

# WHAT IN THE WORLD?



LEVEL 1 (GRADES 5 AND UP)

Pope Francis  
Apologizes

Elon Musk and  
Twitter

The Russia-  
Ukraine War

Carbon  
Capture

2021/2022: ISSUE 8



LesPlan

A monthly current events resource for Canadian classrooms

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# WHAT IN THE WORLD

## WHAT IN THE WORLD?

Level 1, 2021/2022: Issue 8

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### HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

*We welcome your comments and appreciate your suggestions. Please contact us at any time.*

## MISSION STATEMENT

LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

*K. Camelon, Grade 7/8 teacher*

*Admaston, ON*

## PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at:

[www.lesplan.com/en/subscribers](http://www.lesplan.com/en/subscribers)

## SUGGESTED APPROACH

**WHAT IN THE WORLD?** now offers even more flexibility to teachers and students while meeting key curriculum outcomes and utilizing best practice. In response to the need for students to develop 21st Century skills, the topics, themes, or big ideas of selected articles or the issues arising from them as well as the accompanying activities address many of the following competencies:

- Communication
- Collaboration
- Critical and Reflective Thinking
- Creative Thinking
- Personal and Social Responsibility (Citizenship and Character Education)
- Historical Thinking Concepts

Each article is accompanied by **Before** and **After** reading activities, appropriate to the topic or competencies embedded in the article:

<b>Before Reading Activities</b>	set the context and purpose for reading
<b>After Reading Activities</b>	help students consolidate, extend, and transform their thinking

After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher's goals and the needs and interests of the class.

Literacy	Inquiry	Media Literacy
<ul style="list-style-type: none"> <li>• comprehension questions</li> <li>• focused reading or notemaking strategy and accompanying organizer</li> </ul>	<ul style="list-style-type: none"> <li>• online exploration</li> <li>• critical thinking questions</li> <li>• self-directed inquiry project</li> </ul>	<ul style="list-style-type: none"> <li>• analyzing visuals (e.g., news photos, editorial cartoons, infographics, maps)</li> <li>• evaluating sources</li> </ul>

To allow for further differentiation, **WHAT IN THE WORLD?** is available in two levels to meet students' varied reading abilities.

A Word file for each issue is also provided online, so teachers can quickly and easily modify articles and/or assignments as required.

*Note:* To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 54) to be useful for providing students with formative, strength-based feedback, and/or assessing students' responses holistically.

## DID YOU KNOW?

Our PDFs work seamlessly with assistive reading technology, and the Word version of this document can be uploaded to Google Classroom and many other online platforms.



NATIONAL

# A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

## BEFORE READING

*Please note:* This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 52-53) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about <i>Pope Francis's apology to survivors of Canada's Residential Schools and their families</i>. Please note that the article details and the supporting resources are difficult and touch on <i>the forced removal of Indigenous children from their homes to be educated, converted, and integrated into mainstream Canadian society in these schools that were largely run by the Catholic Church</i>. The article also discusses the <i>physical, emotional, and sexual abuse that many of these children suffered at the hands of those who were supposed to care for them</i>. There are details of the <i>updated numbers of unmarked graves that have been discovered on the grounds of some of these sites, believed to be children who were students at the schools</i>. It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.</p>	<ul style="list-style-type: none"> <li>• On April 1, 2022, Pope Francis delivered an emotional apology on behalf of the Catholic Church for its role in running Canada's Indian Residential Schools.</li> <li>• 30 First Nations, Inuit, and Métis representatives travelled to the Vatican to meet with the Pope and to hear his apology.</li> <li>• For over a century, starting in the 1880s, more than 150,000 Indigenous children were removed from their homes and sent to these schools.</li> <li>• The goal was to assimilate these children into mainstream Canadian society. Some have called this government policy a colonial world view, an historical injustice, and cultural genocide.</li> <li>• Many children suffered abuse at the hands of their caretakers and many died. The remains of more than a thousand people, mostly children, have been discovered in unmarked graves.</li> <li>• Some Indigenous people were moved by the apology; many believe that financial compensation is also required to right the wrongs of the past and to support the children who have also been traumatized by their parents' experiences.</li> </ul>	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> <li>• understand the aim of Canada's Indian Residential Schools and the role of the Catholic Church in running them;</li> <li>• explain the dark legacy of these schools and how we are still learning, more than a century later, the injustices that were suffered by Indigenous children and their families;</li> <li>• understand the importance of Pope Francis's apology on behalf of the Catholic Church;</li> <li>• understand that reactions to this apology are different and may reflect individual perspectives;</li> <li>• explain the ways in which the Canadian government has committed to supporting this healing process with Indigenous survivors and their families;</li> <li>• consider the importance of culture, family, respect, truth, and reconciliation.</li> </ul>



NATIONAL

# A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

## BEFORE READING

1. Ask students what they know about the Pope. Have them share ideas in small groups.
2. Invite students to share these ideas as a class. (e.g., The Pope is the head of the Catholic Church; he lives at the Vatican in Italy; the current Pope is named Pope Francis; he is from Argentina; etc.)
3. Write the main title of the article, "A Pontiff's Heartfelt Apology", on the board, and share with students that "pontiff" is another name for the Pope.
4. Ask students what they think the Pope might be apologizing for and have them popcorn out ideas as a group. (e.g., Something that he said; something that a member/members of the Catholic Church did or said; etc.)
5. Share the subtitle "Pope Francis Expresses Shame Over Canada's Residential Schools". Ask students what they know about Canada's Residential Schools and why the Pope might express "shame" in his apology. (e.g., The discovery of unmarked graves; taking Indigenous children away from their parents; etc.)
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



NATIONAL

# A PONTIFF'S HEARTFELT APOLOGY

— POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS



It was a moment Indigenous Peoples in Canada had waited on for decades. On April 1, Pope Francis delivered an emotional apology on behalf of the Catholic Church. He said he was sorry for the Church's role in running Canada's Indian Residential Schools.

The apology came after a series of groundbreaking meetings at the **Vatican**. Thirty First Nations, Inuit, and Métis representatives attended the meetings. The group had travelled to Italy from Canada for an audience with the world's highest-ranking Catholic clergyman.

## OUR DARK HISTORY

Pope Francis's apology addresses a dark time in Canada's history. Beginning in the 1880s, more than 150,000 Indigenous children were taken from their homes. They were sent to government-funded Residential Schools. The last such school, outside Regina, closed its doors less than 30 years ago, in 1996.

The 1930s was the height of the Residential School era. In those days there were 80 of these facilities operating in Canada. More than 60 percent were run by the Catholic Church.

The aim of the schools was to educate, **convert**, and **integrate** Indigenous children. The goal was to make them part of mainstream Canadian society.

According to the thinking of the day, First Nations, Inuit, and Métis children would **assimilate** once removed from their parents and community. They were kept in schools for most of the year.

This government policy was based on a **colonial** world view. This view assumed that Euro-Canadian society and Christian religions were superior to Indigenous cultures. Only now has Canada finally admitted the wrong. This treatment of Indigenous children was a historical injustice. Some even call it cultural **genocide**.

## SCHOOLS? OR PRISONS?

The schools were like prisons. Students were physically and emotionally bullied and abused.

## DEFINITIONS

**ASSIMILATE:** to become part of a group, society, etc., or to make someone or something become part of a group, society

**COLONIALISM:** the practice by which a powerful country controls another country or other countries

**CONVERT:** to change to a new religion, belief, etc., or to make someone do this

**GENOCIDE:** the intentional killing of a large group of people who belong to a particular race or country

**INTEGRATE:** to become part of a group or society, or to help someone do this

**VATICAN:** the main offices of the Catholic Church in Rome, including the building where the Pope lives



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They were punished if they spoke their own languages. When they came home, they often found they didn't fit in.

The schools were crowded, dirty, and cold. Thousands of children died of smallpox, measles, flu, and tuberculosis. To this day nobody knows how many.

Their treatment in death was frequently just as **callous** as their treatment in life. In recent months, there has been a horrible discovery. The remains of more than 1000 people have been found in unmarked graves. Nearly all were children. The graves are on the grounds of former Residential Schools. Investigators fear many more such graves will be located.

## 'SHAME AND SORROW'

Pope Francis asked God and those who survived the schools to accept his apology.

"I feel... sorrow and shame for the role that... Catholics... have had in all these things," he said. "[They] wounded you. [I regret] abuses you suffered and the lack of respect shown for your identity, your culture, and even your spiritual values.

"I ask for God's forgiveness. I say to you with all my heart, I am very sorry."

## A STEP FORWARD

The Catholic Church had already apologized for its role in Residential Schools. However, this statement came from the Pope himself. That was seen as a big part of the healing process.

Delegate Gerald Antoine, chief of the Dene Nation, said the apology gave him hope.

"Today is a day that we've been waiting for and certainly one that will be uplifted in our history," he said.

Natan Obed led the Inuit delegation. He also said the Pope's apology was a step forward.

"Today we have a piece of the puzzle," he said. "We have a heartfelt expression from the church delivered by the Pope."

The **pontiff** will apologize directly to the larger Indigenous community in Canada in July. He will visit Edmonton, Quebec City, and Iqaluit.

## BUT IS IT ENOUGH?

Pope Francis's words were welcomed. Still, some also stressed that talk alone can't undo the harm that survivors have suffered. They want the Church to direct funding to services for children and grandchildren of Residential School survivors. They say these kids were badly **traumatized** by their families' experiences.

In 2006, the Catholic Church agreed to set up a \$79-million foundation. It was to provide addiction and mental health programs, job training, and language preservation for survivors. However, tens of millions of the promised sum have yet to be paid, Indigenous authorities say. Bishops are now trying to raise \$30 million over the next five years for the cause.

Some say it's too little, too late. Still, Jennifer Wood believes things are moving in the right direction – and the pontiff's apology helps. She and four siblings suffered through their time in Residential Schools.

"When I heard the words from the Pope I was very relieved," she said. "I almost let out a big breath. It would've really hurt if the apology didn't happen." ★

## DEFINITIONS

**CALLOUS:** unkind, cruel, and without sympathy or feeling for other people

**PONTIFF:** another word for Pope

**TRAUMATIZE:** to shock and upset someone severely and for a long time



NATIONAL

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## COMPREHENSION QUESTIONS

1. When were Residential Schools first established in Canada?

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2. How many were open in the 1930s? When did the last Residential School close?

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3. How many students attended? Which religious organization ran the majority of these schools?

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4. Why were these schools set up? Explain.

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5. Describe the conditions in these schools and the treatment of the Indigenous children who attended.

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6. What happened to many children who became sick?

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7. Name the leader of the Catholic Church.

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8. Where is the headquarters of this world-wide religion located?

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9. Describe what happened at the Vatican on April 1, 2022.

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10. What does the Pope plan to do in July?

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NATIONAL

# A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

## QUESTIONS FOR FURTHER THOUGHT

1. The article quotes Gerald Antoine, chief of the Dene Nation: "*The Pope's apology gave [me] the kind of hope that a hunter experiences when seeing fresh moose tracks in the snow.*" As you see it, what did Gerald Antoine mean by this comparison? Explain.

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2. Not all of the Indian Residential Schools in Canada were run by the Catholic Church. Nearly three dozen of them were run by the Anglican Church. Recently, the Archbishop of Canterbury, the head of the Anglican Church, travelled to Saskatchewan to meet with Residential School survivors and their families, and to offer them a similar apology for the trauma they endured: <https://globalnews.ca/news/8800404/archbishop-of-canterbury-residential-schools-apology/>

As you see it, how might these apologies impact Residential School survivors? How might they impact both the Catholic and Anglican Churches? Give examples to explain your thinking.

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NATIONAL

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## QUESTIONS FOR ONLINE EXPLORATION

*Note:* The links below are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.

1. Learn more about the Pope's historic meeting with Indigenous leaders at the Vatican:

<https://www.cbc.ca/player/play/2019033155895> [3:15]

<https://www.cbc.ca/news/politics/pope-francis-responds-indigenous-delegations-final-meeting-1.6404344>

<https://www.cbc.ca/kidsnews/post/i-am-very-sorry-pope-apologizes-for-abuses-at-residential-schools/>

What new information did you learn?

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2. Listen to or read the details of the Pope's full apology:

<https://www.cbc.ca/player/play/2018744899957> [13:41]

<https://www.cbc.ca/news/world/francis-apology-full-text-1.6404953>

<https://www.cbc.ca/player/play/2018789443724> [19:46] Podcast

As you see, what is the importance of the Pope's apology? Explain.

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3. View photos from the apology ceremony:

<https://www.cbc.ca/news/canada/pope-francis-apologizes-to-indigenous-delegates-1.6405388>

Respond to these photos. What do you notice? What feelings do the photos evoke and what thoughts do they provoke? Explain.

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4. The organization "Reconciliation Education" has developed a learning module entitled "The 4 Seasons of Reconciliation" for educators of different levels. There is a module specifically on Residential Schools that may be helpful: <https://www.reconciliationeducation.ca/>

5. Visit the National Centre for Truth and Reconciliation website: <https://nctr.ca/records/reports>

6. View a timeline of Residential Schools in Canada:

<https://www.yout-ube.com/watch?v=VFgNI1lfeoA> [5:39]

7. Learn more about Orange Shirt Day and why it is important to honour the Indigenous children who were sent away to Residential Schools: <https://www.orangeshirtday.org/>



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Photographs are useful sources of information. Learning to “read the clues” in photographs can help us learn about historical or contemporary events, time periods or people. The “5W” questions (Who, What, Where, When and Why) is a technique used by reporters when investigating an event – and may be helpful in interpreting a photograph. Each of the 5W questions can help us focus on **clues** (*hints or pieces of information that help us find out something*) or evidence in the picture. We can then use these clues to help us draw **conclusions** (*answers or ideas that we think of because of a clue*) about what is happening in a photograph.

Consider the picture below:



(Photograph by Alessia Giuliani / Catholic Press Photo)



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1. Use the chart below to help you interpret what is happening in the photograph. Record as much evidence as you can for each question.

	Clues <i>(what you see in the picture)</i>	Conclusions <i>(what you think about what you see)</i>
<b>Who is in the photograph?</b>		
<b>What are the people doing?</b>		
<b>Where is the action taking place?</b>		
<b>When did the action in the photograph take place?</b>		
<b>Why is the action happening?</b>		

2. **Write a caption:** Develop a complete and believable explanation (or caption) for the photograph. A good explanation answers all of the 5W questions, is supported with evidence, and leaves no doubts about the conclusions.

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NATIONAL

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## PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

\_\_\_\_\_ 1. How many Indigenous children attended Residential Schools in Canada?

- a) 65,000
- b) 110,000
- c) 150,000
- d) 375,000

\_\_\_\_\_ 2. Which country is the Vatican located in?

- a) United States
- b) Israel
- c) France
- d) Italy

\_\_\_\_\_ 3. Who recently traveled from Canada to visit the Pope?

- a) Catholic bishops
- b) 30 Indigenous representatives from Canada
- c) the RCMP Commissioner
- d) Volodymyr Zelensky and Justin Trudeau

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

\_\_\_\_\_ 4. **True or False?** The last Residential School in Canada closed in 1931.

\_\_\_\_\_

\_\_\_\_\_ 5. **True or False?** Pontiff is another name for the Pope.

\_\_\_\_\_

\_\_\_\_\_ 6. **True or False?** The Pope plans to visit Canada in July.

\_\_\_\_\_

C. Fill in the blanks to complete each sentence.

7. The poor treatment of children in Residential Schools has been called

\_\_\_\_\_ genocide.

8. Over half of Canada's Residential Schools were run by the \_\_\_\_\_ Church.

9. The purpose of Residential Schools was to \_\_\_\_\_ Indigenous children into Canadian society.

D. Respond to the following question in paragraph form. *(Use a separate sheet of paper if necessary.)*

10. As you see it, what is the significance of the Pope's apology to Residential School survivors? Give reasons to support your response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## BEFORE READING

1. Provide each student with 5 stickie notes.
2. Write the name "**Elon Musk**" on the board.
3. Have each student individually write 5 ideas, one per note, that come to mind when they hear the name "Elon Musk". (e.g., Tesla, SpaceX, Twitter, Mars exploration, rich, etc.)
4. In small groups, have students share their ideas, stacking the ones that are similar.
5. Share these ideas as a class, combining similar ideas together.
6. Share the title of the article with the class, reviewing the meaning of 'controversial' and how the information in the article might reflect this characterization.
7. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?



*“Some people use their hair to express themselves, I use Twitter.”* That’s what Elon Musk tweeted in 2019 about the popular news and opinion forum.

Twitter attracts some 217 million daily users around the globe. Mr. Musk, who has 80 million Twitter followers, is one of them. In fact, he enjoys expressing himself so much on Twitter that he has now offered to buy it.

## A BIG SHOPPING SPREE

The **entrepreneur’s** quest to snap up the social media platform began in April. First, he bought enough Twitter **stock** to give him a 9.2 percent stake in the firm. That made him its largest **shareholder**. He followed that up with a pitch to buy Twitter outright for a cool \$44 billion

(U.S.). It was an offer that the company couldn’t refuse.

It will take about six months for the deal to be finalized. Until then, Twitter is a public company. That means anyone can buy shares in the firm. If the sale goes through, however, Mr. Musk plans take Twitter off the **stock market**.

He organized loans to secure the deal very quickly. That surprised some industry-watchers. Others? Not so much. After all, Mr. Musk is the richest man in the world. He has an estimated **net worth** of nearly \$274 billion (U.S.). He is personally wealthier than 165 out of 211 nations in the world!

## A TROUBLING TAKEOVER

Mr. Musk’s potential takeover of Twitter has earned mixed reviews. Some analysts see the social media platform as a place that supports **impulsive** and toxic exchanges between users. Women, people of colour, and other minorities have been especially targeted.

Politicians and regulators have been pressuring Twitter to do a better job of restricting hateful material or misinformation. In response, Twitter has taken some action to limit this conduct. It even banned former U.S. president Donald Trump for tweets that appeared to incite violence. Mr. Trump was one of Twitter’s most powerful users.

Under Mr. Musk’s leadership, Twitter nastiness could get

## DEFINITIONS

**ENTREPRENEUR:** someone who starts their own business, especially when this involves risks

**IMPULSIVE:** acting suddenly without thinking carefully about what might happen because of what you are doing

**NET WORTH:** the value of the assets and money that a person or business has, after their debts are taken away

**SHAREHOLDER:** an owner of shares in a company or business

**STOCK:** a part of a company that can be bought or sold

**STOCK MARKET:** the place where stocks and shares in companies are bought and sold



INTERNATIONAL

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worse, some worry. They say he himself has posted several disturbing comments on the site.

“His tweets are often crude, juvenile, and **misogynistic**,” wrote one journalist.

What’s more, in taking the company private, Mr. Musk is removing another check against bad behavior on the platform. The reason? Public companies must be more cautious about how they are seen. Anything that makes them look foolish or tasteless can cause the price of stocks to fall. Then, the value of the company suffers. Private firms don’t have this concern.

## A FREE SPEECH FORUM?

Mr. Musk and his supporters say these fears are overblown. They maintain that the new Twitter owner simply wants to make the platform a safe place for honest debate and differing opinions.

“I hope that even my worst critics remain on Twitter,” Mr. Musk declared. “That is what free speech means. Free speech is the **bedrock** of a functioning democracy. Twitter is the digital town square where matters vital to the future of humanity are debated.”

## WHO IS ELON MUSK?

Inventor and engineer Elon Musk is 50 years old. He was born in South Africa. Lonely and bullied in school, he found comfort in learning about computers and programming. His mother is Canadian and he came to Canada on his own at age 17 to attend Queens University in Kingston. After two years, he moved to the U.S. There, he earned degrees in economics and physics at the University of Pennsylvania. He was a Ph.D. student in physics at Stanford University.

Mr. Musk made his fortune on two Internet companies. They are Zip2 (city guide software for newspapers) and PayPal (an online payment system). Known to be **eccentric**, he has also often shown interest in tackling some of the biggest challenges facing humanity. For example, he was an early supporter of electric vehicles. He saw them as a means of reducing our reliance on fossil fuels. So in 2004, he invested heavily in Tesla, an electric car company that he now runs.

He is fascinated by space. The rocket company he started, SpaceX, has ferried private citizens and supplies to the International Space Station. He hopes to someday send a manned flight to Mars.

## CHANGES IN THE OFFING

To be sure, some of his planned changes are getting positive reviews. For example, Mr. Musk pledges to remove spam bots from the platform. Spam bots are computer-generated. They often produce **provocative** tweets that humans appear to have written.

He adds that he will build more trust in Twitter by making its **algorithms** available to anyone who wants to examine them. He may also increase the 280-character limit that Twitter

imposes on posts, and could allow tweets to be edited after publication. Finally, Twitter now makes money through ads. He may switch to charging some users for subscriptions.

Everyone is curious to see how else Mr. Musk may reshape this influential and disturbing medium. Some are hopeful.

“[Mr. Musk has an] enviable track record... for making groundbreaking tech products,” says one observer. “[He] might be just the owner to unlock its full potential. ★

## DEFINITIONS

**ALGORITHM:** a set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem

**BEDROCK:** the main principles on which something is based

**ECCENTRIC:** behaving in a strange and unusual way

**MISOGYNY:** a great dislike of women

**PROVOCATIVE:** causing an angry reaction, usually intentionally



INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## COMPREHENSION QUESTIONS

1. How much is Elon Musk worth?

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2. List at least three important personal facts about Mr. Musk.

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3. Which two Internet companies did Mr. Musk first operate that allowed him to get rich?

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4. How many people use Twitter every day?

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5. How much did Mr. Musk offer to pay for Twitter?

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6. How does Mr. Musk plan to change how Twitter is structured?

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7. Why does Elon Musk want to purchase this social media platform? Explain.

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8. Explain why some critics are worried about this possible sale.

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9. List at least two major changes that Mr. Musk is considering for Twitter.

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INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## QUESTIONS FOR FURTHER THOUGHT

1. The article includes the following quote by Elon Musk: *“I hope that even my worst critics remain on Twitter, because that is what free speech means. Free speech is the bedrock of a functioning democracy, and Twitter is the digital town square where matters vital to the future of humanity are debated.”*

a) Do you agree or disagree with Mr. Musk's statement? Give reasons to support your response.

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b) As you see it, what restrictions, if any, should be put on free speech? Explain.

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2. As you see it, how might Twitter change once it becomes a privately-owned company? Give reasons to support your ideas.

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INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## QUESTIONS FOR ONLINE EXPLORATION

*Note:* The links below are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.

1. Learn more about the \$44-billion deal to take over Twitter:

<https://www.cbc.ca/player/play/2026915395847> [5:22]

<https://www.cbc.ca/news/business/musk-twitter-monday-1.6429802>

What questions do you still have about this purchase?

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2. Learn more about the many reactions to Elon Musk's purchase of Twitter in this report:

<https://www.cbc.ca/player/play/2028583491890> [3:02]

What did you learn from this report?

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3. Find out what changes Elon Musk has in mind for Twitter:

<https://www.yout-ube.com/watch?v=9uvUv8zIEho> [5:06]

As you see it, which of these changes will have the biggest impact on Twitter? Explain.

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4. Watch this TED Talk where Elon Musk talks Twitter, Tesla, and how his brain works:

<https://www.yout-ube.com/watch?v=cdZZpaB2kDM> [54:45]

What did you learn about Elon Musk? Give examples.

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INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## INFOGRAPHIC

### Elon Musk suspends purchase of Twitter

Elon Musk says his \$44bn deal to buy Twitter is on hold pending investigation into the number of fake or spam accounts on the platform

#### TIMELINE OF RECENT EVENTS

■ **Jan 31, 2022:** Regulatory filings show Musk is buying Twitter shares on “almost daily” basis

■ **Apr 4:** Spending spree eventually accrues **9%** stake in Twitter, making Musk biggest shareholder

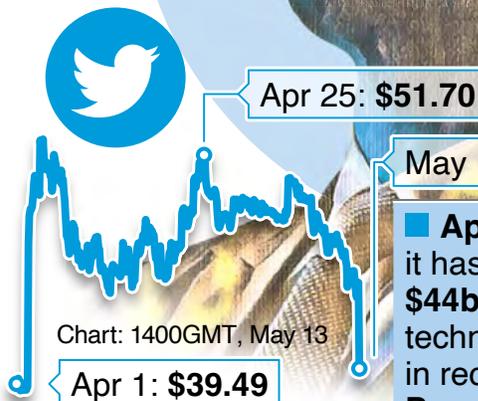
■ **Apr 5:** Twitter offers Musk seat on board, as long as he does not purchase more than **14.9%** of remaining stock. Musk accepts

■ **Apr 8:** *Vanguard Group* reports it has **10.3%** stake in Twitter, overtaking Musk as biggest shareholder

■ **Apr 9:** Musk decides to decline offer to join Twitter board

■ **Apr 14:** Musk launches surprise bid to buy Twitter for **\$43bn** (**\$54.20 per share**), saying he wishes to take company private. Stock price falls **1.7%** to **\$45.08**

*Forbes estimates Musk’s worth at \$232bn*



■ **Apr 15:** Twitter threatens to employ *poison pill* tactic against Musk’s bid, offering current shareholders – except for investor trying to take over – discounted shares to weaken ownership interest

■ **Apr 21:** Musk confirms he has secured funding worth **\$46.5bn** to buy Twitter, via various loans and equity financing

■ **Apr 25:** Twitter says it has accepted offer of **\$44bn**, one of largest technology acquisitions in recent history. **Purchase will take company private, putting future of platform in Musk’s hands**



■ **May 13:** Musk tweets: *Twitter deal temporarily on hold pending details supporting calculation that spam/fake accounts do indeed represent less than 5% of users*

Sources: BBC, Digital Trends, Yahoo! Finance Illustration source: Getty Images © GRAPHIC NEWS

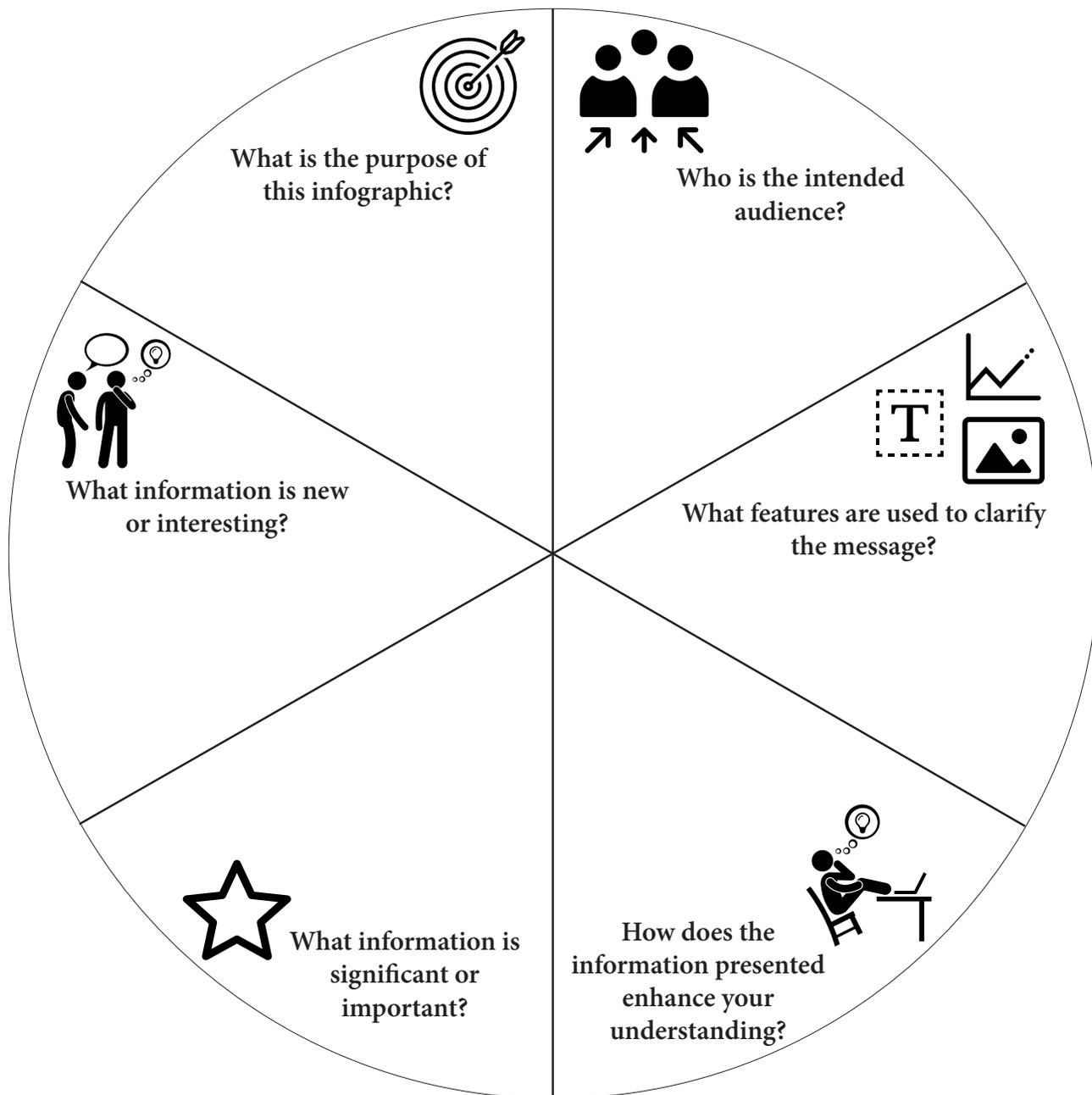


INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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INTERNATIONAL

# ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

## PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

\_\_\_\_\_ 1. Which company has Elon Musk not been involved in?

- a) Tesla
- b) Apple
- c) PayPal
- d) SpaceX

\_\_\_\_\_ 2. How much money did Elon Musk offer to buy Twitter?

- a) \$217 million
- b) \$9.2 billion
- c) \$44 billion
- d) \$274 billion

\_\_\_\_\_ 3. What does Elon Musk plan to do with Twitter if he buys it?

- a) turn it into a private company
- b) merge it with Tesla
- c) sell it to Donald Trump
- d) issue more shares to make it grow bigger

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

\_\_\_\_\_ 4. **True or False?** Elon Musk was born in Canada.

\_\_\_\_\_

\_\_\_\_\_ 5. **True or False?** About 217 million people use Twitter each day.

\_\_\_\_\_

\_\_\_\_\_ 6. **True or False?** Elon Musk plans to make Twitter's algorithms available to everyone.

\_\_\_\_\_

C. Fill in the blanks to complete each sentence.

7. In 2004 Elon Musk invested in an electric car company called \_\_\_\_\_ .

8. Mr. Musk believes that \_\_\_\_\_ speech is the bedrock of a functioning democracy.

9. \_\_\_\_\_ are computer-generated and they often produce disturbing tweets. (2)

D. Respond to the following question in paragraph form. (*Use a separate sheet of paper if necessary.*)

10. What predictions can you make about the future of Twitter? Support your response with reasons.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BEFORE READING**

*Please note:* This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 52-53) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about <i>the ongoing Russia-Ukraine conflict and President Putin's determination to emerge the winner in this unprovoked war</i>. Please note that the article details and the supporting resources are difficult and touch on the topics of <i>human casualties, including children, and Ukrainian citizens who have either become refugees in other countries or been internally displaced</i>. The article also discusses the <i>ongoing international military and financial support for Ukraine, and the increased sanctions levied against Russia</i>. There are details of the <i>destruction of the city of Mariupol, the unknown number of civilian casualties there, and the struggle of survivors to either escape or defend their city</i>. It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.</p>	<ul style="list-style-type: none"> <li>• The Russia-Ukraine war has been ongoing for almost three months.</li> <li>• In mid-May, the United Nations reported that Russian bombs and soldiers had killed over 3000 Ukrainian civilians, including 235 children.</li> <li>• Russia continues to ignore international rules of conflict, attacking civilian sites and targeting innocent people.</li> <li>• More than 5.1 million refugees have fled Ukraine, and another 7.7 million have left their homes and remain internally displaced.</li> <li>• Ukraine is determined to defend itself against Russia. The U.S., Canada, Europe, and others continue to provide military intelligence, weapons, and financial aid to Ukraine. They have also levied more sanctions. A number of high-ranking politicians and representatives have travelled to Ukraine to show their support.</li> <li>• The city of Mariupol has been destroyed. Many civilians were killed; some escaped with the help of the UN and Red Cross.</li> <li>• Russia continues to attack in the south and east of Ukraine and shows no sign of letting up.</li> </ul>	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> <li>• understand the most recent developments in the Russia-Ukraine war;</li> <li>• explain the devastating losses, both physical and human, suffered by Ukraine;</li> <li>• understand the importance of international aid and support for Ukraine during this unprovoked conflict;</li> <li>• understand that 1/4 of Ukraine's people have been displaced, either within the country or in foreign countries as refugees;</li> <li>• consider the importance of democracy, international cooperation, and national sovereignty.</li> </ul>

**BEFORE READING**

1. Share the title of the article with the class: "The Russia-Ukraine War Drags On".
2. Ask students if they can recall when the war began. (February 24, 2022)
3. May 8 marked Day 74 of the Russian invasion and CBC posted a series of 11 photos, all taken on Day 74, that can be found at: <https://www.cbc.ca/news/world/day-74-of-russia-s-invasion-of-ukraine-1.6446053> Project each picture for 30 seconds while students record their thoughts, emotions, and ideas. (Alternatively, you could divide the class into pairs or triads, providing each with one photograph to analyse in depth.)
4. Have students share their ideas with the class. Note and record similarities.
5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



Russia's assault on Ukraine began on February 24. Russian President Vladimir Putin falsely claimed Ukraine threatened Russia's security. In fact, the attack was entirely unprovoked. Now, the brutal war may be entering a dangerous new phase.

### A TRAGIC HUMAN TOLL

In mid-May, the United Nations (UN) made a sobering report. It said that Russian bombs and soldiers had killed over 3000 Ukrainian civilians. That includes 235 children. However, the actual number is likely much higher. How much higher? No one will know until the fighting stops.

What is known for certain? The Russians have been heartlessly breaking international rules of conflict. They have destroyed residences, schools, hospitals, factories, and shelters. Women,

children, and the elderly have all been targets.

To escape this horror, some 5.1 million people have fled Ukraine. They have been pouring into nearby countries, Europe, and North America. Another 7.7 million have left their homes but remain in the country. Ukraine's pre-war population was about 44 million. These **refugees** and displaced people make up more than one-quarter of that number.

### MR. PUTIN'S MISTAKE

Because the battlefield is in Ukraine, no Russian civilians have died. However, the Russian military has had extensive losses. About 40,000 of its soldiers have been wounded or killed out of an invasion force of around 150,000.

These losses are a major setback for Mr. Putin. He expected to be victorious in just days. His huge

army far outnumbers Ukraine's military. Russia also has more weapons – and more powerful ones, too.

### DEFYING THE ENEMY

Yet as the conflict wears on, Ukraine has shown great grit and resilience. It is determined to beat back the invaders.

“We are fighting for our children's freedom and therefore we will win,” declared Ukraine's **steadfast** president, Volodymyr Zelensky. He refuses to even consider the possibility of defeat.

Many Western nations have rallied behind Ukraine. They are providing **intelligence**, weapons, and financial aid to help the besieged country. They have also levied crippling **sanctions** against Russia, its leaders, and its **oligarchs**. These sanctions are devastating Russia's economy.

### DEFINITIONS

**INTELLIGENCE:** information that is collected about a foreign country, especially one that is hostile

**OLIGARCH:** an extremely powerful Russian who became rich in business after the end of the former Soviet Union

**REFUGEE:** a person forced to leave their country because there is a war or for political, religious, or social reasons

**SANCTION:** an order that limits trade or contact with a country

**STEADFAST:** not changing in your attitudes or aims



What's more, the Russian military has proven to be incompetent and unmotivated, say many observers. Its leaders have suffered **logistical** problems at every turn. Tanks have become stuck in mud. Supplies are slow to arrive.

### **MARIUPOL'S LAST STAND**

Yet make no mistake. Some areas of Ukraine have been effectively wiped out by Russian forces and bombs. For example, Mariupol, a city in southeastern Ukraine, has been all but destroyed. As of May 10, Russia controlled this city. Mariupol had about half a million people before the war.

"We were hungry [and] the child was crying when the shells were striking near the house," said one Mariupol resident. "We were thinking, this is it, the end."

The number of **casualties** there still can't be counted, but it is known to be high. The people of Mariupol had no food, medicine, and other necessities for weeks. Eventually, the UN and Red Cross helped some escape.

The Russians have two main motives for capturing Mariupol. First, they want to

create a land corridor between the Crimean Peninsula and the eastern part of Ukraine known as the Donbas Region. The Russians have **occupied** Crimea since 2014. And much of the Donbas is controlled by Russian-backed sympathizers.

Second, Mariupol is a port city on the Sea of Azov. It is where Ukraine's steel, coal, and corn is shipped to customers in the Middle East and beyond. By taking over this export hub, Russia hopes to strangle Ukraine's economy.

### **IS WORSE TO COME?**

Still, Mr. Putin has been denied the swift victory he'd hoped for. So he is doubling down. Military specialists believe he wants to strengthen his army's positions in southeastern Ukraine. They expect to see more strikes on civilian targets in this area. In the Donbas, he is focusing on two eastern sections. They are Luhansk and Donetsk. They run from Mariupol in the south to Ukraine's northern border.

However, President Zelensky says Ukrainian troops have had some success there in pushing back the Russians.

"We will fight for every metre of our land," he declared.

### **THE WEST'S RESPONSE**

Meanwhile, Europe, Canada, the U.S., and many other nations continue to support Ukraine. Most of Europe relied heavily on Russian oil and natural gas before the war. Now, the European Union wants to ban all imports of Russian oil by year's end. That would be a huge blow to Russia's economy and influence.

And Prime Minister Justin Trudeau recently visited the war-torn country. He re-opened the Canadian **embassy** in Kyiv, Ukraine's capital. It had been closed when the war broke out for safety reasons. He told Mr. Zelensky that Canada would impose more than 1500 new sanctions on Russia.

Foreign Affairs Minister Mélanie Joly also made the trip. She visited a once-pretty town where bombs had turned houses into rubble and ash. The Russians must be stopped, she stressed.

"Ukraine is fighting an **existential** war for all democracies," she said. ★

## **DEFINITIONS**

**CASUALTY:** someone killed or injured in war or by accident

**EMBASSY:** a building where diplomats live or work

**EXISTENTIAL:** relating to human existence and experience

**LOGISTIC:** connected with the practical organization needed for a complicated plan involving a lot of people and equipment

**OCCUPY:** to enter a place in a large group and take control of it, especially by military force



## COMPREHENSION QUESTIONS

1. When did Russia invade Ukraine?

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2. What reason did Russia's president give for this 'Special Military Operation'?

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3. What was the population of Ukraine before the war began?

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4. How many Ukrainians fled their homes after the fighting started? Where did they escape to?

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5. Why did so many civilians leave their homes and communities? Explain.

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6. What did Russia expect would happen when it invaded Ukraine?

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7. Describe what actually happened. How many casualties has Russia suffered?

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8. How has the international community supported Ukraine during this conflict?

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9. In April, fighting shifted to eastern Ukraine. Which city did Russia focus its efforts on?

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10. Describe the damage this city suffered. What happened to many of its residents?

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# THE RUSSIA-UKRAINE WAR DRAGS ON

## QUESTIONS FOR FURTHER THOUGHT

1. The article states, "*In mid-May, the United Nations (UN) made a sobering report. It said that Russian bombs and soldiers had killed over 3000 Ukrainian civilians. That includes 235 children. However, the actual number is likely much higher.*"

What reasons can you suggest to explain why the actual death toll might be much higher than reported? Give examples to support your response.

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2. During a recent visit to Kyiv, Ukraine's capital, Canadian Foreign Affairs Minister Mélanie Joly said, "*Ukraine is fighting an existential war for all democracies, including the ones in Europe, but also across the Atlantic for us and the U.S.*" What do you think she meant by this statement? For what reasons could you agree with this statement? For what reasons could you disagree? Explain.

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# THE RUSSIA-UKRAINE WAR DRAGS ON

## QUESTIONS FOR ONLINE EXPLORATION

*Note:* The links below are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.

1. Watch this summary of the most recent events in Russia's war on Ukraine:

<https://www.youtube.com/watch?v=5fq7f-67nfY> [0:50-10:56]

What questions do you have about this report?

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2. Learn more about President Putin's comments during the May 9 Victory Day celebrations in Russia:

<https://www.youtube.com/watch?v=4aSuRGyAMxM> [6:28]

What observations can you make about his speech? What do you wonder?

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3. Despite continued attacks in the Donbas, Ukraine remains confident that it will emerge victorious:

<https://www.youtube.com/watch?v=VITKvrPV3F4> [7:05]

<https://www.youtube.com/watch?v=9Bao6I6oF2c> [3:34]

<https://globalnews.ca/video/8822021/we-will-win-zelenskyy-remains-confident-ukraine-will-emerge-victorious> [2:53]

How would you describe President Zelensky's role during this conflict? Explain.

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4. Mariupol has suffered the most devastation in this conflict. Learn more about the current situation in this port city:

[https://www.youtube.com/watch?v=\\_qGAXZscYSE](https://www.youtube.com/watch?v=_qGAXZscYSE) [3:40]

<https://www.cbc.ca/news/world/russia-ukraine-war-genocide-1.6447550>

<https://www.cbc.ca/news/world/ukraine-russia-war-may8-1.6445839>

As you see it, why has Russia continued to focus its efforts in Mariupol?

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## INFOGRAPHIC

### Ukraine invasion – day 79



**1 Kharkiv:** Russian units withdrawn from near city, sent east for possible ground offensive on **Severodonetsk**

**2 Donbas:** Russian military take control of **Rubizhne** and advance to suburbs of **Severodonetsk**

Moscow loses an entire Battalion Tactical Group, which was attempting to cross **Donets** river near **Bilohorivka**

**3 Mariupol:** Mayor’s office says occupying forces planning referendum on joining Russia

**4 Black Sea:** Russia strengthening positions on **Snake Island** and building up air defences in western **Crimea**

Ukraine claims direct hit on Russian supply ship **Vsevolod Bobrov** off Snake Island

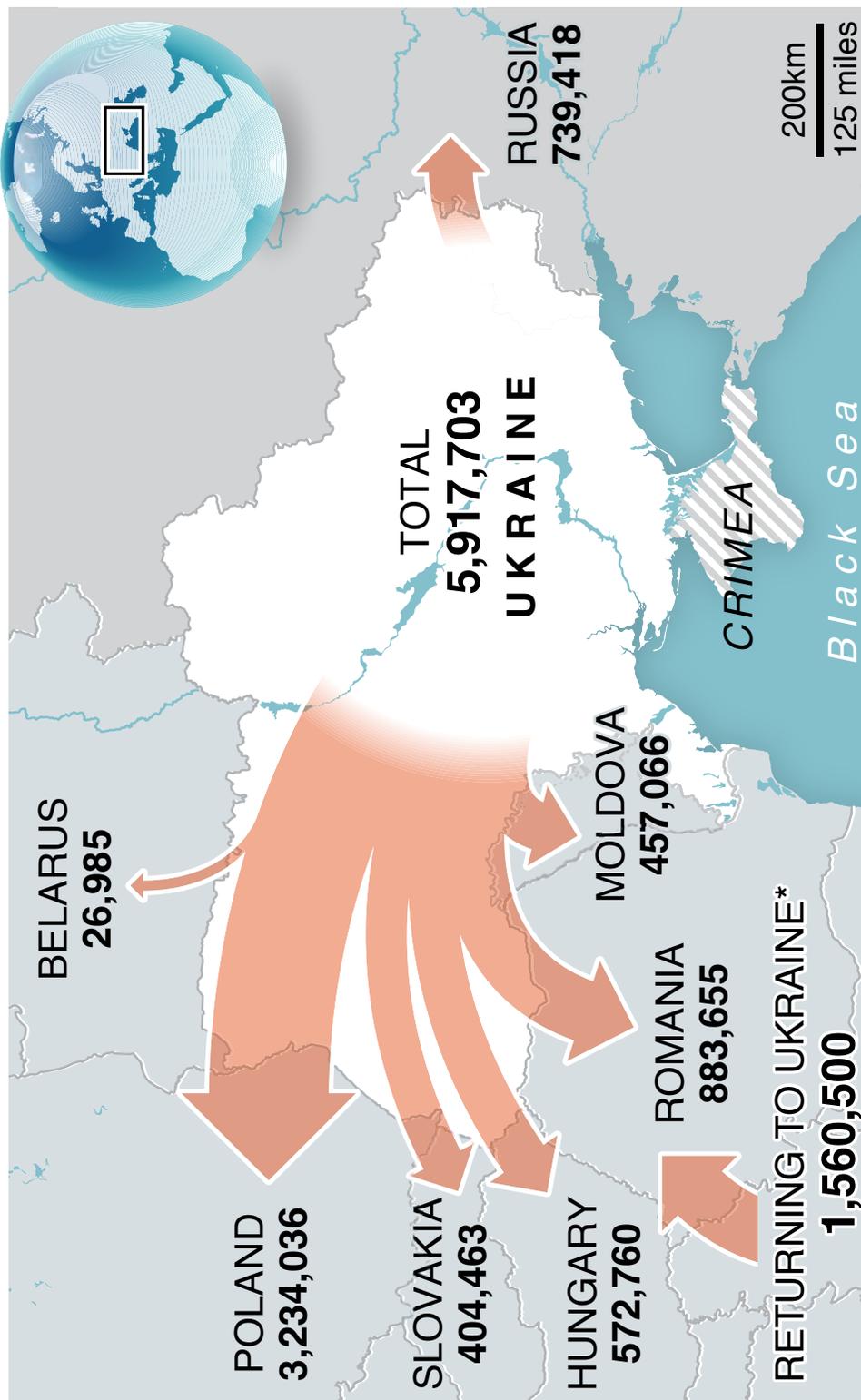
Sources: Institute for the Study of War, UK Ministry of Defence, Reuters

© GRAPHIC NEWS



## INFOGRAPHIC

### Refugees fleeing war in Ukraine



Note: Many refugees have moved on to other European countries. Accumulated data is higher than total number stated as it includes people crossing border between Romania and Moldova

\*Not deducted from refugee total as does not necessarily indicate sustained returns

Source: UNHCR

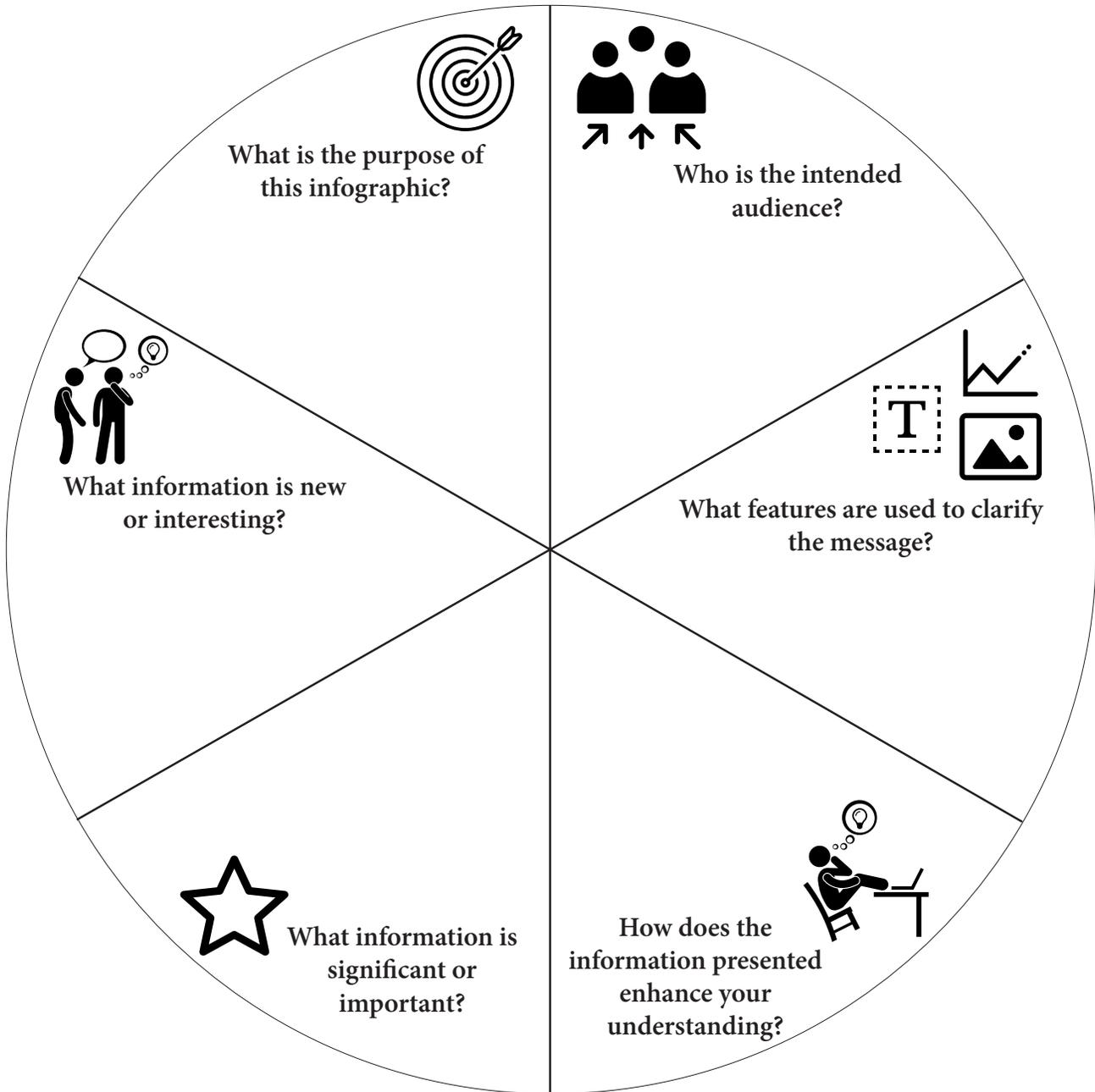
Data as of May 9, 2022

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# THE RUSSIA-UKRAINE WAR DRAGS ON

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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INTERNATIONAL

# THE RUSSIA-UKRAINE WAR DRAGS ON

## RUSSIAN MILITARY IN UKRAINE



### YOUR TASK:

Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

1. What do you *already know* about Russia's invasion of Ukraine and how the two sides are faring in the conflict?
2. Describe what you *see* and *read* in the cartoon.
3. As you see it, what might the cartoonist be saying about the war in Ukraine? Explain.
4. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★



## MAP ANALYSIS

Examine the accompanying map. Then, answer the following questions.

### A. Reading the map:

1. What is the title of this map?

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2. What is the purpose of this map?

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### B. Analyzing the map:

1. What observations can you make about the gas pipelines marked on the map? Be specific and list as many observations as you can.

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2. What do you suppose the impact might be on Russia if gas stopped flowing through these pipelines?

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3. What do you suppose the impact might be on Europe if gas stopped flowing through these pipelines?

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4. In what ways does this map help you to better understand the Russia-Ukraine crisis? Explain.

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# Gas Pipelines From Russia

**KEY**

- Current Pipeline (solid blue line)
- Planned Pipeline (dashed blue line)





# THE RUSSIA-UKRAINE WAR DRAGS ON

## PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

\_\_\_\_\_ 1. A person forced to leave their home because of war or for political, religious, or social reasons is called a(n):

- a) refugee
- b) evacuee
- c) deserter
- d) migrant

\_\_\_\_\_ 2. How many Ukrainians have fled their homes because of Russia's Special Military Operation?

- a) 250,000
- b) 7 million
- c) 12 million
- d) 44 million

\_\_\_\_\_ 3. Which large city in southeastern Ukraine suffered much damage?

- a) Mariupol
- b) Donetsk
- c) Moscow
- d) Kyiv

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

\_\_\_\_\_ 4. **True or False?** Russia expected a quick and easy victory when it invaded Ukraine.

\_\_\_\_\_

\_\_\_\_\_ 5. **True or False?** Russia's army is following the rules of war and is not targeting civilians.

\_\_\_\_\_

\_\_\_\_\_ 6. **True or False?** Justin Trudeau visited President Putin in Kyiv.

\_\_\_\_\_

C. Fill in the blanks to complete each sentence.

7. Many nations have imposed sanctions against Russia's leaders and rich \_\_\_\_\_.

8. Reports indicate that \_\_\_\_\_ Russian soldiers have been killed or wounded in Ukraine.

9. Prime Minister Trudeau re-opened the Canadian \_\_\_\_\_ in Ukraine.

D. Respond to the following question in paragraph form. (*Use a separate sheet of paper if necessary.*)

10. What do you suppose will happen next in the Russia-Ukraine conflict? Give reasons to support your response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

## BEFORE READING

1. Write the title and subtitle of the article on the board: "Carbon Capture – A Weapon in our Battle Against Climate Change?".
2. Ask students to reflect on what they think this article might be about and to share it with a partner. Have pairs share some of their ideas with the class. (e.g., I'm not sure what carbon capture is, but the subtitle gives me a clue that it might be a way to reduce carbon emissions; maybe it's a device on a car; maybe it's a filter at an industrial plant; maybe it's a way to filter carbon from the air; etc.)
3. Next, have students view the following video:  
<https://www.youtube.com/watch?v=kigGiWQw8E8> [1:50]
4. Invite pairs to share their ideas and questions with the class and to clarify the term "carbon capture". (e.g., CCS – carbon capture and storage; carbon is 'caught' in smokestacks before entering the atmosphere; it is then stored deep in the ground; it's expensive; we need to find ways capture more carbon; etc.)
5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?



Carbin Minerals is a small company founded by University of British Columbia scientists. Its big news? It just won a million dollar prize!

The firm was competing to come up with the best technology to help solve pressing world problems. A panel of 70 experts from many countries judged the contest entries. Carbin Minerals was one of 15 winners out of 1133 entrants. It will use the money to develop its **innovative** carbon capture technology.

## CARBON CAPTURE 101

Carbon capture involves pulling carbon dioxide (CO<sub>2</sub>), a greenhouse gas, out of the atmosphere. It then locks up this CO<sub>2</sub> permanently. It's a way to 'decarbonize' the planet. The hope is that this will avoid the

worst impacts of climate change down the road.

Levels of carbon dioxide in the Earth's atmosphere are increasing. That is largely due to the burning of fossil fuels. To bring down these carbon dioxide levels, we need to reduce the amount of carbon we pump into the atmosphere. One way is to transition from fossil fuels to 'cleaner' renewable sources such as solar and wind.

But that might not be enough to reach Canada's goal of **net-zero** carbon emissions by 2050. That's why some scientists see carbon capture as a crucial part of the overall climate solution.

Carbon capture has traditionally worked in one of two ways. The first involves stripping carbon from smokestack emissions in industrial operations. The

## DID YOU KNOW?

The concentration of CO<sub>2</sub> in the atmosphere is expressed in parts per million (ppm). Before the Industrial Revolution, which began in 1760, atmospheric CO<sub>2</sub> was about 280 ppm. By March 2022 it had risen to 418 ppm, a 50-percent increase.

second calls for capturing carbon directly from the air. The carbon dioxide is then compressed. Afterwards it is either injected deep underground or used to make other products.

## GRABBING CO<sub>2</sub>

The idea that won the UBC team its award captures carbon in a different way. It builds on a process called carbon mineralization.

## DEFINITIONS

**INNOVATIVE:** new, original, and advanced

**NET-ZERO:** resulting in neither a surplus or deficit because gains and losses cancel out



# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

It works like this. Earth has **magnesium**-rich rocks under its crust. When brought to the surface, these rocks react with carbon dioxide in the atmosphere. The magnesium absorbs the gas and converts it into solids. This process removes carbon from the atmosphere and stores it away.

Where do you find such rock? Think of mining sites full of crushed rock left over once valuable ore is removed. This rock waste can become a vault that locks up carbon for eternity.

It will take huge quantities of rock to budge global CO<sub>2</sub> levels. The costs will be daunting. But it's just one example of the novel carbon capture technologies that scientists are working on.

## A HUGE CO<sub>2</sub> OUTPUT

Canada is one country that is looking to carbon capture to help achieve its emissions targets. The federal government has set a goal of grabbing and storing 15 **megatons** of carbon per year.

In Canada, most existing and proposed carbon capture projects are in Alberta and Saskatchewan. These two

provinces rely heavily on the oil and gas industry. But that energy sector contributed 26.2 percent of Canada's total emissions in 2019. So to be able to continue extracting fossil fuels, the provinces must lower their emissions. Carbon capture technologies can help.

## YESTERDAY'S INDUSTRY?

Chris Severson-Baker of the Pembina Institute in Alberta agrees that carbon capture is necessary. However, he advises against investing much public money in the oil and gas industry. He argues that it is an industry in decline.

Over 400 academics agree. They wrote to the federal government warning against **subsidizing** expensive carbon capture technology in the fossil fuel industry. Instead, they say that we should focus on technologies that don't emit carbon in the first place.

## STOPPING THE TRAIN

However, some experts say we shouldn't choose one approach over the other. According to the **International Energy Agency**, the world needs both. Otherwise, we won't meet emission reduction targets.

## WHY NOT JUST PLANT MORE TREES?

As they grow, trees and other plants consume carbon dioxide from the atmosphere and release oxygen. They are nature's own carbon capture solution.

The United Nation's Trillion Tree Campaign aims to grow one trillion trees by 2030 to mitigate climate change. But most climate change experts agree we can't plant enough trees, fast enough, to do the job alone. Nature-based solutions can reduce atmospheric carbon, but our current emissions exceed what the planet can absorb.

"You needed to have this discussion 30, 40 years ago because back then you still had a chance to stop the train," says U.S. Professor Klaus Lackner. He is sometimes known as the Godfather of Carbon Capture.

"For two centuries we've simply dumped the waste from energy production – which is carbon dioxide – in the atmosphere. We are gradually waking up to the fact that that's not acceptable."

Now, to avert the worst damage from climate change, he says, "we need to throw everything we can at it." ★

## DEFINITIONS

**INTERNATIONAL ENERGY AGENCY:** an intergovernmental agency founded in 1974, within the framework of the Organization for Economic Cooperation and Development (OECD), to coordinate energy supply and demand worldwide. Its headquarters are in Paris.

**MAGNESIUM:** a silver-white metal that is a chemical element  
**MEGATON:** one million tons (ton: a unit for measuring weight, containing 2000 pounds and equal to 907 kilograms)  
**SUBSIDIZE:** to help a person or company pay for something



# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

## COMPREHENSION QUESTIONS

1. What does CO<sub>2</sub> stand for?

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2. How does this greenhouse gas get into the Earth's atmosphere?

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3. What was the concentration of CO<sub>2</sub> in the Earth's atmosphere before the Industrial Revolution?

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4. What is the current concentration of carbon dioxide in the Earth's atmosphere?

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5. Explain what **carbon capture** is.

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6. Identify and describe one of the two methods normally used to capture carbon.

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7. Which company won a prize for developing a new carbon capture method? How big was the prize?

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8. Describe the new carbon mineralization technology that this company developed.

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9. Identify two problems associated with this method of carbon mineralization.

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**CARBON CAPTURE**

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

**ORGANIZER**

A. Change is difficult. Whenever a new idea is proposed to address an existing concern, there will be people in favour of and people opposed to that idea. Considering the details of carbon capture technology presented in the article, complete the chart below to reflect the perspective(s) of each group that may be impacted by this new technology.

Stakeholder	Perspective/Considerations
Oil and gas companies	
Mining companies	
Carbon capture companies	
Environmentalists	
Governments	
International organizations (e.g., UN – COP26)	
Car manufacturers	
Car owners	

B. After gathering and considering the information in the above table, *I believe that carbon capture technology IS / IS NOT* (circle one) *an important investment in the battle against climate change because...*

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# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

## QUESTIONS FOR FURTHER THOUGHT

1. Many climate experts agree that no one solution will solve the problem of climate change and that we need to throw everything at it that we have. List as many 'solutions' as you can to combat climate change. Which of these do you believe will have the biggest impact on our future? Explain.

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2. In the fall of 2021 at the COP26 Climate Change Conference, United Nations Secretary-General Anthony Guterres referred to the conference as "the world's best last chance to get runaway climate change under control." How might carbon capture technology support the goals of COP26? How can member nations support each other to maximize the use of this technology? Give examples to support your thinking.

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# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

## QUESTIONS FOR ONLINE EXPLORATION

*Note:* The links below are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.

1. Learn more about how carbon capture technology works:

<https://www.youtube.com/watch?v=XxjNhLZCaeo> [5:23]

Describe one idea that you found interesting and explain why.

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2. Hear Dr. Gregory Dipple, UBC Professor and Chief Scientific Officer at Carbin Minerals Inc., explain the process of carbon mineralization:

<https://www.youtube.com/watch?v=yxUG7Hh3kpU> [2:15]

<https://www.youtube.com/watch?v=jYtqYZs1pgACanadian> [1:05]

What questions or concerns do you have about this process?

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3. Learn more about a carbon capture plant that uses "direct air capture" to remove carbon from the atmosphere: [https://www.youtube.com/watch?v=XHX9pmQ6m\\_s](https://www.youtube.com/watch?v=XHX9pmQ6m_s) [14:43]

How does this process differ from carbon mineralization?

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4. Visit the world's largest carbon capture plant in Iceland:

<https://www.youtube.com/watch?v=7nDZg5MzHAY> [2:46]

What observations can you make?

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# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

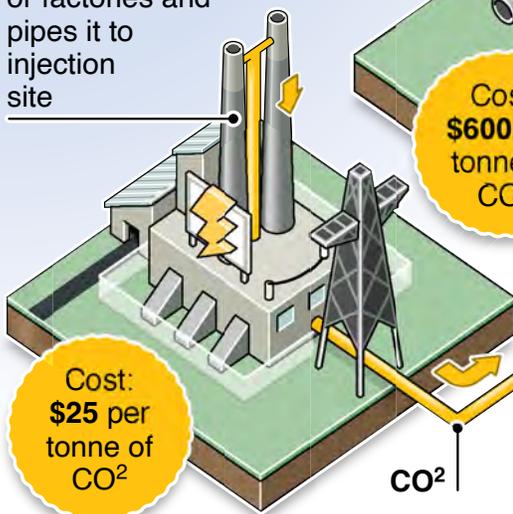
## INFOGRAPHIC

### Turning greenhouse gas into rock

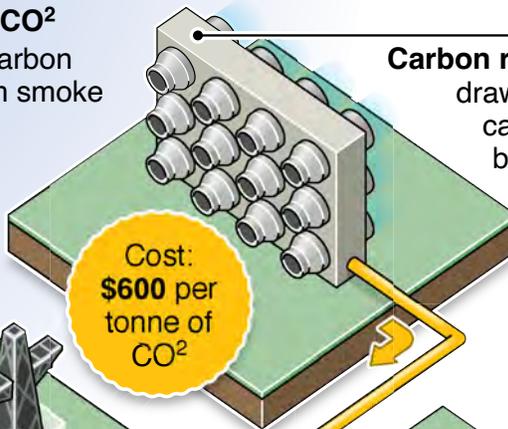
A tech startup is tackling climate change by turning carbon dioxide into rocks – permanently storing the greenhouse gas deep underground

#### TWO WAYS TO EXTRACT CO<sup>2</sup>

**Carbon capture:** Traps carbon dioxide (CO<sup>2</sup>) directly from smoke stacks at power stations or factories and pipes it to injection site



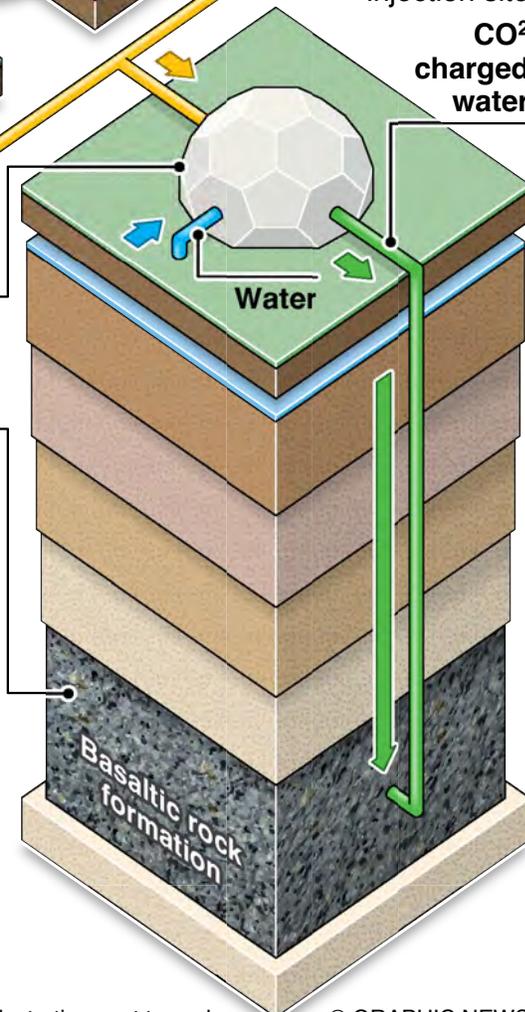
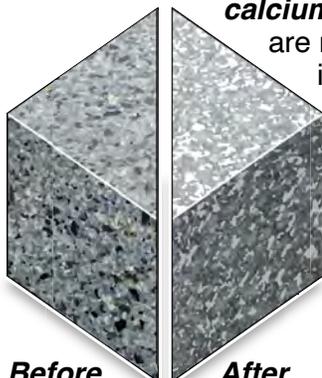
**Carbon removal:** Fans draw in air so CO<sup>2</sup> can be collected by filters. When full, filters are heated to 100°C, releasing CO<sup>2</sup> which is piped to injection site



**Injection site:** Gas is mixed with water and pumped 800-2,000m underground

#### Natural mineralisation:

Carbonated water (*acidic*) reacts with **basalt** rock (*porous and full of cavities*). In under two years, elements such as **magnesium, calcium** and **iron** are released into water, combining with CO<sup>2</sup> to form carbonate minerals that fill up rock cavities



Sources: Bloomberg, Carbfix, Climeworks

Illustrations not to scale

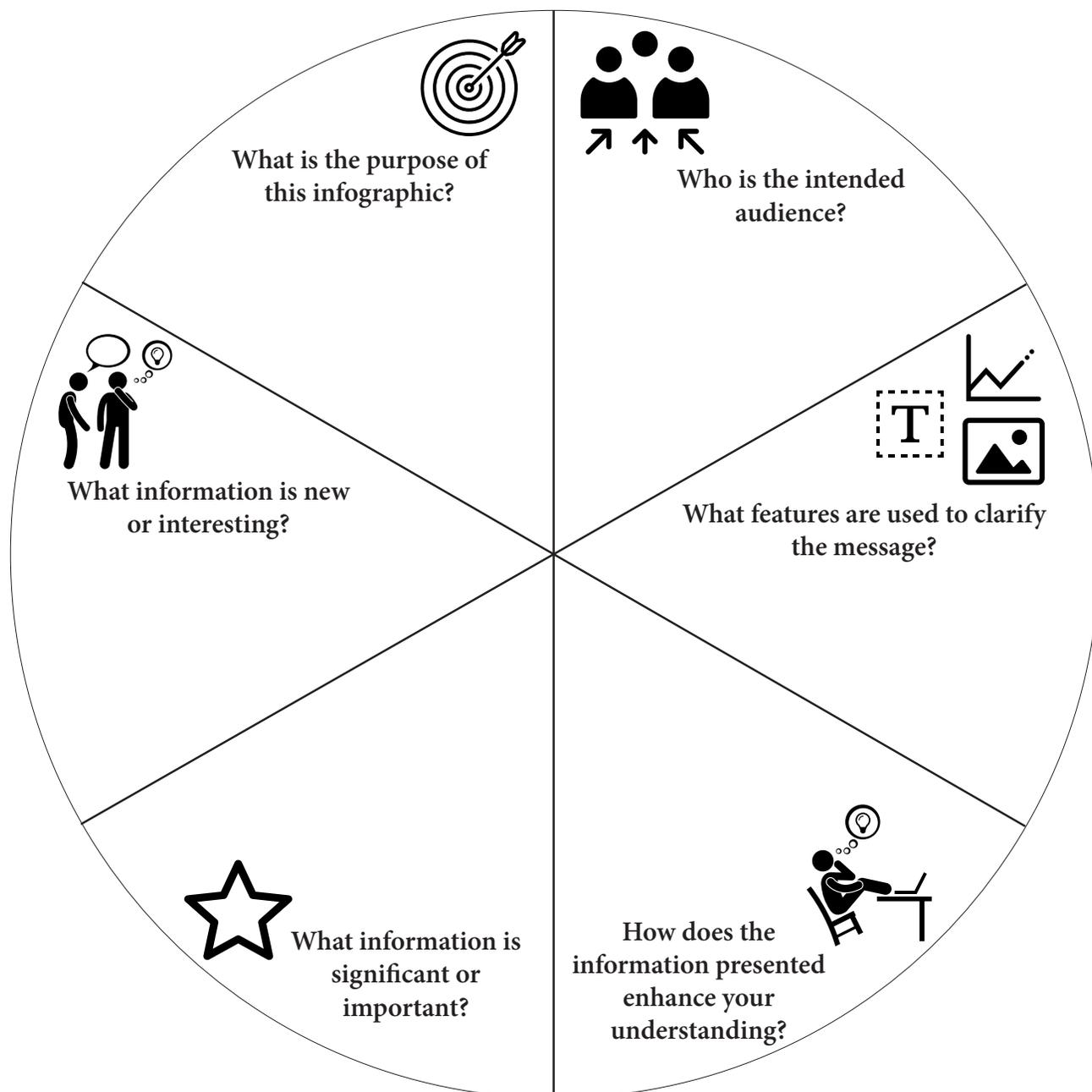
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# CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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## THE STEPS OF AN INQUIRY PROJECT

Choose a news article from this issue that you found interesting or surprising – one that caught your attention, sparked an ‘ah ha’, or left you wondering about something. Tap into your curiosity. What more do you want to know?

Before starting your Inquiry Project, do a little more research on your own to investigate the news story or topic in a deeper way. Notice the questions that come to mind as you read.

When you have a deeper understanding of the topic or issue, complete the **Inquiry Project Planner** on p. 49. Use the following steps to guide you:

1. A good inquiry project starts with a powerful inquiry question. This is an overarching question related to an important issue, problem, or concern in the news story or topic you have chosen. It should be something you are genuinely curious about or that is meaningful to you.

Inquiry questions are not easy to answer. They are open-ended (meaning that they can’t be answered with a yes or no response), lead to more questions, and require you to think or really investigate something. Answers to inquiry questions are not found by ‘Googling’!

A good inquiry question should have these 4 components:

- A question stem (e.g., *What is...? How can...? Why can’t...? What could...? What impact...? How would it be possible...? What would happen if...? How would you improve... Why do you believe...?*);
- Who is taking action and/or who will be impacted by the findings/answer (e.g., *you, your family, your school, your community, the world*);
- What the action is (e.g., *solve, reduce, develop, create, refine, educate, make, impact, improve, change*);
- What the problem or concern is.

For example, if, after reading an article that explains how COVID-19 spreads, I wanted to learn more about the benefits (or limitations) of wearing a mask, my inquiry question might be:

*How can I educate students about the importance of wearing a mask in school?* OR  
*How can I educate students about the limitations of wearing a mask in school?*

Here are other examples of inquiry questions:

- *How might I create and sell something at profit, so I can contribute to my favourite charity?*
- *What could parents prepare for lunch if their child is allergic to gluten?*
- *What impact would reducing plastic take-out containers have on the environment?*
- *How can we attract more native birds and butterflies to our school garden?*

2. Then, brainstorm other smaller, supporting research questions that will help you arrive at the answer to your inquiry question. Aim for 4-5 questions to start. For example:

- *Do masks help stop the spread of COVID-19? If so, how? If not, why?*
- *Are all masks (or mask designs) equally effective?*
- *Who benefits from wearing masks? Who doesn’t?*
- *Where and when should masks be worn?*
- *Are there other measures that are more effective at stopping the spread of the virus?*

As you begin to research, you may find that there are other questions that you want to know the answer to. Record these questions, too.



## RESOURCE PAGE FOR STUDENTS

# INQUIRY PROJECT

3. Decide what resources you will explore to find answers to your questions. What will you read (print or digital texts), watch, study and/or who you might talk to?

If you are researching online, make sure the website is credible. (That means it is trustworthy — you can trust the information to be true and up-to-date). Also check that the information is reliable. (That means the information is accurate, presents a balanced view vs. a biased one, and answers your question.)

Check out these short videos to learn how to check the credibility and reliability of websites:

- How to evaluate sources for reliability: <https://youtu.be/q1k8rcYUmbQ> [3:48]
- How to check if a website is credible: <https://youtu.be/jt-IZ5M6XU8> [1:39]

4. Figure out how you will document (show) everything you are learning about your inquiry question either digitally or by hand. There are lots of options:

- keep a written journal;
- create a note making template (like the one included on p. 50);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.

5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!



**INQUIRY PROJECT PLANNER**

Topic: \_\_\_\_\_

**Inquiry question:**

**This question is important to me because...**

**Research questions:**

- 
- 
- 
- 
- 

**Resources I'll use:**

**How I will document my findings:**

**How I will share what I've learned:**

**Due:**



**INQUIRY RESEARCH ORGANIZER**

**HINTS:**

- Use multiple valid sources
- Use the right keywords and search strategies to find relevant information

**NOTE:**

You may find fascinating facts that aren't connected to your question. If that's the case, just add a question and the answer. The fun part of researching is that you never know what fascinating facts are going to pop out at you.

**Check Your Sources**

**Identify the source**

- Is it true?
- Is it trustworthy?
- Is it current (up-to-date)?



**Analyze the information**

- Is it accurate?
- Is there any bias that should concern me?
- Does this answer my question?

**Inquiry Question:** \_\_\_\_\_

Q:	Q:
A:	A:



### HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

Check out Trevor MacKenzie's website with links to podcasts, blogs, social media links, and other resources on Inquiry-based learning:

- <https://www.trevormackenzie.com>

His book, *Dive into Inquiry: Amplify Learning and Empower Student Voice*, offers a scaffolded approach to student inquiry: structured, controlled, guided, and free inquiry. It is a practical resource if inquiry-based learning is new to you.

John Spenser is another educator whose videos, blogs, and resources offer practical strategies and structures for engaging students in inquiry. Here are two to get you started:

- “Helping Students Ask Better Questions by Creating a Culture of Inquiry”  
<https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f>
- “Using a Wonder Week to Spark Inquiry-based Learning”  
<http://www.spencerauthor.com/wonder-week/>

Edutopia has a number of articles on student inquiry, including:

- “What the heck is Inquiry-based Learning?”  
<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>
- “Resources and Downloads to Facilitate Inquiry-based Learning”  
<https://www.edutopia.org/article/inquiry-based-learning-resources-downloads>

\* *Note:* All links in this document are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.

**SETTING THE TONE**

Setting a positive and empathetic tone in your classroom is essential to the exploration of sensitive issues.

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:

- Listen respectfully and actively, without interrupting
- Assume best intentions
- Challenge ideas, not individuals
- Commit to learning, not winning
- Speak with evidence
- Agree and disagree politely

2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

**BEFORE READING**

1. **Know the topic:**

- review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.

2. **Know yourself:**

- consider your perspective on the article content and how you will respond to student questions.

3. **Know your students:**

- anticipate student connections and/or triggers related to the article content.
- anticipate how you might incorporate or respond to these connections.

4. **Find out what your students know:**

- brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
- begin with basic questions (e.g., Who? What? Where? When?).
- progress to more probing questions (e.g., How? Why?).

5. **Gather student ideas and questions:**

- examine student ideas together.
- determine commonalities.

6. **Help students make connections:**

- how might this topic affect them, their family, or their friends?
- are there connections that can be made to other topics you've studied (e.g., political, environmental, etc.)?



# FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

## 7. Introduce the article:

- share the *Learning Outcomes* (found in the Before Reading section of the lesson plan accompanying the article) with students.
- encourage them to focus their reading on these outcomes. You may assign specific outcomes to certain groups.
- invite them to note further questions about the topic as they read.

## DURING THE DISCUSSION

When dealing with sensitive topics, it is important to actively facilitate the conversation and to monitor its progress:

- **Take the temperature of the discussion often.** Remind students of the discussion objective as needed. If the intensity of the discussion is escalating, remain calm and try to turn it into a learning experience. Don't avoid the issue, but defer it so that you can make a plan to deal with it at a later date.
- **Remind students of discussion norms as needed.** (e.g., "Remember our norms: challenge ideas, not individuals.")
- **Reword student comments/questions as needed.** (e.g., "What I think you are saying is... Is that correct?")
- **Correct misinformation.** (e.g., "What makes you say that? What evidence are you basing that idea on?")
- **Ask for clarification.** (e.g., "Can you explain that idea again?")
- **Review/summarize the main points of the article as needed.** (e.g., "Let's review our *Learning Outcomes*. Which of these do you feel you are able to do after today's discussion?")

## AFTER THE DISCUSSION

It's important to build in reflection time for students to consolidate their experience. Their reflections will also help you prepare for future discussions:

- Ask students to reflect on the discussion and the ideas shared by other students, particularly those that they disagree with. Provide reflection prompts as needed. (e.g., What was the most important idea discussed today? What idea/perspective would you like to learn more about?)
- Ask students to self-assess their progress in achieving their goal norm for the discussion.



# ASSESSMENT RUBRIC

This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically. This easy-to-modify activity is included in the doc file which you can download from: [www.lesplan.com/subscribers](http://www.lesplan.com/subscribers)

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>Supports thinking</b>	Answers or reflections are brief and include obvious facts/ details/ evidence.	Answers or reflections are general and supported with some relevant facts/details/ evidence.	Answers or reflections are clearly supported with specific, relevant facts/ details/evidence.	Answers or reflections are insightful and supported with specific, relevant facts/details/ evidence.
<b>Shows understanding</b>	Responses show a basic understanding of the text, topic, issue or message.	Responses are thoughtful and show a general understanding of the text, topic, issue or message.	Responses are thoughtful and show a complete understanding of the text, topic, issue or message.	Responses are insightful and show a deep understanding the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
<b>Thinks critically</b>	Makes straightforward connections or inferences. Focuses on retelling.	Makes logical connections to self (T:S) and/ or background knowledge (T:S). Inferences are logical.	Makes meaningful connections to self. Considers ideas between texts (T:T).  Inferences are plausible.	Makes powerful connections that go between texts and/ or beyond the text (T:W).  Inferences are plausible and insightful.

**SETTING A PURPOSE BEFORE READING**

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

<b>Purpose for reading</b>	<b>What it looks like</b>
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

\* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.



**A PONTIFF'S HEARTFELT APOLOGY**

1. When were Residential Schools first established in Canada?

**They began to operate in the 1880s.**

2. How many were open in the 1930s? When did the last Residential School close?

**As many as 80 were open in the 1930s. The last one near Regina closed in 1996.**

3. How many students attended? Which religious organization ran the majority of these schools?

**Over 150,000 Indigenous children were taken from their homes and sent to these government-funded facilities. The Catholic Church ran about 60 percent of these schools.**

4. Why were these schools set up? Explain.

**The purpose was to educate, convert, and integrate Indigenous children into mainstream society. The thinking at the time was that First Nations, Inuit, and Métis children would assimilate more easily if removed from their parents and community. (The government policy was based on a colonial view that Euro-Canadian society and Christian religions were superior to Indigenous cultures.)**

5. Describe the conditions in these schools and the treatment of the Indigenous children who attended.

**The institutions were more like prisons than schools. Students were physically and emotionally bullied and abused. Students were punished if they spoke their Indigenous languages. The schools were crowded, unsanitary, and cold.**

6. What happened to many children who became sick?

**Many children died from various diseases. In recent months, the remains of over 1000 people – mostly children – were found in unmarked graves. (Many Indigenous communities are using ground-penetrating radar and other methods to conduct searches. Ottawa has pledged \$83 million to help fund these efforts.)**

7. Name the leader of the Catholic Church.

**Pope Francis is the head of the Catholic Church. (There are about 2.4 billion Christians in the world and an estimated 1.2 billion are Roman Catholics.)**

8. Where is the headquarters of this world-wide religion located?

**The church is run from the Vatican in Rome, Italy.**

9. Describe what happened at the Vatican on April 1, 2022.

**After three days of meetings with 30 First Nations, Inuit, and Métis representatives, Pope Francis apologized on behalf of the Catholic Church for its role in running Canada's Residential Schools.**

10. What does the Pope plan to do in July?

**Pope Francis is planning a trip to Canada, with stops in Edmonton, Quebec City, and Iqaluit to apologize directly to the larger Indigenous community. (Some Indigenous groups are also asking for compensation to help heal the harm survivors have suffered.)**



TO THE TEACHER

# ANSWER KEY

## A PONTIFF'S HEARTFELT APOLOGY

### News Photo

*The actual caption reads:* Indigenous artists from across Canada perform in St. Peter's Square, in the Vatican, on April 1, 2022. On that day, Pope Francis apologized to representatives of Indigenous Peoples for the suffering they endured in Catholic Residential Schools across Canada.

### Quiz:

1. c;
2. d;
3. b;
4. False;
5. True;
6. True;
7. cultural;
8. Catholic;
9. assimilate;
10. *Answers will vary.*

## **ELON MUSK PLANS TO BUY TWITTER**

1. How much is Elon Musk worth? **His net worth is estimated at \$274 billion U.S.**

2. List at least three important personal facts about Mr. Musk.

**1) Elon Musk is 50-years old and he was born in South Africa. 2) His mother is Canadian. 3) Mr. Musk came to Canada at age 17. 4) He attended Queen's University in Kingston for two years, and then graduated from the University of Pennsylvania with degrees in economics and physics. 4) He was a Ph.D. student in physics at Stanford University.**

3. Which two Internet companies did Mr. Musk first operate that allowed him to get rich?

**Mr. Musk made his mark with Zip2 and PayPal. (In 2004 he invested big in Tesla. He also started SpaceX whose rockets have flown private citizens and supplies to the International Space Station.)**

4. How many people use Twitter every day?

**Twitter attracts some 217 million users each day. (Many users access the platform more than once.)**

5. How much did Mr. Musk offer to pay for Twitter?

**He offered \$44 billion U.S. (He first acquired 9.2% of the stock before making his pitch to buy the entire company.**

6. How does Mr. Musk plan to change how Twitter is structured?

**His plan is to take Twitter off the stock market – to make it a private corporation that he controls.**

7. Why does Elon Musk want to purchase this social media platform? Explain.

**Mr. Musk wants to make Twitter a safe place for open and honest debate – a site where different opinions can be shared. He believes that free speech is crucial to democracy and that Twitter provides a forum where people can debate issues that are vital to humanity's future.**

8. Explain why some critics are worried about this possible sale.

**1) Twitter has been accused of supporting impulsive and toxic exchanges between users. Some authorities have also worried about hateful or bad information that has been posted. Critics worry that this might get worse under Mr. Musk's ownership.**

9. List at least two major changes that Mr. Musk is considering for Twitter.

**1) He will remove spam bots – computer-generated accounts responsible for provocative tweets. 2) He will build trust and make Twitter's algorithms more transparent and available to anyone. 3) He may increase the 280-character limit Twitter now imposes and may allow tweets to be edited after publication. 4) He may start to charge some people to use Twitter.**

### **Quiz:**

1. b; 2. c; 3. a; 4. False; 5. True; 6. True;

7. Tesla; 8. free; 9. Spam bots ; 10. *Answers will vary.*



## **THE RUSSIA-UKRAINE WAR DRAGS ON**

1. When did Russia invade Ukraine?

**Russia launched a surprise attack on February 24, 2022 (after building up its forces for weeks.)**

2. What reason did Russia's president give for this 'Special Military Operation'?

**President Vladimir Putin claimed that Ukraine was a threat to Russia. (Most analysts say the incursion was entirely unprovoked.)**

3. What was the population of Ukraine before the war began?

**44 million (not including Crimea)**

4. How many Ukrainians fled their homes after the fighting started? Where did they escape to?

**About 13 million Ukrainians, more than a quarter of the total population, fled their homes. Some 5.1 million refugees left Ukraine. Another 7.7 million refugees remain inside Ukraine.**

5. Why did so many civilians leave their homes and communities? Explain.

**Russia has often and intentionally violated the international rules of war and targeted women, children, and the elderly. Russian military forces have routinely attacked locations with little or no military value like apartment buildings, schools, hospitals, factories and shelters. (A common Russian strategy seems to be if attacking troops cannot easily enter a population centre, they withdraw and fierce, indiscriminate bombing and shelling occurs to try to 'soften' (destroy) the target and force the inhabitants to surrender.)**

6. What did Russia expect would happen when it invaded Ukraine?

**Russia expected a quick victory. Russia's massive army outnumbered Ukraine's military and Russia had an arsenal of more powerful weapons. (The initial attack was focussed on capturing Kyiv and removing Mr. Zelensky's government.)**

7. Describe what actually happened. How many casualties has Russia suffered?

**During the first few weeks, Ukraine showed remarkable grit and resilience and beat back the Russian invaders. Russia suffered extensive losses – an estimated 40,000 soldiers killed or wounded. (Russia has experienced a host of problems: The battle plan and the intelligence it relied on was faulty; tanks were stopped by deep mud; Russia's military has proven to be inept and unmotivated.)**

8. How has the international community supported Ukraine during this conflict?

**Many nations have rallied behind Ukraine, providing intelligence, weapons, and financial help. Crippling sanctions were also imposed against Russia's economy. Russian leaders and oligarchs have been specifically targeted. Numerous foreign leaders and politicians have travelled to Ukraine to show their support.**

9. In April, fighting shifted to eastern Ukraine. Which city did Russia focus its efforts on?

**Mariupol (a strategic city in southeastern Ukraine.)**

**THE RUSSIA-UKRAINE WAR DRAGS ON**

10. Describe the damage this city suffered. What happened to many of its residents?

**Mariupol was essentially destroyed. By early May, Russian forces gained control over this city that had about 500,000 residents before the war. The residents were deprived of food, medicine, and other necessities for weeks. The number of casualties is unknown, but is expected to be very high.**

**Cartoon:**

1. Russia invaded Ukraine on February 24. Russian President Vladimir Putin believed he would be victorious within days of launching the war because his massive army far outnumbers Ukraine's military and Russia has a greater arsenal of more powerful weapons. However, this scenario did not materialize. The war has dragged on, and the Russian military has experienced extensive losses – about 40,000 of its soldiers have been wounded or killed out of an invasion force of around 150,000. The reason? Ukraine, with support from the West, including intelligence, weapons, and financial aid, has shown remarkable resilience and grit. At the same time, the Russian military has proven to be inept and unmotivated and its leaders have suffered setbacks and logistical problems.

2. The title of the cartoon is 'Russian Military in Ukraine'. The first frame shows a tank with 'Russian military' written on its side, charging towards a wall labelled 'Ukraine'. The second frame shows the same tank slamming into the wall. The tank is damaged, its driver is being ejected from the force of the impact, while the wall, though cracked, is still intact.

3. The cartoonist may be suggesting that the Russian invasion of Ukraine is not unfolding as planned. While President Vladimir Putin was confident his troops would defeat Ukraine easily, Ukraine has proven to be a tough adversary. Russian troops have damaged the country, but do not control it, and have themselves experienced many losses.

4. *Answers will vary.*

**Quiz:**

1. a; 2. c; 3. a; 4. True; 5. False; 6. False;

7. oligarchs; 8. 40,000; 9. embassy 10. *Answers will vary*

**CARBON CAPTURE**

1. What does CO<sub>2</sub> stand for?

**Carbon dioxide (this greenhouse gas contributes to global warming.)**

2. How does this greenhouse gas get into the Earth's atmosphere?

**CO<sub>2</sub> enters the atmosphere largely due to the burning of fossil fuels.**

3. What was the concentration of CO<sub>2</sub> in the Earth's atmosphere before the Industrial Revolution?

**Atmospheric CO<sub>2</sub> levels were about 280 parts per million. (The Industrial Revolution began in 1760.)**

4. What is the current concentration of carbon dioxide in the Earth's atmosphere?

**In March 2022 the atmospheric CO<sub>2</sub> had risen to 418 ppm – a 50-percent increase.**

5. Explain what carbon capture is.

**Carbon capture involves removing CO<sub>2</sub> out of the atmosphere and locking it up permanently. It's a way to 'decarbonize' the planet and avoid the worst future impacts of climate change.**

6. Identify and describe one of the two methods normally used to capture carbon.

**Carbon capture usually involves either: 1) stripping carbon from smokestack emissions in industrial operations, or 2) capturing carbon directly from the air. The CO<sub>2</sub> is then compressed and either injected deep underground or used to make other products.**

7. Which company won a prize for developing a new carbon capture method? How big was the prize?

**Carbin Minerals, a small company founded by UBC scientists, won a million dollar prize. (The company will use the funds to develop its innovative technology. Carbin Minerals could be in line for a further \$50 million to help it scale up.)**

8. Describe the new carbon mineralization technology that this company developed.

**When magnesium-rich rocks from inside the Earth reach the surface, they react with CO<sub>2</sub> in the atmosphere. The magnesium absorbs CO<sub>2</sub> gas and converts it into solids. This process removes the carbon from the air and stores it. (Crushed rock waste left over at mining sites after ore is removed can be used in this process.)**

9. Identify two problems associated with this method of carbon mineralization.

**It requires very large quantities of rock to lower global CO<sub>2</sub> levels and it is expensive.**

**Quiz**

1. b; 2. c; 3. c; 4. False; 5. False; 6. True;

7. greenhouse; 8. million; 9. smokestack; 10. *Answers will vary.*

# Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

## WE HAVE THE SOLUTION. (Five, actually.)

### *The Canadian Reader*

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments

**Product details:** 8 issues. 36 pages. Available in English and in French for grades 3 and up.



### *What in the World?*

- ✓ PDF/Word resource
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- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
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### *Currents4Kids.com News4Youth.com*

- ✓ **Online** interactive resource
- ✓ Weekly news stories
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities

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*Currents4Kids/Infos-Jeunes:* Grades 3 and up.

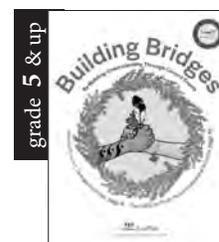
*News4Youth/Infos-Ados:* Grades 7 and up.



### *Building Bridges*

- ✓ PDF/Word resource
- ✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians
- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind

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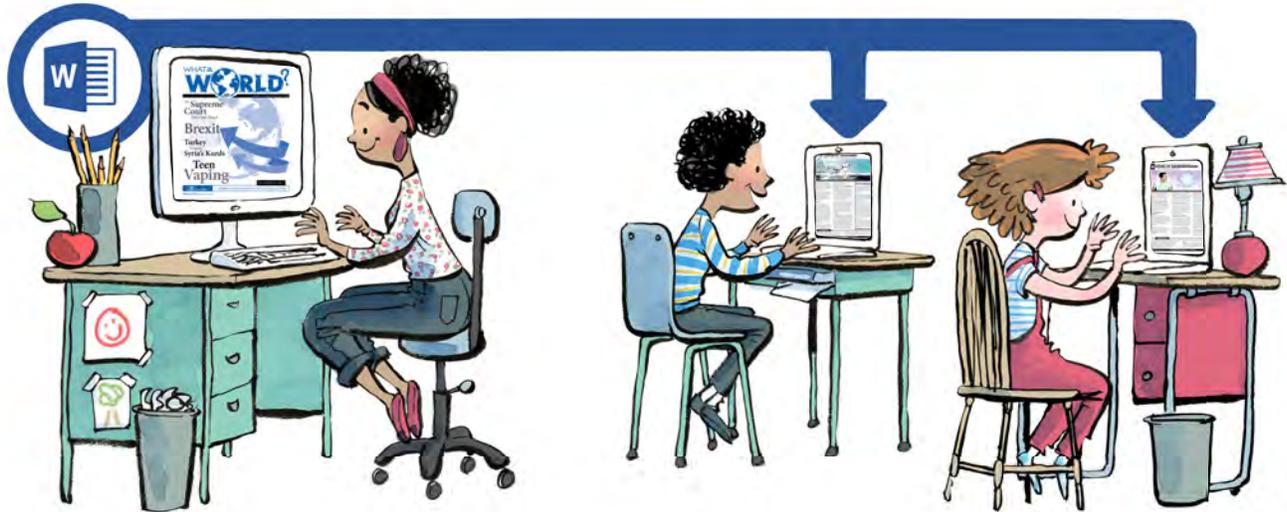
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# Students Can Work In Word/Google Docs...



## Did you know...

... that each issue of *What In The World?* includes a PDF file (complete document) and a Word file (articles and questions only).

Students can complete assignments directly in the Word file. Teachers can email the file to students or post it on the Internet. The Word file also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a PDF document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

## Password Security

There are **three** ways to access data from a Word file that is password protected:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire Word file into **LibreOffice** (or another similar program) and then save as a new file
- 3) To remove the password from a protected Word file, use **Save As** to make a new copy of the file. You can then change the **Security** settings and remove the password.

## Google Docs and LibreOffice

- You can easily upload the Word file to **Google Docs** and share it with students or other teachers.
- You can translate **Google Docs** into another language (*see Tools > Translate document*) but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.
- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: [www.libreoffice.org](http://www.libreoffice.org)

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# 2021 – 2022 Publication Schedule

## *What in the World?*

### Level 2

Issue 1: August 23  
Issue 2: September 27  
Issue 3: October 25  
Issue 4: November 29  
Issue 5: January 17  
Issue 6: February 21  
Issue 7: April 4  
Issue 8: May 16

### Level 1

Issue 1: August 25  
Issue 2: September 29  
Issue 3: October 27  
Issue 4: December 1  
Issue 5: January 19  
Issue 6: February 23  
Issue 7: April 6  
Issue 8: May 18

## *The Canadian Reader*

Issue 1: August 27  
Issue 2: October 1  
Issue 3: October 29  
Issue 4: December 3  
Issue 5: January 21  
Issue 6: February 25  
Issue 7: April 8  
Issue 8: May 20

## *Le Monde en Marche*

### Niveau 2

Numéro 1: 30 août  
Numéro 2: 4 octobre  
Numéro 3: 1<sup>er</sup> novembre  
Numéro 4: 6 décembre  
Numéro 5: 24 janvier  
Numéro 6: 28 février  
Numéro 7: 11 avril  
Numéro 8: 23 mai

### Niveau 1

Numéro 1: 2 septembre  
Numéro 2: 6 octobre  
Numéro 3: 4 novembre  
Numéro 4: 8 décembre  
Numéro 5: 26 janvier  
Numéro 6: 2 mars  
Numéro 7: 13 avril  
Numéro 8: 25 mai

## *Nos Nouvelles*

Numéro 1: 3 septembre  
Numéro 2: 8 octobre  
Numéro 3: 5 novembre  
Numéro 4: 10 décembre  
Numéro 5: 28 janvier  
Numéro 6: 4 mars  
Numéro 7: 19 avril  
Numéro 8: 27 mai

## *Building Bridges* Level 2

Issue 1: August 24  
Issue 2: November 15  
Issue 3: January 10  
Issue 4: March 14  
Issue 5: May 9

## *Building Bridges* Level 1

Issue 1: August 26  
Issue 2: November 17  
Issue 3: January 12  
Issue 4: March 16  
Issue 5: May 11

## *Bâtir des ponts* Niveau 2

Numéro 1: 31 août  
Numéro 2: 22 novembre  
Numéro 3: 17 janvier  
Numéro 4: 21 mars  
Numéro 5: 16 mai

## *Bâtir des ponts* Niveau 1

Numéro 1: 3 septembre  
Numéro 2: 24 novembre  
Numéro 3: 19 janvier  
Numéro 4: 23 mars  
Numéro 5: 18 mai



## *Currents4Kids*

Every **Monday** from August 23 – June 13, except December 20, 27, January 3, March 21 and 28.

## *Infos-Jeunes*

Chaque **mardi** du 24 août au 14 juin, sauf les 21 et 28 décembre, le 4 janvier, ainsi que les 22 et 29 mars.

## *News4Youth*

Every **Monday** from August 23 – June 13, except December 20, 27, January 3, March 21 and 28.

## *Infos-Ados*

Chaque **mardi** du 24 août au 14 juin, sauf les 21 et 28 décembre, le 4 janvier, ainsi que les 22 et 29 mars.

**Please note:** All dates are **on or about**. While we make every effort to meet each deadline, factors beyond our control, particularly a late-breaking or developing story, can delay publication by a day or two. We try to balance a regular schedule with providing the most current, relevant product possible for our subscribers and their students.

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			4 issues (Sept. - Dec.)	8 issues (Sept. - May)	
<b>The Canadian Reader</b>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<b>What in the World?</b> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<b>What in the World?</b> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<b>Nos Nouvelles</b>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<b>Le Monde en Marche</b> - Niveau 1	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<b>Le Monde en Marche</b> - Niveau 2	Français	À partir de la 8 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
			<b>5 issues (Sept. - May)</b>		
<b>Building Bridges</b> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$150		
<b>Building Bridges</b> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$150		
<b>Bâtir des ponts</b> - Niveau 1	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 150 \$		
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## ONLINE INTERACTIVE SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			19 issues (Sept. - Jan.)	38 issues (Sept. - June)	
<b>Currents4Kids</b>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<b>News4Youth</b>	English	Grades 7 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<b>Infos-Jeunes</b>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
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