

Current Event Analysis Project

Lesson Overview:

Do you live in a large house, or a crowded apartment? Can your parents work from home, or did they lose their jobs this month because of the coronavirus pandemic? Or are they still commuting to work despite the possible dangers? Does your family have enough savings to last one, two or three months? Do you have the internet and a computer at home? Does someone in your family have a chronic health condition, or do you live with a grandparent or someone at higher risk? In this lesson you will look at how the answers to these questions, which are often interconnected with social class, can very much affect how people experience this pandemic differently.

I. Introductory Questions (90 minutes: 30 minutes initial and 15 minutes each day after)

How has the coronavirus affected your life — physically, socially and mentally/emotionally? How has it affected your entire family? What has been the most difficult aspect for you? **(This is personal, and you may not want to share this information. We would like you to reflect on how this pandemic affects you, your family, and your community.)**

Take your time to free write your answers to these questions before reading the articles. You should read your answers to the above questions daily, and add to it as necessary.

II. Article Summary. Do this after reading articles 1, 2, and 3. You will write 3 summaries in total. (180 Minutes: 60 minutes per summary)

Article Title: _____ Date published: _____
Author's Name _____

First Paragraph: What do you already know about the topic?

Second Paragraph (Summarize): This must be written in your own words, do not copy the article. A minimum of a 1/2 page response is required to complete this part of the assignment. Be sure to use correct and appropriate grammar, spelling, and punctuation. Remember, neatness counts.

Third Paragraph (Commentary): This is not a summary. You are stating your opinion, thoughts, and feelings about the article. A minimum of a 1/2 page response is required to complete this part of the assignment. Be sure to use correct and appropriate grammar, spelling, and punctuation. Remember, neatness counts.

4. Submit your assignment through Google Classroom when technology is back in students' hands.

III. Questions for Writing and Discussion from Articles (180 Minutes: 20 Minutes per question)

Using what you've learned from the articles, answer the questions below. Each response should be 3 to 5 sentences.

1. Choose two people whose stories were featured in the article: How are they faring during the coronavirus pandemic? How do their specific circumstances — for example, their job, housing, access to technology or child care — affect their options in caring for themselves, and those around them?

2. For those same two people, how are their circumstances similar to your own? How are they different?
3. Choose one quote from the article that made an impression on you. What is the quote, and why did you find it significant?
4. Compare how New York city is similar to the city of Rialto.
5. Quarantine is necessary to keep people safe from the virus. Explain why quarantine may not be possible for some people.
6. Being stranded on an island by yourself is like being quarantined. If you are to be stranded on an island for three weeks, what four essential items will you want to have with you? What 2 non-essential things would you like to have with you? Explain your answer.

IV. Math Component (Total Points: 100 minutes: 210)

1. Monetary Implications: points: 50 minutes: 90

Research at home, ALL the expenses (bills: electric, gas, rent, mortgage, food, etc., *there are more*) your family typically pays in a month. You do not have to get the specific amount of money for each expense (your parents may not want to share actual numbers), but it is important to at least know what they are so you can make your best estimate of how much it costs to live and afford the necessities.

Article 1: points:15 minutes: 30 Based on the Domino's delivery worker, break down how much he earns (you may need to find out how much a pizza delivery person earns per hour in New Jersey) when he can work a full week (5 Days) and when he misses one day of work, then two days of work that week. How much would he earn in a month based on those three scenarios? He gets taxed on his income, so what would be his real take home pay for those same scenarios (assume his income tax rate is 10%)?

Article 2: points:15 minutes: 30 Manhattan minimum wage : 12.50 hr
average rent: 2, 900 average weekly wage of \$3,153

1. Darlyne called off work 2 days because she couldn't find a babysitter. How do you think this affected her? Do you think she can still make enough to pay rent?
2. Do you think an individual with an average salary is able to afford health insurance?
3. Do you think more people have obtained health insurance? Why or why not? (keep in mind salaries and health insurance price)

Article 3: points:15 minutes: 30

1. Prior to quarantine, 4.3 million people rode the subway daily in New York. If ridership is down 87%, how many people are now riding the subway system daily? If the average cost for a rider is \$2.75, how much revenue is the New York Subway system losing per day?

Going further: points: 5 minutes: 30

Did coronavirus have the most claimed files?

When did we have the highest number of unemployment?

What does the grey bar represent in graph 1?

Compare the exposure of disease of a cashier and flight attendant:

What company has the most employees without paid sick leave? Why do you think this is?

Learning About Coronavirus and the Class Divide

As you read, consider how social class and personal circumstances can affect how different people are experiencing the social and economic consequences of the coronavirus pandemic.

Articles

Read the three excerpts and articles

[Click on this link to read full article](#)

Excerpt from Article 1:

"When the Mundane Becomes Heroic" focuses on one New York City block that was previously abuzz with families and people at work, but now only essential workers remain:

Issouf Mande has delivered for Domino's on an e-bike for two years. "I am scared of the virus because I'm going everywhere, opening every kind of door, going to any kind of house, meeting any kind of people," he said.

"Most deliveries I deal with the doorman or just call the person and leave it in front of the door."

Mr. Mande moved to New Jersey three years ago from Burkina Faso. He doesn't understand why Domino's is still open. "I think it's not safe," he said. "We meet so many people in deliveries. I don't see enough protection."

Benjamin Loucks has been homeless for two years. "There is no money to be made," he said. "No traffic."

Excerpt from Article 2:

"'White-Collar Quarantine' Over Virus Spotlights Class Divide" looks at how child care options, internet access and extra living space leave a gulf between rich and poor in coping with disruptions to school and work:

Until a few weeks ago, Darlyne Dagrín would drop her 22-month-old son off at a day care facility on her way to work at a nursing home in Cedar Grove, N.J. But the center has closed temporarily amid the pandemic, leaving her with no choice but to skip work when she can't find a friend or relative to care for him.

"This week I called out twice," Ms. Dagrín said Wednesday. "They called me and said: 'We won't accept no more callouts. If you call out again you're out of a job.'" She said she didn't know what she was going to do for the rest of the week.

Unlike Ms. Dagrín, Maggie Russell-Ciardi doesn't have to choose between going to work and providing child care for her young child. A nonprofit consultant in New York City

and part-time yoga teacher, Ms. Russell-Ciardi can slot work around her 3-year-old son's sleep and play schedule — even if it sometimes requires waking up in the wee hours — and simply makes do when he's awake and active.

“It's better for me to do my own practice when he's sleeping,” she said of the yoga classes she now teaches online. “But it's nice to have him growing up feeling like he's part of the yoga community even if it's now a virtual one. It's an important teaching for him.”

Excerpt from Article 3:

“They Can't Afford to Quarantine. So They Brave the Subway.” highlights the risks that many New Yorkers, including Yolanda Encación, a home health aide, face because they are not able to work from home:

The 170th Street station in the University Heights neighborhood and Burnside station in the Mount Eden area are surrounded by large Latin American and African immigrant communities where the median household income is about \$22,000 — one-third the median household income in the state, according to census data.

Many residents say they have no choice but to pile onto trains with strangers, potentially exposing themselves to the virus. Even worse, a reduction in service in response to plunging ridership has led, at times, to crowded conditions, making it impossible to maintain the social distancing that public health experts recommend.

Sitting on a bench at the 170th Street station, Ms. Encación stretched a medical mask across her face and slipped her hands into latex gloves. The risk of exposure to the coronavirus on the subway is just part of the simmering anxiety that hangs like a backdrop to her everyday life.

Going Further

The articles above use individuals' stories to paint a larger picture of how the coronavirus is affecting different segments of our society. Another way The Times is showing readers how people are experiencing the pandemic differently is through graphs.

Look at all three graphs, then answer the following questions, “[What’s Going On in This Graph?](#)” activity:

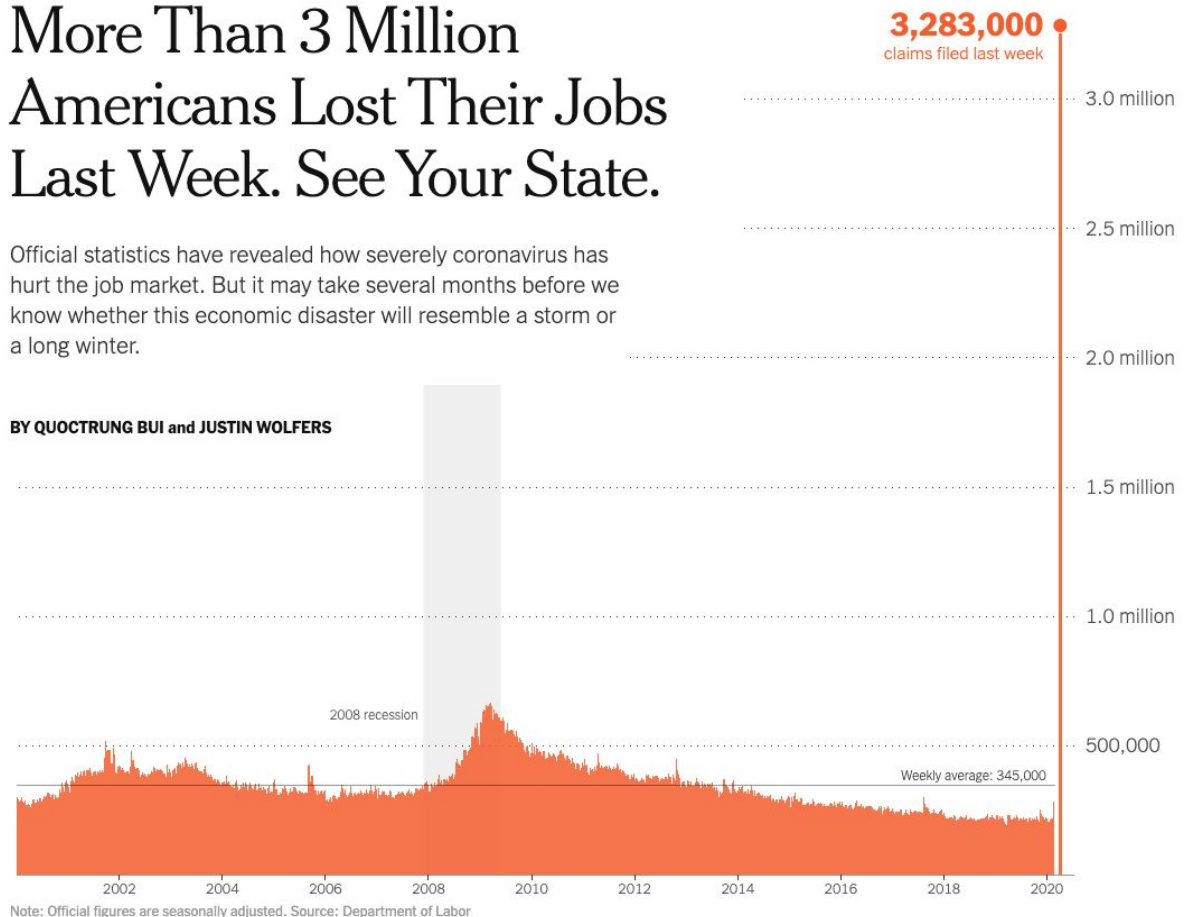
- What do you notice? *If you make a claim, tell us what you noticed that supports your claim.*
- What do you wonder? *What are you curious about that comes from what you notice in the graphs?*
- What’s going on in this graph?

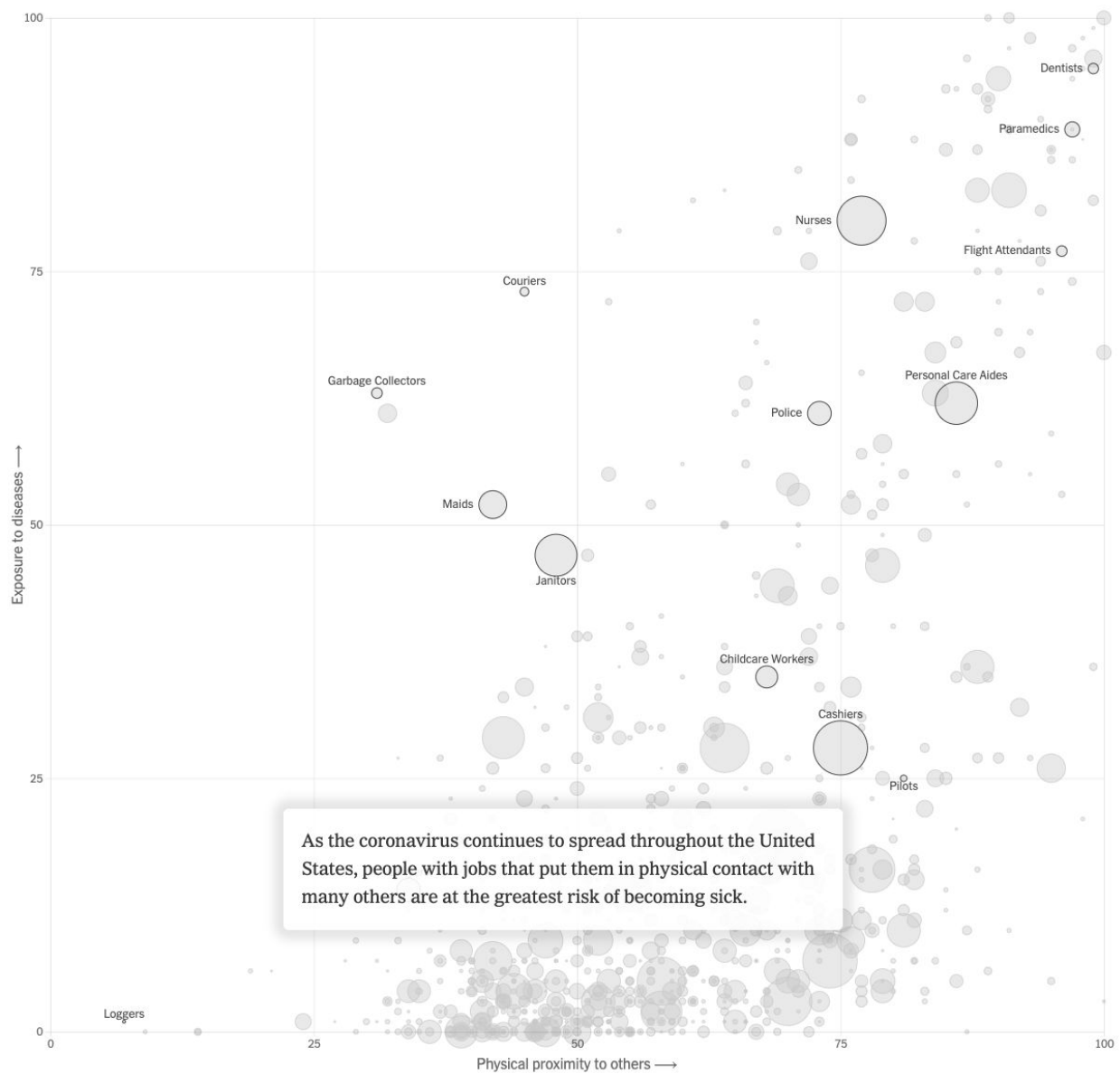
Then, explain what story this graph tells about how the pandemic is affecting people differently based on their personal circumstances.

More Than 3 Million Americans Lost Their Jobs Last Week. See Your State.

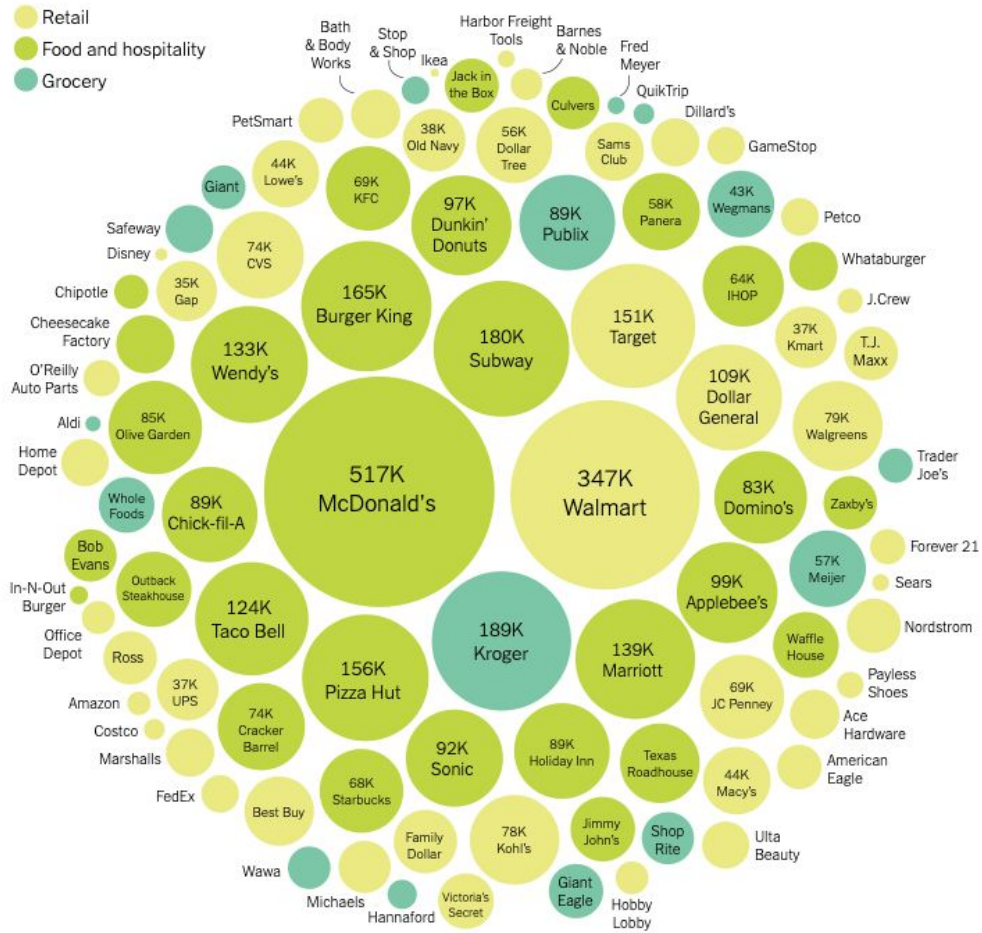
Official statistics have revealed how severely coronavirus has hurt the job market. But it may take several months before we know whether this economic disaster will resemble a storm or a long winter.

BY QUOCTRUNG BUI and JUSTIN WOLFERS





Estimated workers without paid sick leave



Notes: Based on surveys collected between February 2018 and November 2019. Walmart data from March 2019 to November 2019, following a change in its sick leave policy. Includes workers who may be legally entitled to paid sick leave, but reported that they did not believe they were able to take paid sick leave. Sources: Shift Project; Reference USA. • By The New York Times

Your current events assignment will be graded according to the following rubric:

	Proficient 5 Points	Developing 3 Points	Needs Work 1 Point
Summary	Captures and communicates all of the main points of the article in a one-page response.	Captures and communicates some of the main points, and lacks supportive information.	Captures and communicates a limited understanding of the article's main points.
Format	Identifies the title, author, and publication date of all three articles.	Identifies the title, author, and publication date of two of the three listed articles.	Identifies the title, author, and publication of one of the three listed articles.
Writing	All statements must be written in the students' own words in a one-page response. Includes textual evidence/data from each article .	All statements must be written in the students' own words. Includes textual evidence/data from two articles.	All statements must be written in the students' own words. Includes textual evidence/data from one article.
Completeness	All articles are summarized, and all questions answered in a one-page response.	Some articles are summarized, and some questions are answered.	One article is summarized, and half of the questions are answered.
Math Component	Points 80-100 All questions are answered in complete sentences. Use mathematical evidence to support claims. Numerical answers are accurate.	Points 57- 79 Some questions are answered in complete sentences. Some use of mathematical evidence to support claims are missing. Most numerical answers are accurate.	Points: 0- 56 Questions are not answered in complete sentences. Limited use of mathematical evidence. Most numerical answers are not accurate.