE and testing supplies. Maryland Gov. Larry Hogan (R) remained outspoken: “There is a problem with supplies and ventilators.”

Ventilators “range from $25,000 for a basic model to $50,000 for a machine used in the most advanced intensive care units,” according to The Washington Post. No one knows exactly how many ventilators will be needed in a particular state or hospital, but they want to be ready and not find themselves like doctors in Italy who had to decide who would get a ventilator.

Who gets the ventilator?

A. Respond as the director of ICU in a hospital with more severe cases than ventilators

B. Respond as a confirmed covid-19 patient who needs incubation

C. Respond as family members of patients who need a ventilator

D. Respond as the governor of a state who has increasing confirmed covid-19 cases
Who should decide whether to open businesses and get people back to work or continue social distancing? The Quandry: *What people want vs. what society needs.*

The Post’s Economics Columnist Robert J. Samuelson wrote on March 30, 2020, when comparing the economic situation of the late 1970s/early 1980s to today’s lockdowns: “Doubtlessly, most Americans share the president’s [Trump] impatience and would be thrilled if new policies revived the economy and repressed the virus. But if this could be done easily, it would already have been done. The outcome could be the worst of both worlds: the economy doesn’t flourish, and the virus does.”

The decision of when to open business relies on health, economic and political factors on local, national and global stages.

On April 11, there were at least 500,000 confirmed cases of novel coronavirus in the U.S. and 18,693 deaths, second only to Italy. On April 13 at 9:43 p.m. the deaths had risen to 23,604 people. Reported cases were at 581,679.

Anthony S. Fauci, director of the National Institute of Allergy and Infectious Diseases, calm and knowledgeable, in mid-April said that “any reopening of normal life across the country would occur in a ‘gradual’ or ‘rolling’ reentry.” On CNN’s “State of the Union,” Fauci said “It is going to be depending where you are in the country, the nature of the outbreak you’ve already experienced, and the threat of an outbreak that you may not have experienced.”

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A. What would you recommend if you were the Food and Drug Administration Commissioner?

B. What would your position be if you were governor of a state with increasing confirmed cases?

C. What and who do you think should determine when businesses and schools reopen?
WHAT WOULD YOU DO? continued

Responses will vary to the scenarios. They should yield spirited discussion. For further reading on each of the scenarios and for follow-up to the published article, go to each of these articles in the e-Replica format, online and print editions.

One
• World’s poor face grave new hardships while in isolation,” by Shibani Mahtani and Regine Cabato in Hong Kong, March 29, 2020, A1, A12
• “Contagion could crush developing world: Experts fear what covid-19 will do in nations left vulnerable by marginal health care, deep poverty,” by Anthony Faiola, Sudarsn Raghavan, Max Bearak and Terrence McCoy, April 2, A1

Two
• “Tough choice for some families: Food or safety?” by Hannah Natanson, March 24, 2020, B1
• April 6, 2020: USDA issued “COVID-19 Nationwide Waiver to Allow Parents to Pick Up Meals for Children” It reads:
  “In accordance with the Families First Coronavirus Act of 2020, FNS has begun granting waivers that allow states approved for non-congregate feeding, greater flexibilities which allow parents and/or guardians to pick up meals for their children, without the student needing to be present. This waiver is in support of social distancing and minimizes the exposure of the novel coronavirus (COVID-19), it is effective immediately, and remains in effect through June 30, 2020, or until expiration of the federally declared public health emergency, whichever is earlier.”

Three
• “Staying home from church to protect public health is a Christian tradition,” by Jeffrey Rosario, April 12, 2020, Outlook
• “This year is not like all other years. Here’s how to find meaning in Passover anyway,” by five religious and community leaders, April 6, 2020

Four
• “‘We need help to make it’: The coronavirus’s toll on jobs, isolation and end-of-life choices,” March 26, 2020, Opinions, A
• Diane Garey, 70, Florence, Mass.: I’m a cancer patient with a 14-year history of excellent treatment, but drugs have stopped working for me. I’m healthy now, but have opted in my advance directives to refuse all but comfort care if I contract covid-19. No ventilator; save that for others. This is a very personal decision. Another person with my history might choose a different path, and I respect that. — ‘We need help to make it’ | Opinion, March 26, 2020

Five
• “All choices are bad, but some are worse,” by Robert J. Samuelson, March 30, 2020, A21
• “A guide to seeking small-business loans under relief bill,” by Aaron Gregg, March 31, 2020, A17
• “Reopening U.S. economy by May 1 may be unrealistic, say experts, including some within Trump Administration,” by Felicia Sonmez, Taylor Telford and Elise Viebeck, April 13, 2020

• “Virus alters Holy Week celebration worldwide, not the spirit,” by David Crary and Luis Andres Henao | AP, April 5, 2020, Health
• “Virus forces religious to improvise, isolate for holidays,” By Gary Fields | AP, March 31, 2020
• “Kansas’ high court rules for governor on religious services,” April 11, 2020
• “How a prayer meeting at a French megachurch may have led to scores of coronavirus deaths,” April 2, 2020