Civics Independent Project

Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. Each project can be completed over multiple days, and the projects can be completed in any order.

High school project packets are available for the following courses:

<table>
<thead>
<tr>
<th>English 1</th>
<th>Algebra</th>
<th>Biology</th>
<th>US History</th>
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<tbody>
<tr>
<td>English 2</td>
<td>Geometry</td>
<td>Chemistry</td>
<td>World Studies</td>
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<tr>
<td>English 3</td>
<td>Algebra 2</td>
<td>Physics</td>
<td>Civics</td>
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<td>English 4</td>
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Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

High School Civics Project: Exploring the responsibilities of democratic participants to combat the spread and threat of COVID-19

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Read  Write  Move  Design  Solve
# High School Civics Project: Exploring the responsibilities of democratic participants to combat the spread and threat of COVID-19

<table>
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<th>Estimated Time</th>
<th>~ 225 minutes spread across multiple days.</th>
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| Grade Level Standard(s) | SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.  
SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.  
SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.  
SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.  
SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights. |
| Caregiver Support Option | 1. Ask your student about the project  
2. Be one of the community participants to be interviewed/research.  
3. Connect your student with other individuals, community groups or government institutions that you know to be taking actions or making adjustments during this quarantine/crisis that the student might investigate. |
| Materials Needed | 1. Project Packet with source material, graphic organizers, and questionnaires included.  
2. Writing utensils and notebook to complete the activities in the project. **We have to save paper, so you will be using your own notebook or word processor to create digital documents (Microsoft Word or google docs)**  
3. Materials dependent on students’ chosen mode to present their research findings and take informed action |
| Question to Explore | 1. How can we participate for the well-being of our communities? |
| Student Directions | Go through the project packet in order and document your thinking in a journal. Be mindful that you will have to reflect on and explain the **thinking** you’re doing, the **decisions you make**, and the **actions you call for or take**. |
1. Begin with a notebook or word processor. Put your name and date at the top. Share with your teacher(s) if you’re using Google Docs.
2. Each day that you work on the project, create an entry in your notebook or document. Make sure that each entry has a date. You do not have to work on this project every day. **It is due 2-weeks after being assigned.** Your entries into this notebook will be:
   - Responses to prompts or questions.
   - Copying/reproducing graphic organizers for evidence collection and completing them.
   - Journal of actions taken during inquiry, action, or reporting results.
3. Progress through the activities in the packet. When there is a graphic organizer reproduce it on your own paper or in your own document.
4. When there are questions to respond to number them according to the activity and letter (ex: 1b) and respond in complete sentences.

**Activity 1: Context Setting and exploring our project topic.**

**A. Reflect on the following in your journal:**
   a. What do you already know about the Coronavirus (COVID-19) and where did you get this information?
   b. What do you already know about how individuals, communities, organizations, the government are responding to COVID-19?
   c. Review the project question to explore “How can we participate for the well-being of our communities?” and project title “Exploring the responsibilities of democratic participants to combat the spread and threat of COVID-19.” What are some of the enduring understandings you have explored in your civics class that you think might be important for consideration in this inquiry? Reflect in writing on potential connections you think will be relevant.
      i. If you can’t remember some of the enduring understandings you’ve explored in the course so far, refer to the following examples:
         1. **Power is the ability to get things done, including the ability to get others to do what you want them to do.**
         2. **In representative democracy, people delegate some of their powers to the government.**
         3. **All societies construct ways to order and govern themselves.**
         4. **Public policy has consequences and impacts all members of society regardless of who has participated in creating and shaping policy.**

   **B. Engage in preliminary secondary research |** Watch this video [https://bit.ly/2vLyq3o](https://bit.ly/2vLyq3o) and/or read Document B included in this packet (You will find this below). Then answer the following questions in your journal:
   a. What do you know about Covid-19 now that you didn’t know before?
   b. Which of the protective measures mentioned do you, your family, members of your community take? Why do you think that is?
   c. What did you learn about our social responsibility (our responsibility to protect/care for others in our society) during the Covid-19 outbreak?
d. What other information would be important to know/understand in order to answer the question for exploration: How can we participate for the well-being of our communities?

C. Engage in preliminary primary research | Interview two or more family or community members by phone, email, or social media. Focus on different ages if possible. Use the questions below, and other questions you want to ask. Write down the responses to each question. Consider making a google form to document responses and expand your research by sending a survey to many people.
   a. What do you know about the Covid-19 virus?
   b. How has the outbreak of Covid-19 impacted your life?
   c. How are you participating in addressing the spread of COVID-19? (i.e. Are you following the social distancing protective measures (6 feet apart, stay at home, no groups or gatherings))? Why or why not?
   d. How have you seen others (people, businesses, organizations, government) respond to the spread and threat of COVID-19?
   e. What does your community need most to help minimize the damage of COVID-19?

After you finish your interviews - complete the reflection below to synthesize your thinking:
   ● What do you know now that you didn’t know before?
   ● Did the responses from any of the people you interviewed surprise you? Why or why not?
   ● Did you notice any trends in their answers?

D. Based on your initial investigation in Activity 1 (your initial thinking, primary and secondary research), reflect on the following questions in your journal:
   a. List examples you uncovered in your initial investigation of ways people, organizations, and/or institutions are responding to COVID-19.
   b. Refer to Document A: 3 Kinds of Participants. If you have used this anchor concept in your civics class, reflect on it at this time. If you have not used this anchor concept in your civics class, please read it. What types of participant(s) have you seen reflected in your initial investigation of the ways people or groups are responding to COVID-19? (question D. a)? Explain.

Activity 2: Exploring how community members are participating in response to COVID-19.
In this section of your project, you will build on what you know, and explored in Activity 1. You will engage in secondary research to explore how three types of democratic stakeholders are participating in responding to COVID-19.
   A. Read the explanations of the three kinds of stakeholders you will investigate in the box below.
Definitions/Explanations:
1. **Individuals or groups of individuals**: Individuals are a single person. Groups of individuals represent when single persons come together to form a community of some kind.
2. **Non-Government Group**: Non-government groups can be businesses, clubs, athletic teams, church groups, nonprofit organizations, hospitals, etc. Other non-government groups might be unions or associations of business owners such as the Northcenter Chamber of Commerce. Chambers of Congress exist in many communities and generally aim at supporting businesses through shared marketing, events, and shared community initiatives. If, after having read this, you still are struggling to understand what a non-government group is, first ask friends, families, and peers. Then ask your teacher.
3. **Government Institutions**: Government institutions are any public entity serving the general population. Locally, examples would be Chicago Police Department, your local schools, libraries, garbage collectors, city council, and local courts. State examples would be the Illinois National Guard, Illinois State Troopers, and the IL General Assembly & State Senate. Federal examples would be the armed forces, social security administration, the House of Representatives, Senate, and various Executive branch departments.

After you read about each type of stakeholder, reflect on the initial research you did in Activity 1. Perhaps some of these groups were mentioned in your interviews or in your reflections. Generate 3 questions you’d like to know for each stakeholder about how they are responding to COVID-19.

Consider recreating this graphic organizer in your journal:

<table>
<thead>
<tr>
<th>Community Stakeholder</th>
<th>Questions I have about how they are responding to COVID-19:</th>
</tr>
</thead>
</table>
| Individuals            | 1.  
|                        | 2.  
|                        | 3.  |
| Non-government         | 1.  
| organizations (NGO's) | 2.  
|                        | 3.  |
| Government Institutions| 1.  
|                        | 2.  
|                        | 3.  |
B. Now, you will work to better understand how these democratic stakeholders (individuals, NGOs and government institutions) are responding to COVID-19. For each source included below (Documents C-H), document the following in your journal. Feel free to identify additional sources to include.

   a. List the source name, author, and date
      i. What is the author’s perspective?
      ii. Why was this written? (Who was expected to see/read it?)
      iii. Is it a reliable source for this inquiry? Why? Why not?

   b. Is this source exploring the participation/response of an individual or group of individuals, an NGO or a government institution? (Note: it could speak to more than one).

   c. Briefly describe the response or participation the source is explaining.

   d. What claims does this author or source make in regards to our question for exploration: How can we participate for the well-being of our communities?

   e. What “type of participant” is reflected in this source? Refer to document A: 3 Kinds of Participant -- Personally responsible, participatory or justice-oriented? (Again: note it could speak to more than one type of participant).

C. After reviewing all the sources, go back to the questions you generated in activity 2A. Do you have answers to all those questions from the research you’ve done? Do you have new questions that have emerged? For any questions that you do not have answers to, consider identifying an additional source to explore (i.e. newspaper, magazine, etc) or conducting primary research by interviewing family or community members. If you are still stuck on any questions, reach out to your teacher for support.

D. After having read all of the sources and reviewing your notes, reflect on the responses you are seeing each stakeholder group engage in for the well-being of the community. Assess to what degree each type of participation you are noticing seems effective/impactful and why. Use examples from your research journal above.

   a. Individuals/Groups of individuals:
   b. NGO’s:
   c. Government institutions:

E. Optional extensions:

   a. Identify a person connected to each of the stakeholder groups you are exploring (i.e. individual, NGO, government institution). Generate questions for them and conduct an interview by phone or email. (Reflect on what worked well and what you’d improve from your experience of conducting an interview in Activity 1C. Document your interview questions and the responses you gather in your journal. Reflect on how the interview enhances your thinking about ways community members can respond to COVID-19.

Activity 3: Communicating Conclusion and Taking Informed Action

In this set of activities you use the research you have done and the sources you have evaluated to communicate conclusions and take informed action in response to the question *how we can participate for the well-being of our communities*.
Part I: Communicating Conclusions | Based on what you’ve learned and the research you have done, make a claim or claims for how democratic participants can participate in the fight against the spread and threat of COVID-19. Cite 3 examples from the sources you investigated. Where possible, make connections to other learning you have done in the course (see Activity A.c. reflecting on course enduring understandings). You can do this as a short written reflection, an infographic, a visual representation -- you choose the format.

Part II: Taking Informed Action | Now, you will apply the learning you have done to take informed action for the well-being of a community to which you belong.

A. Identify the community or communities you most want to impact. Read Text 1 "What makes "A Community" included in the box below.

TEXT 1: What makes “A Community"
You belong to any number of communities as the diagram to the left shows you. But how you define your communities and which community or communities you choose for your informed action is deeply personal. Community can be defined as proximity—that is who is in the house with you, who are you close to in terms of friendship, who you attend school with, go to work with, live in the same neighborhood, city, state, or nation. But proximity is not the only thing that can create a community, another factor is fellowship. Who do you consider your fellows? Those that share the same ethnic or racial background, people in your age group, those that face or have faced similar challenges you do, those that have the same or similar job as you, or even everyone that follows an Instagram celebrity. As you move through life you will inevitably leave some communities and join others.

After reading, respond to the following question(s) in your notebook or in your digital document:
  a. Based on proximity and fellowship, describe 1 to 3 communities you belong to.
  b. Note if those communities represent/are connected to a group of individuals, an NGO or a government institution. (i.e. your family would be a group of individuals, a youth-center in your community would be an NGO, and CPS would be a government institution).
  c. EXTEND: Describe one or more of the communities you could have identified, but did not. Explain why.
B. Pick 1 of the communities you identified from your list. Members of this community will be the
audience for your informed action as you consider how you want this community to
participate and respond to the spread and threat of COVID-19. Follow these steps to organize
your awareness campaign.
   a. **Step 1:** Reflect upon what you have learned about ways to respond to the spread and
      threat of COVID-19 (Part I of Activity 3).
   b. **Step 2:** Identify WHO needs to know this information and WHY they need to know it
      (members of the community you identified above in Part B).
   c. **Step 3:** Identify WHAT you want to say and HOW you want to say it. What could you say
      to this audience to promote the type of response you want to see?
   d. **Step 4:** Next, choose the best way to reach the community you identified with the
      information you want them to know or consider. Depending on the community it
      could be: a conversation over dinner with your family; a phone call; a letter to an
      institution/government leader; a photo essay or infographic; a social media campaign;
      an Op-Ed, etc. You pick!
   e. **Step 5:** Finally, construct your MESSAGE based on the means you decided in step 4.
   f. **Step 6:** Implement your plan and make sure to document your action along the way!
      Track your outcomes if you can - how did people respond? Did anyone behave
differently based on your action?

C. After completing your action, complete a reflection by responding to the following questions
in your journal (when submitting your reflection, include any materials you created as part of
your informed action):
   a. What was your strategy for your informed action?
      i. What community did you target for your message and why?
      ii. How did you want members of this community to participate/respond to the
          spread and threat of COVID-19? What informed your thinking on that?
      iii. What type of participant (refer to 3 kinds of participant) do you want members
          of this community to practice? Why?
      iv. What means of communication did you decide would be most effective to
          reach this community? Why?
   b. What did you learn throughout this process? What did you learn about yourself and
      your community?
   c. Reflecting on all you learned during this project, how can we participate for the
      well-being of our communities?

Final extension: Connect with other CPS students working to get their communities counted by
sharing your experience, ideas and thoughts either on social media @CPSCivicLife #EngageCPS or
email us at SSCE@cps.edu.

Cross Content Connection: Does some part of your project, the questions you asked, evidence you
gathered connect to other classes you are taking? Reach out your teachers from those content
areas and see if they have feedback for your project or suggestions to deepen the impact.
*Math and Science - Document A, E; ELA - document analysis; Fine Arts - Activity 3
DOCUMENT A:

3 KINDS OF PARTICIPANTS

PERSONALLY RESPONSIBLE

Someone who...
- is responsible
- works & pays taxes
- obeys laws
- donates time or resources
- volunteers to lend a hand in times of crisis

This person might...
- vote in an election
- contribute to a food drive
- donate money to a charity or organization
- stay up-to-date on local, national, & global news from a variety of news sources

PARTICIPATORY

Someone who...
- is an active member and organizer of community efforts
- Knows how government agencies work
- Knows strategies for collective tasks

This person might...
- organize a candidate forum or distribute voter education guides
- help to organize a food drive
- create awareness about an issue and motivate others to donate to a charity or organization
- petition a news station to cover a community event

JUSTICE ORIENTED

Someone who...
- sees beyond surface causes of problems
- critically assesses social, political, and economic structures. Recognizes & addresses injustice
- knowledgeable of social movements & how to effect systemic change

This person might...
- work for voting rights and equitable access
- explore why people are hungry and work to address root causes
- meet with/speak to elected officials regarding a policy that impacts the issue
- reach out to a news media source about biased coverage

DOCUMENT B: Coronavirus Disease 2019 (Covid-19) - Center for Disease Control and Prevention

Know How it Spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
  - Between people who are in close contact with one another (within about 6 feet).
  - Through respiratory droplets produced when an infected person coughs or sneezes.
These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

**Take steps to protect yourself**

**Clean your hands often**
- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

**Avoid close contact**
- Avoid close contact with people who are sick
- Put distance between yourself and other people if COVID-19 is spreading in your community. This is especially important for people who are at higher risk of getting very sick.

**Our Responsibility to Others: Take steps to protect others**

**Stay home if you’re sick**
- Stay home if you are sick, except to get medical care. Learn what to do if you are sick.

**Cover coughs and sneezes**
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

**Wear a facemask if you are sick**
- If you are sick: You should wear a facemask when you are around other people (e.g., sharing a room or vehicle) and before you enter a healthcare provider’s office. If you are not able to wear a facemask (for example, because it causes trouble breathing), then you should do your best to cover your coughs and sneezes, and people who are caring for you should wear a facemask if they enter your room. Learn what to do if you are sick.
- If you are NOT sick: You do not need to wear a facemask unless you are caring for someone who is sick (and they are not able to wear a facemask). Facemasks may be in short supply and they should be saved for caregivers.

**Clean and disinfect**
- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them: Use detergent or soap and water prior to disinfection.
McCormick Place continued its dramatic transformation into a medical center Friday, as Gov. J.B. Pritzker unveiled the first 500 beds finished in anticipation of a possible crush of COVID-19 cases that could overwhelm Chicago-area hospitals.

The sprawling tent city, which is being called an alternate care facility, eventually will be able to hold 3,000 beds for patients, most of whom would have mild symptoms and not require intensive care. Officials described the site as a last resort that would become operational if Chicago and surrounding suburbs run out of hospital beds.

“Monumental, round-the-clock dedication got this done before we need it — preparing for saving lives in the event things become as bad as some have predicted,” Pritzker said.

It was against this backdrop that Pritzker confirmed 1,209 new COVID-19 cases and 53 more deaths. That brought the statewide total to 8,904 known infections and 210 dead — the biggest jump in both cases and deaths in one day since the outbreak began. He also recommended that residents start to wear masks on the rare times they venture outside.

Illinois has been under Pritzker’s stay-at-home order since March 21, a fortnight during which the city’s cavernous convention center was converted into a field hospital and the relationship between local elected officials and the Trump administration grew even more acrimonious. Both were on clear display Friday as Pritzker and Mayor Lori Lightfoot toured McCormick Place with a small group of reporters.

The newly finished rooms are in the convention center’s Hall C, which has been home to the Chicago Auto Show and packet pickup for the Shamrock Shuffle during better times. There are 500 individual bays with three walls and cloth doors that can be drawn for privacy.

Each spartan 10-by-10-foot room has a single cot with a gray utilitarian blanket, a folding chair and a lamp. A small bowl, earplugs, a toothbrush and several surgical-type masks have been placed on each cot. The bays also have individual call lights and electrical outlets so patients can have entertainment if they want.

Rooms set aside for a pharmacy, laundry machines, medical supplies, medical gas canister storage and housekeeping also have been built.

“This is nobody’s ideal, obviously, for where they would like to convalesce in a hall like this, but this is an emergency so we’ve tried to make this so they could be as comfortable as possible,” said Dr. Christina Bratis, the site’s clinical chief of staff.

Another group of 500 beds should be available next week, with 1,250 more by April 20. The final 750 acute-care beds are expected to be in place by the end of next month.
“This is the product of all of us working together,” Lightfoot said. “The size, the speed and the scope is unlike anything else in the country. Construction has been going on 24/7, and we put up this first phase in a matter of days, which is probably unheard of.”

Pritzker acknowledged the facility may never be used. In fact, he hopes it isn’t.

“That’s honestly what we are praying for,” he said. “If no patient ends up at McCormick Place, then we will have done our job, people will have stayed at home, and they will have done what they needed to do to bend this curve.”

The 500 new beds will be overseen by 14 nursing stations. Officials say they have enough medical personnel to staff the first phase, with nearly 140 people already contracted. The lakefront facility will be run by Dr. Nick Turkal, the former CEO of Advocate Aurora Health Care.

The site’s staff will be protected by an executive order that shields hospitals, health care workers and volunteers from lawsuits when they’re assisting with the state’s efforts to combat the new coronavirus.

Pritzker said Friday that he signed the order because the state has had to grant licensing waivers to people who are returning to the health care profession or who are in the final months of nursing or medical schools. Hospitals may be reluctant to hire these workers because they fear being sued if something goes wrong, a concern the governor said he wanted to eliminate because the state is going to need the extra help.

“Let me be clear, we are in an emergency,” Pritzker said. “We’re bringing all these people in so we want to make sure they know and the hospital administrators know ... they can use these personnel and they must use these personnel in order to deal with the onslaught of patients that are coming.”

The Metropolitan Pier and Exposition Authority, the agency that runs McCormick Place, has been authorized to spend up to $13 million on construction, which is being done by 400 workers representing the U.S. Army Corps of Engineers, the Illinois National Guard and local contractors. Per the convention center’s ironclad labor agreements, any construction work not done by military or government employees will be handled by union workers.

The overhaul will be paid for in part by $15 million in federal funding from FEMA to support the Army Corps of Engineers’ project. Under the terms of the lease, McPier will allow its North and South buildings to be used for free, though the Illinois Emergency Management Agency will be billed for any additional services it requires, according to McPier spokeswoman Cynthia McCafferty.

Officials have warned that if members of the public choose not to follow the governor’s stay-at-home order, there could be more than 40,000 hospitalizations in Chicago — a number that would break the health system. As of Friday, Illinois had 12,326 hospital beds free out of a total of 31,166 in the system, according to the Illinois Department of Public Health.

Currently, 50% of occupied ICU beds are being used by COVID-19 patients, health officials said. Coronavirus patients also make up 66% of the ventilators being used across the state and 26% of the state’s total number of ventilators.
Illinois Gov. JB Pritzker is calling on residents to not hoard food but also help others in need as the state grapples with social distancing amid COVID-19. "Please do not hoard food. Buy what you need, but please be reasonable. Think of your friends and your neighbors. There is enough food to go around, but we need people to not be selfish," Pritzker said during his daily press conference on Sunday. The governor also encouraged healthy individuals, who are eligible, to donate blood and platelets with the American Red Cross as soon as possible. "A blood shortage could impact patients who need surgery, victims of car accidents and other emergencies, or patients suffering from cancer," Pritzker said."One of the most important things that you can do, to ensure that we don't have another health care crisis on top of the coronavirus, is to give blood."

Donating blood is one of a number of ways people in the Chicago area can help as the region grapples with the spread of the coronavirus. The Greater Chicago Food Depository said it is in touch with state and city officials to coordinate a response to provide food for families affected by school closings. On Saturday, volunteers in its warehouse packed thousands of emergency food boxes in preparation. "We know the economic impact of COVID-19 will dramatically increase the need for food assistance across our community. The Food Depository is actively preparing to meet this demand, but we need your help," the food bank said Sunday, in an email asking for donations. The Food Depository buys food at cost so the money helps them more than food donations. To volunteer, go to https://www.chicagosfoodbank.org/volunteer/ and check out the calendar for availability. To find the food pantry nearest you, visit www.chicagosfoodbank.org/find-food.

Mission of Our Lady of the Angels is also taking food donations. The mission provides food to about 1,000 families each month. The mission is asking individuals to call before dropping off food donations in person at its West Side location. People can also buy food for the mission's pantry on the Amazon wish list. My Block My Hood My City has launched a campaign to receive and distribute donations of hand sanitizers, health supplements, toiletries, and food to Chicago's elderly. Individuals can offer donations and seniors can request assistance by visiting the group's website. On Monday, United Way of Metro Chicago, Chicago Community Trust and the City of Chicago are launching a Chicago COVID Response Fund.

It's not just big institutions stepping up to help. Chicago-based activist Kelly Hayes created a "Chicago COVID-19 Mutual Aid Volunteer Sign-up" google document. She is sending names of people looking for volunteer opportunities to Chicago groups.

Brave Space Alliance, a South Side-based LGBTQ organization, has new online and mutual aid programming in response to COVID-19. It will have an online drop-in center to continue programming and a crisis pantry to deliver food and supplies. The food pantry will prioritize people who are sick, disabled, quarantined without pay, elderly, undocumented, black, brown or indigenous people. Anyone interested in volunteering can fill out this form.

This list is circulating with names of available childcare workers in Chicago. People who need pet
assistance can get help from Rescue Chicago. Artists and performers are struggling as shows are shut down. This independent group of artists has created a Chicago Artists Relief Fund to help those suffering from financial instability. Similarly, there is a Chicago Hospitality Employee Relief Guide with several links for individuals to contribute to employee funds and to purchase online gift cards.

**DOCUMENT E - Flattening the Coronavirus Curve - New York Times**

In this image, protective measures include social distancing, closure of schools, stay at home orders by Governors, closing of restaurants by Governors, Mayors and local elected officials, etc.

![Flattening the Coronavirus Curve Graph](Image)

**DOCUMENT F - “Michele Clark students launch podcast to stay connected, informed during coronavirus shutdown” - Austin Talks, March 24, 2020**

A new podcast started by West Side high schoolers aims to connect — and inform — Chicago Public Schools students stuck at home during the COVID-19 crisis. As the public health crisis escalated last week, students at Michele Clark Academic Prep Magnet High School, 5101 W. Harrison St., decided to produce a podcast focused on keeping students connected and managing their stress during these uncertain times. “I’m really excited because it is student led,” said Principal Charles Anderson. “What was great about it is that it was students having conversations with each other, coming from their peers, which would be really powerful.” The production came together quickly — just days before the district was shut down by Gov. JB Pritzker.

The podcast currently has four 10-minute episodes featuring students talking frankly about how they plan to deal with the social isolation and about how their lives have been impacted so far. “This time out of school, I could spend it with my family,” said sophomore Elijah on the podcast. “Do a lot of family work together, so I’ll take our mind off the virus or whatever. And do a lot of school work, too.” Episodes of the series also included conversations with counselors, social workers, teachers and parents about their reactions to the school shutdown.

Teachers talked about how they would help keep their students on track by putting assignments
online and giving writing prompts for students to do each day. A key concern for some of the teachers was that the break from school would deprive young people of much-needed structure and routine in their lives. “Please try and keep some type of schedule,” teacher Melissa Hughes said. “I know not everybody is going to bed at 9 p.m. and waking up at 6 a.m. But try and keep some type of schedule because when you come back, it’s going to be hard ... to readjust.”

Since the pandemic has caused major disruptions in the lives of students and has sparked economic hardship and instability among many families, one episode of the podcast is devoted to helping young people maintain their mental health and process their emotions. The episode on mindfulness meditation featured the school’s social worker Amy Philips. “The temptation could be there to just use that time in ways that wouldn’t necessarily be the most productive for taking care of our brains and our mental health,” Phillips said. Phillips suggested that rather than just waiting for school to start again, students could use the extra free time as an opportunity to do the important internal work of paying closer attention to their thoughts and feelings.

One exercise that Phillips recommended involved just looking out the window and mindfully noticing all the different things that can be observed. Phillips said this activity helps young people to be present in their bodies and reflect on how their bodies experience different senses like sight and sound. With the coronavirus triggering widespread anxiety among people, Phillips said it is important to do activities that slow the mind down and help with relaxation.

**DOCUMENT G: Excerpt of President Trump Signs $2 Trillion Coronavirus Rescue Package Into Law**

Claudia Grisales, Kelsey Snell, Susan Davis, NPR Digital Media, March 27, 2020

President Trump signed a historic $2 trillion economic recovery package into law Friday afternoon, shortly after the House of Representatives approved the bill.

The package will offer relief to state and local governments, individuals, small and large businesses, and hospitals affected by the coronavirus crisis.

The bipartisan legislation, known as the CARES Act, is the third aid package from Congress this month to address the growing pandemic.

This relief package includes direct payments to Americans, an aggressive expansion of unemployment insurance and billions in business loans and aid to hospitals.

**What’s in the bill**

The bill marks the largest rescue package in American history and a major bipartisan victory for Congress. In the recent days, it was the result of arduous negotiations between Senate Minority Leader Chuck Schumer and Treasury Secretary Steven Mnuchin.

Senate Majority Leader Mitch McConnell had introduced legislation last week, setting off a new wave of talks with Schumer, Mnuchin, Pelosi and McCarthy.
Trump had previously urged quick House approval for the plan and, on Thursday, congratulated the Senate for its efforts.

"I’m profoundly grateful that both parties came together to provide relief for American workers and families in this hour of need," Trump told reporters Thursday evening.

Among the key provisions in the bill:

The plan includes $300 billion in direct payments to Americans of $1,200 or less, per person, depending on income level. Families could also receive payments of $500 per child.

It also includes $260 billion to aggressively scale up the unemployment insurance program, expanding coverage to four months and raise the weekly benefit by $600. It would also cover nontraditional workers, including the self-employed, freelancers and those working in the gig economy.

Another large share of the measure includes an estimated $500 billion in loans and other money for major industries, such as airlines. That provision comes with strings attached, banning use of the funds toward stock buybacks, CEO pay boosts and other requirements.

It also provides $100 billion to hospitals responding to the coronavirus to boost equipment and treatment.

**DOCUMENT H:** Civil Rights Groups Sue For Immediate Release Of Illinois Inmates At Risk From COVID-19
Shannon Heffernan, April 2, 2020

Civil rights groups are suing the state of Illinois in an attempt to force the immediate release of vulnerable prisoners as COVID-19 spreads behind bars. A COVID-19 outbreak at Stateville prison southwest of Chicago has already led to one death, over a dozen hospitalizations and several men on ventilators.

"Stateville’s reality might have been avoided if the governor and [the Illinois Department of Corrections] had acted with the urgency and scope required to mitigate the oncoming harm," the lawsuit reads. “Instead, IDOC has continued to house thousands of elderly, disabled, and medically vulnerable prisoners who could be released, many of whom are approaching their release dates and have homes in which they could more safely quarantine.”

Prisons are vulnerable to the spread of COVID-19 because close quarters make social distancing nearly impossible and access to hygiene supplies can be difficult.

The lawsuit was filed by groups including Uptown People’s Law Center, Equip for Equality, the MacArthur Justice Center and the law firm of Loevy and Loevy.

Illinois Gov. JB Pritzker’s office did not immediately respond to a request for comment, but Pritzker has said in press conferences that the state is taking action to stop the spread of COVID-19 behind bars.
Pritzker has said in press conferences that the state has been reviewing cases of low-level offenders in prison and released at least 300, but has been scant on details about how the review process works and what criteria is being used. Advocates argue much more could be done, quickly.

The lawsuit calls for a range of prisoners to be put on medical furlough or transferred to home detention, including those who are medically vulnerable because of illnesses and people 55 years and older. They must have less than one year remaining on their sentence and be eligible for home detention.

One of the named plaintiffs is William Richard, a 66 year-old prisoner at Dixon Correctional who currently shares a 12-foot by 7-foot cell with three other prisoners, making social distancing impossible according to the lawsuit.

"With only a few months left to serve on his sentence, plaintiff William Richard's life is on the line. With chronic respiratory problems and a serious heart condition, the 66 year old needs to be released now so that he can safely quarantine at his family home," said Amanda Antholt, a lawyer with Equip for Equality.

Beyond the health of prisoners, the lawsuit raises concerns for prison staff and the surrounding communities. The lawsuit quotes a doctor from Amita St. Joseph’s Medical Center in southwest suburban Joliet who said the hospital was overwhelmed with over a dozen cases of Stateville prisoners needing COVID 19 care, including some on ventilators.

The lawsuit said to avoid similar situations across the state, Illinois must act now.