

WHAT IN THE WORLD?



LEVEL 2 (GRADES 8 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

Routing Slip: (please circulate)

_____	_____	_____
_____	_____	_____
_____	_____	_____



WHAT IN THE WORLD?

WHAT IN THE WORLD?

Level 2, 2021/2022: Issue 8

PUBLISHER

Eric Wieczorek

EDITOR-IN-CHIEF

Janet Radschun Wieczorek

ILLUSTRATOR

Mike Deas

CONTRIBUTORS

Vivien Bowers

Krista Clarke

Rosa Harris

Catriona Misfeldt

WHAT IN THE WORLD?® is published eight times during the school year by:

LesPlan Educational Services Ltd.



#1 - 4144 Wilkinson Road

Victoria BC V8Z 5A7

www.lesplan.com

info@lesplan.com

PHONE: (toll free) 888 240-2212

FAX: (toll free) 888 240-2246

TWITTER: @LesPlan

SUBSCRIBE to **WHAT IN THE WORLD?**® at a cost of \$26.25 per month per school.

COPYRIGHT AND LICENCE

These materials are protected by copyright.

Subscribers may copy each issue for use by

all students and teachers within one school.

Subscribers must also ensure that the materials are not made available to anyone outside their school.

COMPLIMENTARY SAMPLE

Please let us know if you or a colleague would like to receive a complimentary sample of any of our publications.

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

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:

Before Reading Activities	set the context and purpose for reading
After Reading Activities	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"> • comprehension questions • focused reading or notemaking strategy and accompanying organizer 	<ul style="list-style-type: none"> • online exploration • critical thinking questions • self-directed inquiry project 	<ul style="list-style-type: none"> • analyzing visuals (eg, news photos, editorial cartoons, infographics, maps) • evaluating sources

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. 52) 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.

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



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"> • 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. • 30 First Nations, Inuit, and Métis representatives travelled to the Vatican to meet with the Pope and to hear his apology. • For over a century, starting in the 1880s, more than 150,000 Indigenous children were removed from their homes and sent to these schools. • 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. • 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 on the grounds of former Residential Schools western Canada. • 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. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the aim of Canada's Indian Residential Schools and the role of the Catholic Church in running them; • 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; • understand the importance of Pope Francis's apology on behalf of the Catholic Church; • understand that reactions to this apology are different and may reflect individual perspectives; • explain the ways in which the Canadian government has committed to supporting this healing process with Indigenous survivors and their families; • consider the importance of culture, family, respect, truth, and reconciliation.



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 for its role in running this country's Indian Residential Schools.

The apology came after he held a series of groundbreaking meetings at the **Vatican** with 30 First Nations, Inuit, and Métis representatives. The group travelled to Italy from Canada for a special audience with the **pontiff**, the world's highest-ranking Catholic clergyman. The delegation was there between March 28 and April 1.

A DARK PART OF OUR PAST

Pope Francis's apology addresses a dark time in Canada's history. For over a century, beginning in the 1880s, more than 150,000 Indigenous children were taken from their homes and sent to government-funded

Residential Schools. The last of these schools, outside Regina, closed its doors less than 30 years ago, in 1996.

In 1931, at the height of the Residential School era, there were 80 of these facilities operating in Canada. More than 60 percent of them were run by the Catholic Church.

The aim of the schools was to educate, **convert**, and **integrate** Indigenous children into mainstream Canadian society. According to the thinking of the day, First Nations, Inuit, and Métis children would **assimilate** more easily once removed from the influence of their parents and community and kept in schools for most of the year.

This government policy was based on a **colonial** world view that Euro-Canadian society and Christian religions were superior to Indigenous cultures. Only now, many decades later, has Canada acknowledged

that the treatment of Indigenous children in Residential Schools was a historical injustice. Some even call it cultural **genocide**.

PRISON-LIKE INSTITUTIONS

The schools were more like violent prisons than places for children. Students were physically and emotionally bullied and abused. Some children reported being sexually molested by those who were supposed to care for them.

Students were severely punished if they spoke their Indigenous languages. Letters home were written in English, which many parents couldn't read. When the students returned home, they often found they didn't fit in anymore.

The schools were crowded, unsanitary, and cold. Thousands of children died while at the schools, but nobody knows for sure how many. They

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 convince 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

PONTIFF: another word for Pope

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



NATIONAL

A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

succumbed to smallpox, measles, flu, and tuberculosis.

What's more, their treatment in death was frequently just as **callous** as their treatment in life. In recent months, the remains of more than 1000 people – nearly all of them children – have been found in unmarked graves on the grounds of former Residential Schools in Western Canada.

Police and Indigenous investigators fear many more such graves will likely be located. The Canadian government has committed \$83 million to assist in the search for additional burial sites.

'SHAME AND SORROW'

Pope Francis asked God and those whose survived the experience to accept his **contrition**.

"I feel... sorrow and shame for the role that a number of Catholics... have had in all these things that wounded you, and the abuses you suffered and the lack of respect shown for your identity, your culture, and even your spiritual values," Pope Francis said.

"For the deplorable conduct of these members of the Catholic Church, I ask for God's forgiveness and I want to say to you with all my heart, I am very sorry. And I join my brothers, the Canadian bishops, in asking your pardon."

While the Catholic Church had previously apologized for the abuses suffered at Residential Schools, many observers say that this statement coming from the Pope himself was an important part of the healing process.

A FIRST STEP AND A VISIT

The Indigenous delegation appeared to take **solace** in the Pope's words. Gerald Antoine, chief of the Dene Nation, said the Pope's apology gave him the kind of hope that a hunter experiences when seeing fresh moose tracks in the snow.

"That is the feeling that I have, because there is a possibility," he said shortly after the apology. "Today is a day that we've been waiting for and certainly one that will be uplifted in our history."

For his part, Natan Obed, who led the Inuit delegation, said the Pope's acknowledgment of the suffering that Residential Schools caused was a step forward.

"Today we have a piece of the puzzle," he said. "We have a heartfelt expression from the church that was delivered by Pope Francis in an empathetic and caring way."

Meanwhile, the Pope will bring his apology directly to the larger Indigenous community in Canada in July. He is likely to make stops in Edmonton, Quebec City, and Iqaluit, Catholic officials say.

BUT IS IT ENOUGH?

While many Indigenous people were moved by the Pope's apology, some also stressed that words alone can't undo the harm that survivors have suffered. They believe that righting the wrong will take more financial **compensation** as well.

They want to direct funding to addiction and mental health

programs, job training, language preservation, and services for the children who have also been **traumatized** by their parents' experiences.

"It affected my children, my grandchildren. So many are lost," said one survivor and mental health worker with the Cree Nation.

In a 2006 settlement, the Catholic Church agreed to pay \$79 million to establish a foundation dedicated to helping survivors with counselling and funding for other projects. However, Indigenous authorities say that a court ruling in 2015 weakened the agreement and that tens of millions of dollars from the 2006 settlement remain unpaid.

Neil MacCarthy, a spokesperson for the Canadian Conference of Catholic Bishops, said his group is now actively fundraising and hopes to raise \$30 million in the next five years for the cause. Some say that is too long.

Still, Jennifer Wood believes things are moving in the right direction. She survived a Residential School after she and four siblings were taken from their family.

"When I first heard this morning the words from the Pope I was very relieved," said Ms. Wood, who works at the National Centre for Truth and Reconciliation. "I almost let out a big breath because it would've really hurt if the apology didn't happen." ★

DEFINITIONS

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

COMPENSATION: money paid to someone in exchange for something that has been lost or damaged or for some problem

CONTRITION: a very sorry or guilty feeling about something bad you have done, or the act of showing that you feel like this
SOLACE: help and comfort when you are feeling sad or worried
TRAUMATIZE: to shock and upset someone severely and for a long time



NATIONAL

A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

COMPREHENSION QUESTIONS

1. When did Residential Schools operate in Canada?

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

3. Why were these schools set up? What was the government policy based on?

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

5. What did many children experience when they returned home?

6. When did the last Residential School close?

7. What was recently discovered on the grounds of some former Residential Schools?

8. Name the leader of the Catholic Church. Where is the headquarters of this world-wide religion located?

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

10. What is the next step for Pope Francis in his apology to the larger Indigenous community in Canada?



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.

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.

3. The Seventh Generation Principle is an Indigenous concept. It invites people to think of the seventh generation coming after them in their words, work, and actions, and to remember the seventh generation who came before them. This concept is based on an ancient philosophy of the Haudenosaunee Confederacy (Iroquois).

How might this concept relate to this story? Give reasons to support your ideas.



NATIONAL

A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at 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?

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 it, what is the importance of the Pope's apology? Explain.

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.

4. Explore reactions from Indigenous people to the Pope's apology and what some feel needs to happen next:

<https://www.cbc.ca/news/canada/manitoba/pope-francis-manitoba-residential-school-survivors-1.6404068>

<https://www.cbc.ca/player/play/2018785859605/> [3:35]

<https://www.cbc.ca/player/play/2018919491952> [49:57] [podcast]

<https://www.cbc.ca/player/play/2018841155890/> [7:27]

5. 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/>

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

7. View a timeline of Residential Schools in Canada: <https://www.yout-ube.com/watch?v=VFgNI1lfe0A> [5:39]

8. 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/>



NATIONAL

A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

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)



NATIONAL

A PONTIFF'S HEARTFELT APOLOGY

– POPE FRANCIS EXPRESSES SHAME OVER CANADA'S RESIDENTIAL SCHOOLS

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>)
Who is in the photograph?		
What are the people doing?		
Where is the action taking place?		
When did the action in the photograph take place?		
Why is the action happening?		

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.*





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, the world’s richest person, tweeted back in 2019 about the popular news and opinion forum that attracts some 217 million daily users around the globe. Mr. Musk apparently enjoys expressing himself to his 80 million Twitter followers so much that in late April he made an **audacious** bid to buy the company.

MR. MUSK GOES SHOPPING

The controversial **entrepreneur’s** quest to snap up the social media platform began in early April when he acquired enough Twitter **stock** to give him a 9.2 percent stake in the firm. That made him its largest **shareholder**.

At first, Twitter’s management team tried to resist Mr. Musk’s drive to grab an even bigger piece of the business. But when he followed up with a pitch to buy the enterprise outright for a

cool \$44 billion (U.S.), it was an offer they couldn’t refuse.

It was expected to take about six months for the deal to be finalized. Until then, Twitter remains a public company. That means anyone can potentially buy shares in the firm. If the sale goes through, however, Mr. Musk plans take the enterprise private and will remove it from the **stock market**.

A LIGHTNING-FAST DEAL

The speed with which he organized the necessary loans to secure the deal surprised some industry watchers. Others? Not so much. After all, Mr. Musk has an estimated **net worth** of nearly \$274 billion (U.S.). To put that in context, he is personally wealthier than 165 out of 211 nations in the world, judging by the latest **Gross Domestic Product (GDP)** figures. With that kind of financial clout, he was able to raise the funds easily.

A POLARIZING PURCHASE

In any event, Mr. Musk’s fast-approaching takeover of Twitter has earned mixed reviews. Some analysts already see the social media platform as a place that supports **impulsive** and toxic exchanges between users. And research conducted in 2021 found that women, people of colour, and other minorities were particular targets of this kind of hostility.

In light of these issues, 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 – one of Twitter’s most powerful users – for tweets that appeared to incite violence.

Under Mr. Musk’s leadership, his detractors worry, Twitter nastiness could get worse. They point to the fact that he himself has been responsible

DEFINITIONS

AUDACIOUS: very confident and daring

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

GROSS DOMESTIC PRODUCT: the total value of goods and services produced in a country in a year

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

ELON MUSK PLANS TO BUY TWITTER

– HOW WILL THE CONTROVERSIAL ENTREPRENEUR CHANGE THE PLATFORM?

for several questionable, disturbing, or inaccurate comments on the site.

“His tweets are often crude, juvenile, and **misogynistic**, traits that are the basis for perhaps the most unpleasant thing about him,” 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 have to be much more cautious about how they are perceived. Anything attributed to them that’s outrageous or tasteless can cause the price of stocks to plummet – and the value of the company as a whole to suffer. Private companies do not 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 place for open and honest discussion – a site where differing opinions can safely be shared.

“I hope that even my worst critics remain on Twitter,” Mr. Musk declared when he announced the deal, “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.”

CHANGES IN THE OFFING

To be sure, some of the changes he is promising to make have received cautiously positive reviews from most people. For example, he has pledged to remove spam bots from the platform.

WHO IS ELON MUSK?

Inventor and engineer Elon Musk, who is 50 years old, 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, where he went to Queens University in Kingston for two years. He then moved to the U.S., where he graduated with degrees in economics and physics from the University of Pennsylvania. He became 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 attracts controversy. But he has also often shown a keen interest in tackling some of the biggest challenges facing humanity. For example, he was an early supporter of electric vehicles, which he saw as a means of reducing our reliance on fossil fuels. To that end, in 2004, he invested heavily in Tesla, an electric car company that he now runs.

He is fascinated by space and even launched his own Tesla into the great unknown. 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.

Spam bots are computer-generated accounts often responsible for malicious or **provocative** tweets that appear to have been written by humans.

Additionally, he says that he is committed to building more trust in Twitter by making its **algorithms** more transparent and available to anyone who wants to examine them.

He may also increase the 280-character limit that Twitter now imposes on posts, and may allow tweets to be edited after publication. Finally, Twitter now makes its money through advertising. He may switch to charging some users for subscriptions.

As for the impact Mr. Musk’s ownership would have on Twitter’s 7000 employees? That’s anyone’s guess, but observers expect to see a shakeup at the top. The new owner-in-waiting

hasn’t been shy about criticizing the way senior executives are running the platform.

“We don’t know what direction this company will go in,” said Parag Agrawal, who now heads the company.

Meanwhile, everyone is watching to see how Mr. Musk may reshape this stimulating, influential, and disturbing medium. Some are hopeful.

“[Mr. Musk has an] enviable track record at managing technologically sophisticated companies and 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. Who is the world's richest person? How much is he worth?

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

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

4. Which car company is he in charge of?

5. How many people use Twitter every day?

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

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

8. Explain why some critics are concerned about this potential purchase?

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



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 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?

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?

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.

4. Elon Musk has been called a freedom of speech absolutist. Learn more about how his critics believe that his purchase of Twitter will affect free speech:

<https://www.cbc.ca/news/business/musk-twitter-media-ownership-column-don-pittis-1.6431850>

<https://www.yout-ube.com/watch?v=DP-OaAmoGyQ> [8:03]

What ideas did you take away from these reports? What is your personal opinion about free speech? Explain.

5. 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.



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

Forbes estimates Musk’s worth at \$232bn

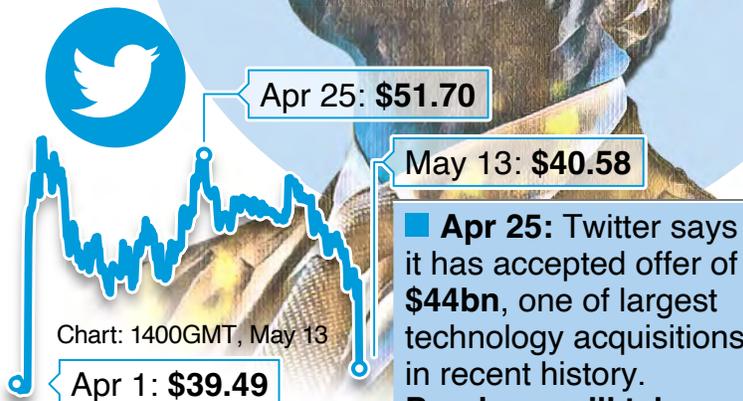
■ **Apr 4:** Spending spree eventually accrues 9% stake in Twitter, making Musk biggest shareholder

■ **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



■ **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

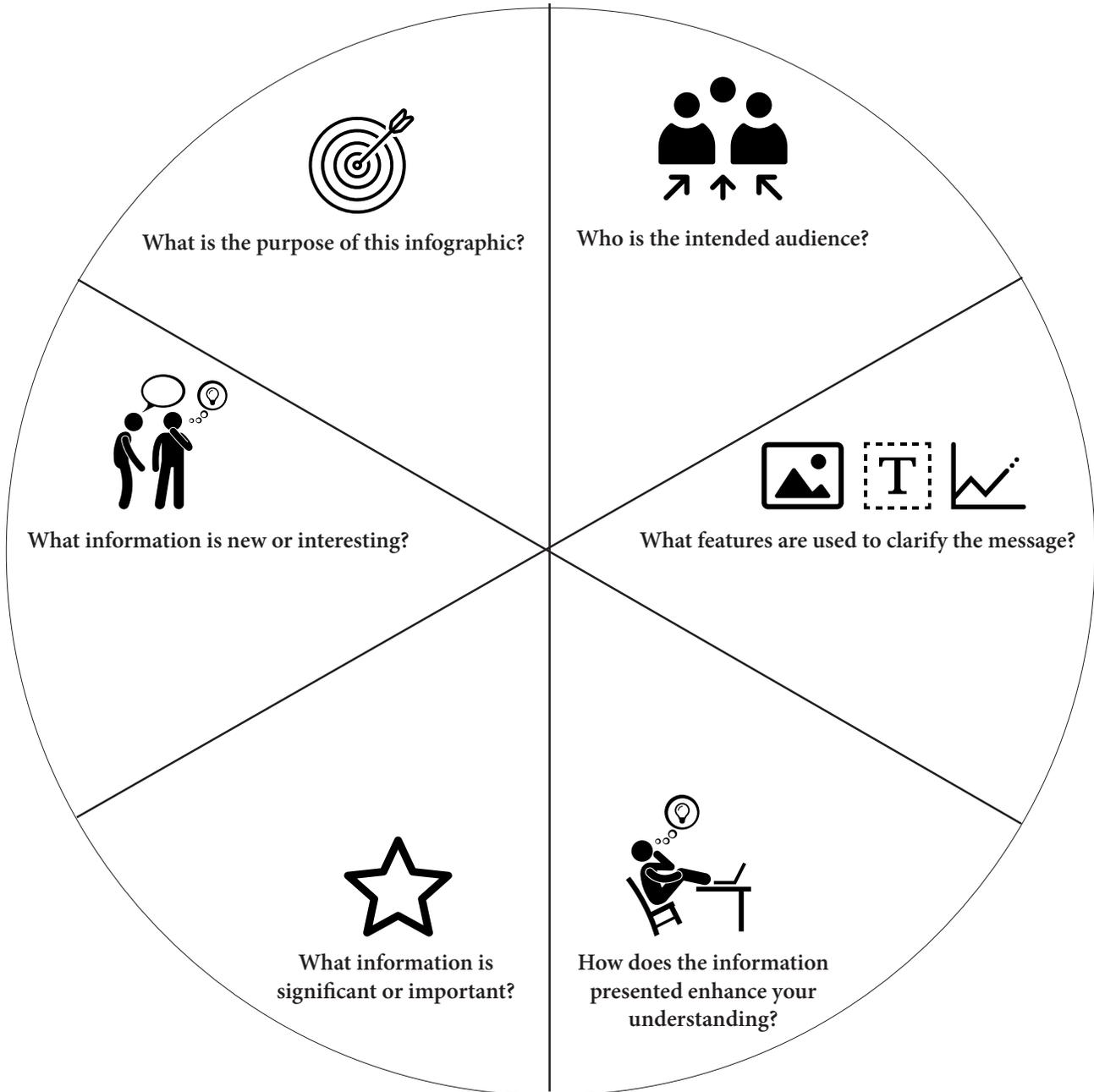


INTERNATIONAL

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?



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. Elon Musk has invested in all of these companies, except:

- a) Tesla
- b) Apple
- c) Zip2
- d) SpaceX
- e) PayPal

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

- a) \$80 million
- b) \$217 million
- c) \$9.2 billion
- d) \$44 billion
- e) \$274 billion

_____ 3. Which Twitter user was removed from the platform for posting tweets that could incite violence?

- a) Kanye West
- b) Vladimir Putin
- c) Elon Musk
- d) Justin Trudeau
- e) Donald Trump

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 and left when he was 17 years old.

_____ 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. According to Mr. Musk, free speech is the bedrock of a functioning _____ .

8. _____ are computer-generated accounts often responsible for malicious tweets. (2)

9. Elon Musk wants to make Twitter a _____ company after he buys it.

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. 52-54) 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 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"> • The Russia-Ukraine war has been ongoing for almost three months. • In mid-May, the United Nations reported that Russian bombs and soldiers had killed over 3000 Ukrainian civilians, including 235 children. The actual number may be much higher. • Russia continues to ignore international rules of conflict, attacking civilian sites and targeting innocent people of all ages. • More than 5.1 million refugees have fled Ukraine, and another 7.7 million have left their homes and remain internally displaced. About 1/4 of the population has been forced to leave home. • 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 against Russia. A number of high-ranking politicians and representatives have travelled to Ukraine to show their continued support. • The city of Mariupol has been destroyed. Many civilians were killed; some escaped with the help of the UN and Red Cross. Some are still holed up in a steel plant, refusing to surrender. • Russia continues to attack in the south and east of Ukraine and shows no sign of letting up. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the most recent developments in the Russia-Ukraine war; • explain the devastating losses, both physical and human, suffered by Ukraine; • understand the importance of international aid and support for Ukraine during this unprovoked conflict; • understand that 1/4 of Ukraine's people have been displaced, either within the country or in foreign countries as refugees; • consider the importance of democracy, international cooperation, and national sovereignty.



INTERNATIONAL

THE RUSSIA-UKRAINE WAR DRAGS ON

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.



THE RUSSIA-UKRAINE WAR DRAGS ON



The brutal war that began on February 24 when Russia invaded its western neighbour, Ukraine, may be entering a dangerous new phase, military experts say. The assault, which Russian President Vladimir Putin tried to explain away by claiming Ukraine is a threat to his country, was entirely unprovoked.

THE TERRIBLE HUMAN TOLL

In mid-May, the United Nations (UN) reported that Russian bombs and soldiers had killed over 3000 Ukrainian civilians, including 235 children. But the UN warns that the actual number is likely much higher. No one will know the extent of the tragic toll until the fighting stops.

What is known for certain at this point? The Russians have been heartlessly **contravening** international rules of conflict. They have struck apartment buildings, schools, hospitals, factories, and shelters, targeting women, children and the elderly alike.

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 within the country. These **refugees** and internally displaced people represent more than one-quarter of Ukraine's entire population of about 44 million.

A COSTLY MISCALCULATION

Because the battlefield is in Ukraine, no Russian civilians have died. However, 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.

These casualties have proven to be a major setback for Mr. Putin. He expected to be victorious just days into his army's **incursion** into Ukraine. The reason: His massive army far outnumbers Ukraine's military and Russia has a greater arsenal of more powerful weapons.

DEFYING THE ENEMY

As the conflict wears on, however, Ukraine has shown remarkable grit and resilience in its determination to beat back the Russian 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, too. The U.S., Canada, many European countries, and other nations are providing **intelligence**, weapons, and financial aid to help the besieged country in its struggle. They have also levied crippling **sanctions** against Russia, its leaders, and its **oligarchs** in an attempt to damage Russia's economy. All those efforts have helped.

What's more, the Russian military has proven to be **inept** and unmotivated, according to many observers. Its leaders have suffered setbacks and **logistical** problems at every turn.

DEFINITIONS

CONTRAVENE: to do something not allowed by a law or rule

INCURSION: a sudden attack on a place by foreign armies, etc.

INEPT: acting or done with no skill

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

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

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



Tanks have been **impeded** or stopped by deep mud along some roads, and supplies are slow to arrive.

MARIUPOL'S LAST STAND

All that said, make no mistake. Some areas of Ukraine have been effectively wiped out by Russian forces and relentless bombing. For example, Mariupol, a city in southeastern Ukraine, has been all but destroyed in the fighting. As of May 10, Russia had gained control over this municipality that had about half a million people before the war started.

"We were hungry [and] the child was crying when the shells were striking near the house," said one Mariupol resident, who managed to find safety. "We were thinking, this is it, the end. It can't be described."

The number of civilian **casualties** there still can't be counted, but it is known to be high. The people of Mariupol were deprived of food, medicine, and other necessities for weeks before the UN and Red Cross helped some of them escape. Yet in mid-May, defiant Ukrainian soldiers were still holed up in a steel plant in the city, refusing to surrender.

The Russians have two main motives for focusing on Mariupol. First, they want to create a land corridor between the Crimean Peninsula and the eastern region of Ukraine known as the Donbas. The Russians have **occupied** Crimea since 2014, while much of the Donbas was controlled by Russia-backed sympathizers before the invasion.

Second, Mariupol is a port city on the Sea of Azov. It is where Ukraine's

steel, coal, and corn gets 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, because he's been denied the swift victory he'd hoped for, Mr. Putin has been forced to rethink his strategy, observers say. That doesn't mean he's ready to end the war, however. Instead, he appears to be doubling down.

Military analysts believe Mr. Putin is looking to strengthen his army's positions in Ukraine's southern and eastern regions. They expect to see more strikes on residential neighbourhoods and other civilian targets in this area. In Donbas, he is concentrating on two big eastern sections, Luhansk and Donetsk. These regions extend from outside Mariupol in the south all the way to Ukraine's northern border.

For his part, President Zelensky vows to keep fighting and has had some success in pushing the Russians back as they try to take over more of this area.

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

THE WEST'S RESPONSE

At the same time, many nations continue to demonstrate their solid support for Ukraine.

Most of Europe, which before the war relied heavily on Russian oil and natural gas, is now looking at alternate sources of fuel as a way to severely damage Russia's economy and influence. The European Union is

hoping to ban all imports of Russian oil by the end of the year.

Meanwhile, on Mothers Day, despite the danger, U.S. First Lady Jill Biden made a surprise visit to western Ukraine to boost morale and offer support. British Prime Minister Boris Johnson also met with Mr. Zelensky in Kyiv.

And Prime Minister Justin Trudeau recently visited the war-torn country to re-open the Canadian **embassy** in the capital, Kyiv. It had been closed when the war broke out for safety reasons. Deputy Prime Minister Chrystia Freeland and Foreign Affairs Minister Mélanie Joly also made the trip.

The three met with Mr. Zelensky and announced that Canada would be imposing more than 1500 new sanctions on oligarchs and their families. The leaders also pledged to help prevent key Russian technology and aerospace industries from operating.

Ms. Joly said she was especially moved by her visit to the city of Irpin in northern Ukraine.

"Irpin is a city... where... there are lots of strollers and parks for kids. What we saw were houses completely demolished, burned by missiles."

She added that the war must end in victory for Ukraine.

"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.," she said. ★

DEFINITIONS

CASUALTY: a person who is killed or injured in war or in an accident

EMBASSY: a diplomatic building where ambassadors live or work

EXISTENTIAL: relating to human existence and experience

IMPEDE: to delay or stop the progress of something

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? What reason did President Putin give for this 'special military operation'?

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

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

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

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

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

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

8. In April, fighting shifted to the Donbas region in the east. Why has Russia specifically focussed its efforts on Mariupol?

9. Describe the current condition of Mariupol. What happened to many of its residents?



THE RUSSIA-UKRAINE WAR DRAGS ON

QUESTIONS FOR FURTHER THOUGHT

1. The article states, *"In mid-May, the United Nations reported that Russian bombs and soldiers had killed over 3000 Ukrainian civilians, including 235 children. But the UN warns that 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.

2. May 9 is "Victory Day" which celebrates the former Soviet Union's victory over Nazi Germany during WWII. Because Ukraine was part of the Soviet Union at that time, Victory Day is celebrated in both Russia and Ukraine.

Many observers were concerned that President Putin would step up his attacks on Ukraine in order to create another 'victory' to be celebrated on May 9, 2022. Instead, he delivered what some called a "far-from-triumphant" speech to the Russian people, not mentioning the word "Ukraine" once in his address.

As you see it, why might President Putin avoid talking about Ukraine during this national holiday, which celebrates Russia's military strength? Give reasons to support your ideas.

3. 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.



INTERNATIONAL

THE RUSSIA-UKRAINE WAR DRAGS ON

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at 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?

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?

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.

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 [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?

5. Learn more about some high profile international visits to Ukraine to show continued support in this war:

Canadian Prime Minister Justin Trudeau: <https://www.youtube.com/watch?v=Ju-9eeouI7E> [7:41]

American First Lady Jill Biden:

<https://www.cnn.com/2022/05/11/opinions/jill-biden-ukraine-mothers-war-lesson/index.html>

United Kingdom Prime Minister Boris Johnson: <https://www.youtube.com/watch?v=G1z248-85oM> [2:53]

As you see it, what is the significance of these in-person visits? Explain.



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

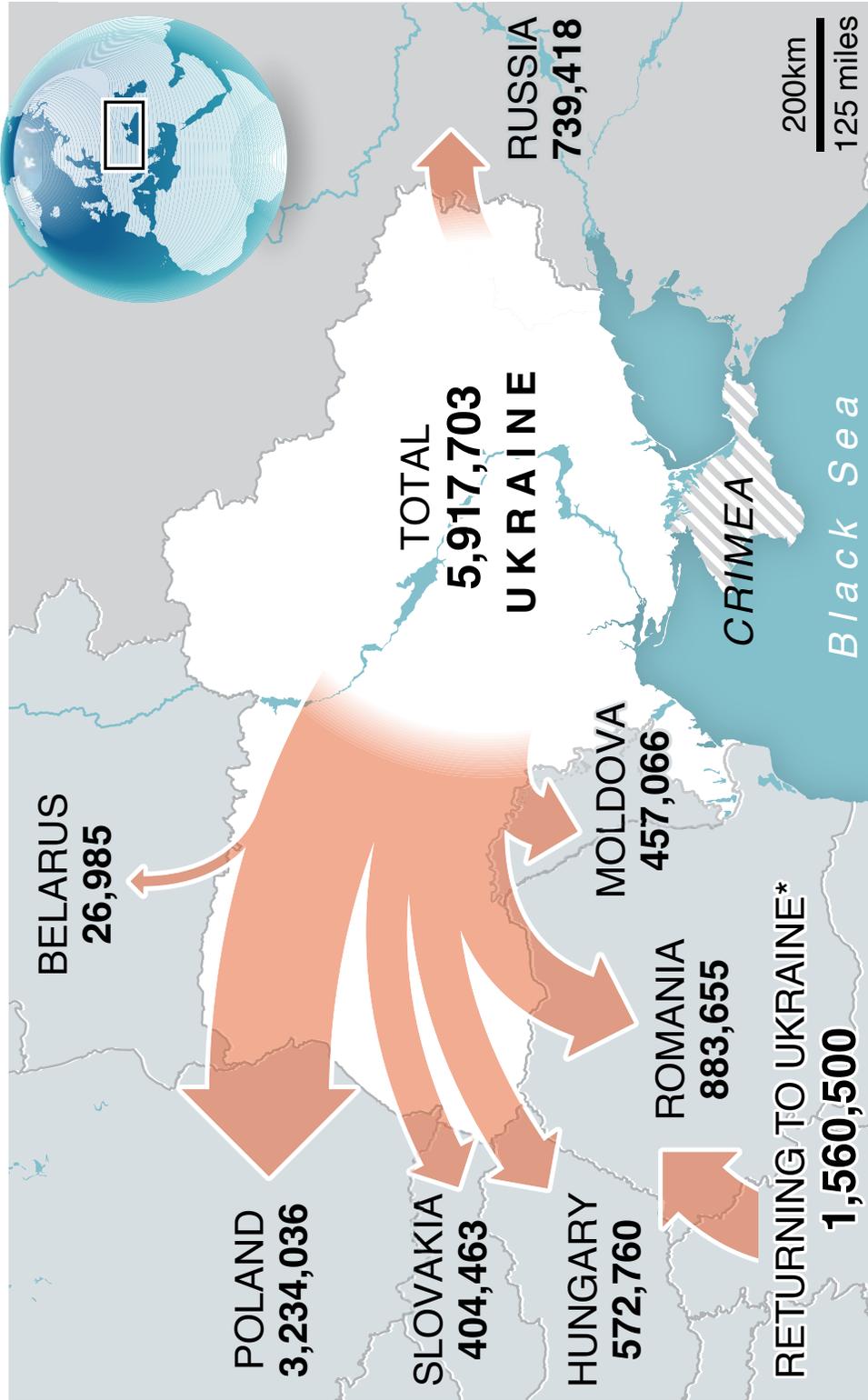
Sources: Institute for the Study of War, UK Ministry of Defence, Reuters

© 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

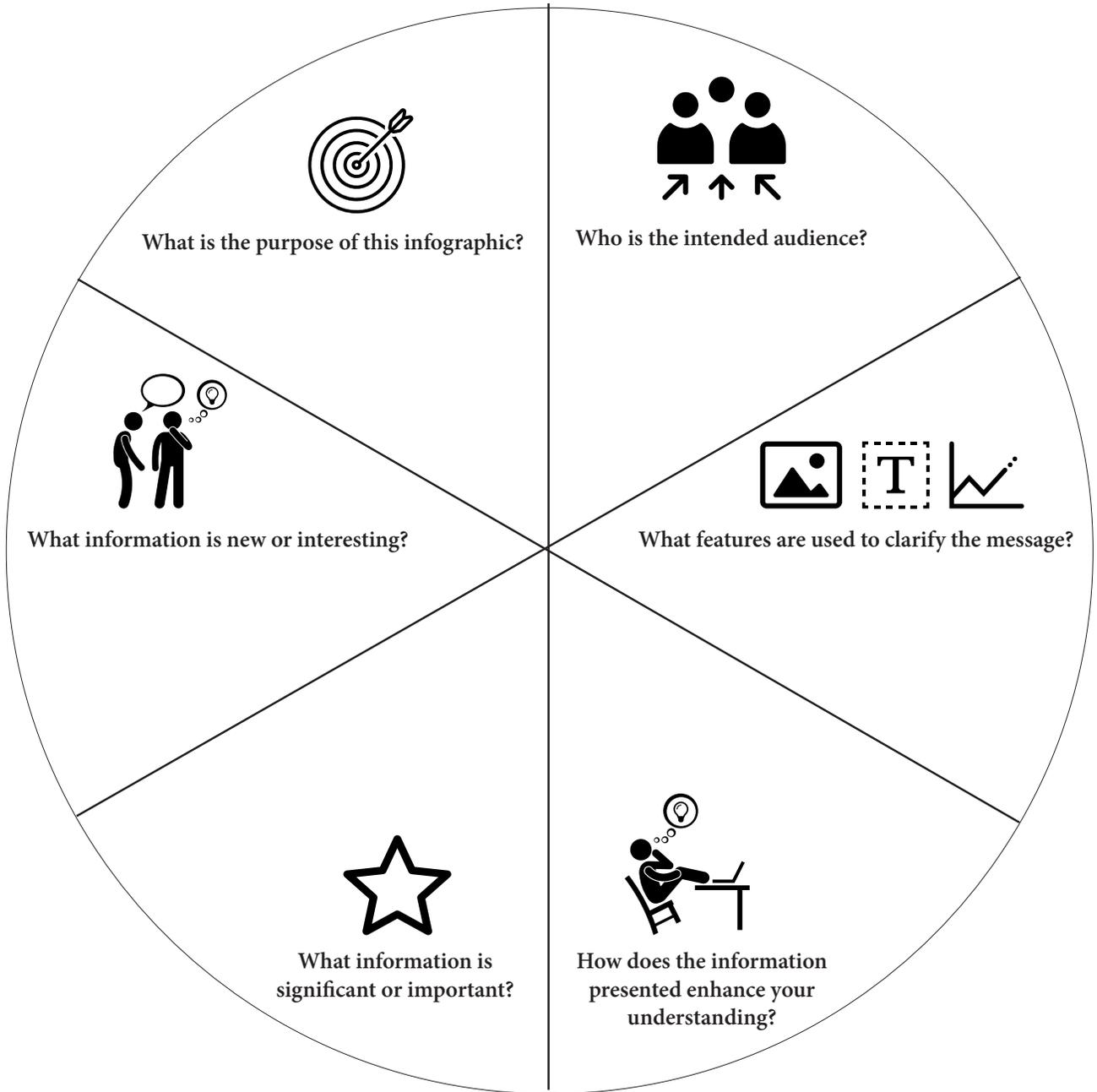
Source: UNHCR

Data as of May 9, 2022

© GRAPHIC NEWS



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



RUSSIAN MILITARY IN UKRAINE



YOUR TASK:

Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. *Note:* The **Editorial Cartoons** resource page (p. 54) may be useful.

INITIAL READING: What can an initial look reveal?

1. Glance quickly at the cartoon. What is your first impression – your “gut response”?
2. Consider your background knowledge. What do you already know about the context of the cartoon – the time, place or situation? (List key facts.)

CLOSER LOOK: What's happening in the cartoon?

3. Describe what you *see* and *read* in the cartoon.

DRAW CONCLUSIONS: What overall impression can you draw?

4. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?
5. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is *specific* and *detailed*.) ★



MAP ANALYSIS

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

A. Reading the map:

1. What is the title of this map?

2. What is the purpose of this map?

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.

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

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

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

Gas Pipelines From Russia

KEY

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





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, a small company founded by a team of scientists from the University of British Columbia, has won a million dollar prize! It was competing to come up with the best technology breakthroughs to help solve some of the world's most pressing problems, most notably climate change. Contest entries were judged by a panel of 70 experts from around the globe.

The company will use the prize money to develop its **innovative** carbon capture technology. If all goes well, Carbin Minerals could be in line for a further \$50 million to help it scale up.

WHAT IS CARBON CAPTURE?

Carbon capture involves pulling carbon dioxide (CO₂), a greenhouse gas, 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.

Levels of carbon dioxide in the Earth's atmosphere are increasing, largely due to the burning of fossil fuels. To bring down atmospheric carbon

dioxide levels, we need to reduce the amount of carbon we pump into the atmosphere. For instance, we must transition from fossil fuels to 'cleaner' energy from 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 — actually removing carbon from the atmosphere, resulting in "negative emissions" — as a crucial part of the overall climate solution.

Carbon capture usually involves either stripping carbon from smokestack emissions in industrial operations, or capturing carbon directly from the air. The carbon dioxide is then compressed, transported, and either injected deep underground or used to make other products.

MINERALIZING CARBON DIOXIDE

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

DID YOU KNOW?

The concentration of CO₂ in the atmosphere is expressed in parts per million (ppm). Before the Industrial Revolution, which began in 1760, atmospheric CO₂ was about 280 ppm. By March 2022 it had risen to 418 ppm, a 50-percent increase.

When certain **magnesium**-rich rocks from under the Earth's crust are brought to the surface, they react with carbon dioxide in the atmosphere. The magnesium absorbs the gas and converts it into solid carbonate minerals. This process safely removes and **sequesters** the carbon from the atmosphere.

Where do you find such rock? Think of mining sites with massive fields of mine tailings — pulverized rock left over after the valuable ore is removed. This crushed rock waste can become a vault that securely locks up carbon for eternity.

DEFINITIONS

INNOVATIVE: new, original, and advanced

MAGNESIUM: a light, silver-white metal that is a chemical element

NET-ZERO: resulting in neither a surplus nor deficit because gains and losses cancel out

SEQUESTER: to set apart



CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

“By tapping into one of the largest carbon storage **reservoirs** on Earth... we are working on a solution that will **tangibly** reduce the amount of carbon dioxide in our atmosphere and truly turn the dial on climate change,” says the company website.

But natural mineralization is slow. So besides using remote sensing to identify rock bodies that could be used for carbon capture, the company is also developing techniques to speed up the process.

It will take mind-boggling quantities of rock to budge global CO₂ levels. The costs will be daunting. But it’s just one example of the many novel carbon capture technologies that scientists are working on.

CARBON CAPTURE IN THE OIL AND GAS INDUSTRY

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

“Carbon capture can play an essential role in the transition to a prosperous net-zero economy,” the government states.

In Canada, most existing and proposed carbon capture projects are located in Alberta and Saskatchewan, the two provinces whose economies rely heavily on the oil and gas industry. These provinces need to bring down their emissions; the oil and gas industry contributed 26.2 percent of Canada’s total emissions in

2019. But at the same time, they want to be allowed to continue extracting fossil fuels. For them, carbon capture technologies are a good investment.

IS CARBON CAPTURE THE SOLUTION?

Chris Severson-Baker, a senior director of the Pembina Institute in Alberta, agrees that carbon capture is a “necessary part of the overall strategy of tackling climate.” However, he advises against investing buckets of public money in an industry that is “likely to decline in the not too distant future.”

In a similar vein, over 400 academics have written a letter to the federal government cautioning against subsidizing the fossil fuel industry for expensive carbon capture technology.

“Carbon capture for the oil and gas sector is not a climate solution,” they wrote.

Critics suggest that investments in carbon capture are simply a way to prolong the lifespan of an industry that needs to put itself out of business if the world is to survive. The focus should be on clean 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: both have a role to play. According to the **International Energy Agency**, future global emission reduction targets cannot be met without employing carbon capture technology.

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 help to reduce atmospheric carbon, but our current emissions exceed what the planet can absorb.

“The question of whether you want to store or not store [carbon] was a very good question in 1980,” says U.S. Professor Klaus Lackner, sometimes known as the Godfather of Carbon Capture.

“You needed to have this discussion 30, 40 years ago because back then you still had a chance to stop the train.

“We have for two centuries simply dumped the waste from energy production — which is carbon dioxide — in the atmosphere and not thought about it any further, and we are gradually waking up to the fact that that’s not acceptable.”

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.

MEGATON: one million tons (ton: a unit for measuring weight, containing 2000 pounds and equal to 907 kilograms)

RESERVOIR: a container where a substance, usually a liquid, is kept for a particular purpose

TANGIBLY: in a substantially real way; capable of being perceived, especially by touch



CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

COMPREHENSION QUESTIONS

1. What was the concentration of carbon dioxide in the Earth's atmosphere before the Industrial Revolution?

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

3. How and why did this increase occur?

4. Explain what **carbon capture** is.

5. Identify and describe the two methods normally used to capture carbon.

6. Which company won a prize for developing an innovative carbon capture technology? How big was the prize?

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

8. Identify at least two problems associated with this method of carbon mineralization.



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...*



CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

QUESTIONS FOR FURTHER THOUGHT

1. The article shares that "*over 400 academics have written a letter to the federal government cautioning against subsidizing the fossil fuel industry for expensive carbon capture technology.*"

As you see it, why might so many academics feel compelled to lobby the government against these subsidies? Give reasons to support your response.

2. 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.

3. 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.



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 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.

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?

3. Visit the UBC CarbMin lab official site to learn more about the group's projects and how it is collaborating with the local community and stakeholders to advance its research:

<https://carbmin.ca/>

<https://www.youtube.com/watch?v=Unzq2foRcv4> [5:43]

4. How is the Canadian government investing in carbon capture technology?:

<https://www.nrcan.gc.ca/climate-change/canadas-green-future/carbon-capture-utilization-and-storage-strategy/23721>

<https://www.nrcan.gc.ca/energy/offices-labs/canmet/ottawa-research-centre/co2-capture-utilization-and-storage-ccus/23320>

5. 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 [14:43]

How does this process differ from carbon mineralization?

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

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



CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

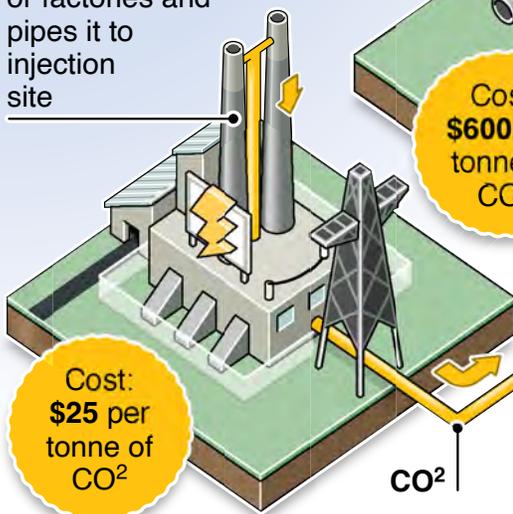
INFOGRAPHIC

Turning greenhouse gas into rock

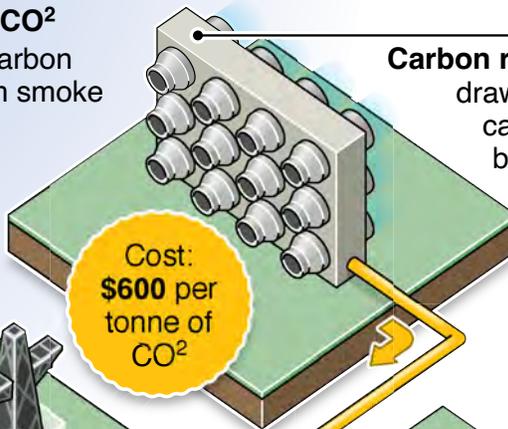
A tech startup is tackling climate change by turning carbon dioxide into rocks – permanently storing the greenhouse gas deep underground

TWO WAYS TO EXTRACT CO²

Carbon capture: Traps carbon dioxide (CO²) directly from smoke stacks at power stations or factories and pipes it to injection site



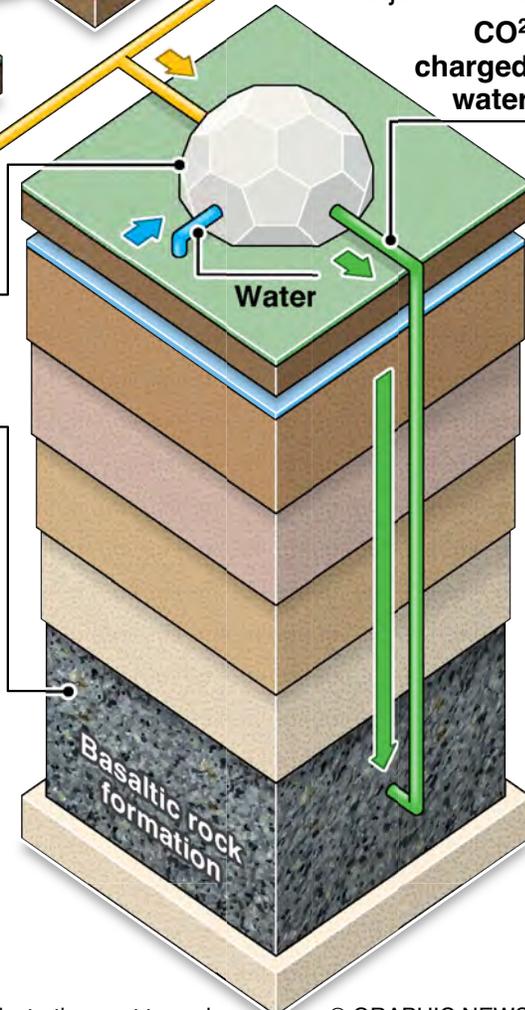
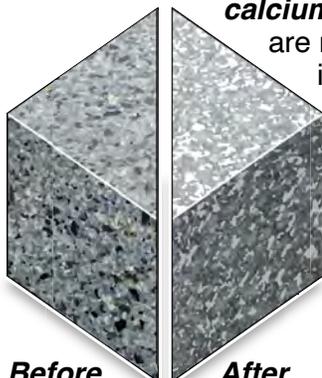
Carbon removal: Fans draw in air so CO² can be collected by filters. When full, filters are heated to 100°C, releasing CO² which is piped to injection site



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 CO² to form carbonate minerals that fill up rock cavities



Sources: Bloomberg, Carbfix, Climeworks

Illustrations not to scale

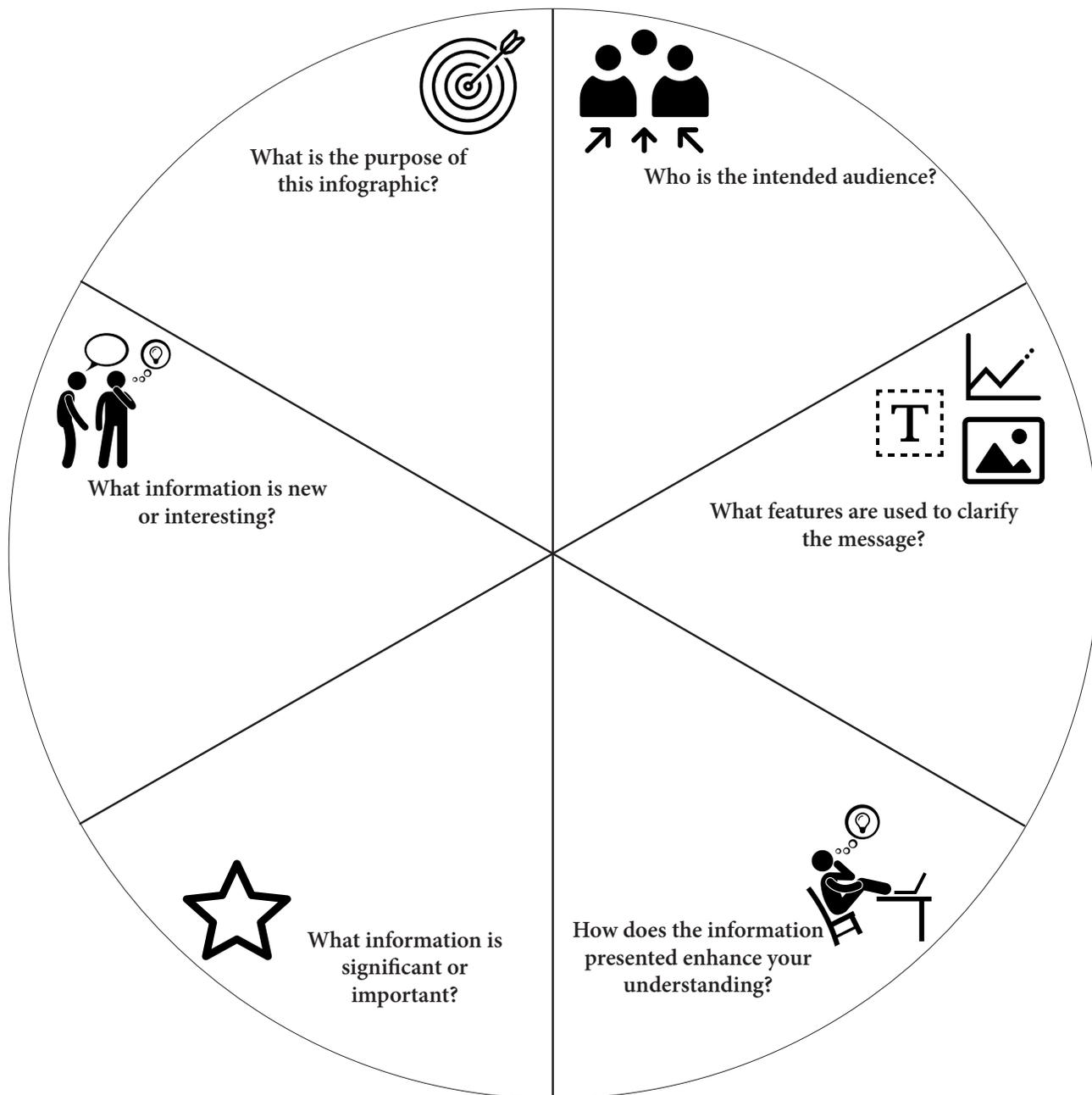
© GRAPHIC NEWS



CARBON CAPTURE

– A WEAPON IN OUR BATTLE AGAINST CLIMATE CHANGE?

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



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. 47. 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. 48);
- 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:



RESOURCE PAGE FOR TEACHERS **INQUIRY PROJECT**

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 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.)?

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.



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

	Emerging	Developing	Proficient	Extending
Supports thinking	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.
Shows understanding	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 of the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
Thinks critically	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: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

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 following chart provides a summary of the main purposes for reading and what each entails.

Purpose for Reading	What does it look like
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.

**WHAT ARE EDITORIAL CARTOONS?**

Editorial cartoons are found in the editorial – or opinion – section of a newspaper. They are created by cartoonists as a way of visually commenting on and often criticizing the world around them – with humour. Editorial cartoonists express their ideas and opinions about issues (for example, what to do about Canada’s economy), events (such as the Olympic Games) or public figures (like the Prime Minister).

Because cartoons are drawn from the viewpoint of the cartoonist they do not tell the whole story about the event, issue or individual, but they reveal important messages. Their purpose is to grab people’s attention and cause them to re-examine their views on a subject. Editorial cartoons typically send a particular kind of message. The message is conveyed through images and wordplay. Their tone is generally ironic (portraying events in ways that are unexpected or contrary to how they seem), satiric (ridiculing the event, individual or issue), or humorous (inviting readers to laugh at themselves or at others).

In order to interpret the message of an editorial cartoon it is helpful to understand the **context** – the time, place and situation. It is also useful to understand some of the common **art techniques** used by cartoonists to emphasize their points. Considering these things will help you better decode and appreciate the message behind the cartoon.

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

Caption (a sentence or phrase that is the title or explanation of the cartoon);

Labels (words or numbers in the drawing to identify people, objects or dates);

Relative size (some images are drawn much larger or much smaller than others);

Light and dark (use of dark shading and white space to create an effect);

Composition (the arrangement or location of figures or objects in the centre or background);

Symbols (a sign or image to represent something else);

Caricature (a distorted, simplified or exaggerated representation of a figure).



A PONTIFF'S HEARTFELT APOLOGY

1. When did Residential Schools operate in Canada?

Beginning in the 1880s, and continuing for over a century, Residential Schools operated across Canada. As many as 80 were open at one time and the last one closed in 1996.

2. 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.

3. Why were these schools set up? What was the government policy based on?

The aim of the schools was to educate, convert, and integrate Indigenous children into mainstream society. According to the thinking of the day, First Nations, Inuit, and Métis children would assimilate more easily once removed from the influence of their parents and community and kept in schools for most of the year. The government policy was based on a colonial view that Euro-Canadian society and Christian religions were superior to Indigenous cultures.

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

The schools were more like violent prisons than places for children. Students were physically and emotionally bullied and abused and some reported being sexually molested by those who were supposed to care for them. Students were punished if they spoke their Indigenous languages. Letters home were written in English, which many parents couldn't read. The schools were crowded, unsanitary, and cold.

5. What did many children experience when they returned home?

When students returned home, they often found they didn't belong anymore. (Thousands died while at the schools, but nobody knows exactly how many. They succumbed to smallpox, measles, flu, and tuberculosis.)

6. When did the last Residential School close?

The last one, near Regina, closed in 1996.

7. What was recently discovered on the grounds of some former Residential Schools?

In recent months, the remains of more than 1000 people – mostly children – have been found in unmarked graves. (Many Indigenous communities are using ground-penetrating radar and other methods to conduct their own searches. Ottawa has pledged \$83 million to help fund these efforts.)

8. Name the leader of the Catholic Church. Where is the headquarters of this world-wide religion located?

Pope Francis is the head of the Catholic Church. The church is run from the Vatican in Rome, Italy. (There are about 2.4 billion Christians in the world and an estimated 1.2 billion are Roman Catholics.)

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, delivered an apology on behalf of the Catholic Church for its role in running Canada's Indian Residential Schools.

10. What is the next step for Pope Francis in his apology to the larger Indigenous community in Canada?

Pope Francis is planning a trip to Canada in July, with planned stops in Edmonton, Quebec City, and Iqaluit. (Some Indigenous groups are also asking for compensation to undo the harm survivors have suffered. They want funding for addiction and mental health programs, job training, language preservation, and services for their children who have also been traumatized by their parents' experience.)



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. d; 2. b; 3. c; 4. False; 5. True; 6. True;
7. genocide; 8. society; 9. \$83; 10. *Answers will vary.*

ELON MUSK PLANS TO BUY TWITTER

1. Who is the world's richest person? How much is he worth?

Elon Musk has an estimated net worth of \$274 billion U.S. (He is wealthier than 165 out of 211 nations in the world.)

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

1) Elon Musk is a 50-year old-inventor and design engineer who 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 operate that allowed him to get rich?

Mr. Musk made his mark with Zip2 and PayPal. (He also started SpaceX whose rockets have flown private citizens and supplies to the International Space Station.)

4. Which car company is he in charge of?

In 2004 he invested heavily in Tesla. (Tesla is now one of the world's most valuable companies and remains the world's most valuable automaker with a market capitalization of more than \$900 billion U.S.)

5. How many people use Twitter every day?

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

6. 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. His plan is to take the company private.)

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

Mr. Musk wants to make Twitter a place for open and honest discussion – a site where different opinions can be shared. He believes that free speech is important to democracy and that Twitter provides a forum where the public can debate issues that are vital to the future of humanity. (Mr. Musk has 80 million Twitter followers.)

8. Explain why some critics are concerned about this potential purchase?

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 leadership because he has posted questionable tweets himself. 2) If Mr. Musk buys Twitter, he plans to make it a private company (shares will no longer be traded publicly). Some critics worry that without stockholders who are concerned about how posted content may affect stock price, Twitter may become more outrageous and out of control.

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

1) He will remove spam bots – computer-generated accounts responsible for malicious or 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 users to post tweets.

Quiz:

1. b; 2. d; 3. e; 4. False; 5. True; 6. True;

7. democracy; 8. spam bots; 9. private; 10. *Answers will vary.*

**THE RUSSIA-UKRAINE WAR DRAGS ON**

1. When did Russia invade Ukraine? What reason did President Putin give for this 'special military operation'?

Russia attacked on February 24, 2022. President Vladimir Putin claimed that Ukraine was a threat to Russia. (Most analysts say the incursion was entirely unprovoked.)

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

44 million (not including Crimea)

3. 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 have abandoned their homes but remain inside Ukraine.

4. 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. (The common Russian strategy seems to be if attacking troops cannot easily enter a population center, they withdraw and fierce, indiscriminate bombing and shelling occurs to try to 'soften' (destroy) the target and force the inhabitants to surrender.)

5. 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.)

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

During the first few weeks of the war, Ukraine showed remarkable grit and resilience and beat back the Russian invaders. Russia has 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 impeded or stopped by deep mud; the Russian military has proven to be inept and unmotivated and has suffered setbacks and logistical problems; Russia does not control the skies; etc.)

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

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

8. In April, fighting shifted to the Donbas region in the east. Why has Russia specifically focussed its efforts on Mariupol?

Russia has two main reasons for focusing on this strategic city in southeastern Ukraine:

- 1. It wants to create a land corridor between the Crimean Peninsula and the Donbas region (in eastern Ukraine.)**
- 2. Mariupol is a port on the Sea of Azov. Most of Ukraine's steel, coal, and corn is shipped from here. By controlling this export hub, Russia hopes to strangle Ukraine's economy. (Russia also imposed a naval blockade on the Black Sea to prevent ships from entering or leaving Ukraine.)**

9. Describe the current condition of Mariupol. What happened to many of its residents?

Mariupol, a city in southeastern Ukraine, has been all but destroyed. By early May, Russian forces had gained control over this city that had about 500,000 residents before the war. The population of Mariupol was deprived of food, medicine, and other necessities for weeks before the UN and Red Cross helped some escape. The number of civilian casualties is unknown, but it is expected to be high.



THE RUSSIA-UKRAINE WAR DRAGS ON

Cartoon:

1. *Answers will vary.*
2. 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.
3. The title of the cartoon is 'Russian Military in Ukraine'. The first frame show 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.
4. The bias is that of the cartoonist.
5. 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.

Quiz:

1. a; 2. c; 3. b; 4. True; 5. False; 6. False;
7. oligarchs; 8. 40,000; 9. natural gas; 10. *Answers will vary*

CARBON CAPTURE

1. What was the concentration of carbon dioxide in the Earth's atmosphere before the Industrial Revolution?

The atmospheric carbon dioxide (CO₂) was about 280 parts per million. (The Industrial Revolution began in 1760.)

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

In March 2022 the atmospheric CO₂ had risen to 418 ppm - a 50-percent increase.

3. How and why did this increase occur?

Levels of CO₂ in the atmosphere have increased largely due to the burning of fossil fuels. To bring down atmospheric CO₂ levels, the amount of carbon pumped into the atmosphere must come down. Fossil fuels must be replaced by 'cleaner' energy from renewable sources such as solar and wind.

4. Explain what carbon capture is.

Carbon capture involves pulling carbon dioxide (CO₂), a greenhouse gas, 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.

5. Identify and describe 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 CO₂ is then compressed, transported, and either injected deep underground or used to make other products.

6. Which company won a prize for developing an innovative carbon capture technology? How big was the prize?

Carbin Minerals, a small company founded by a team of 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.)

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

When magnesium-rich rocks from inside the Earth reach the surface, they react with CO₂ in the atmosphere. The magnesium absorbs CO₂ gas and converts it into solid carbonate minerals. This process safely removes and sequesters the carbon from the air. The crushed rock waste left over at mining sites after ore is removed can be used in this process.

8. Identify at least two problems associated with this method of carbon mineralization.

- 1) **Natural mineralization is a very slow process.**
- 2) **It requires very large quantities of rock to lower global CO₂ levels.**
- 3) **It's expensive.**

Quiz

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

7. greenhouse; 8. million; 9. Alberta / Saskatchewan; 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
- ✓ National and international news stories
- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
- ✓ Maps and illustrations

Product details: 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 and up.



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

Product details: 38 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.

Currents4Kids/Infos-Jeunes: Grades 3 and up.

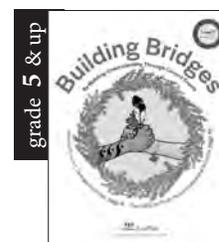
News4Youth/Infos-Ados: Grades 7 and up.



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

Product details: 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.



1-888-240-2212 www.lesplan.com

Contact us for a sample copy or free demo.

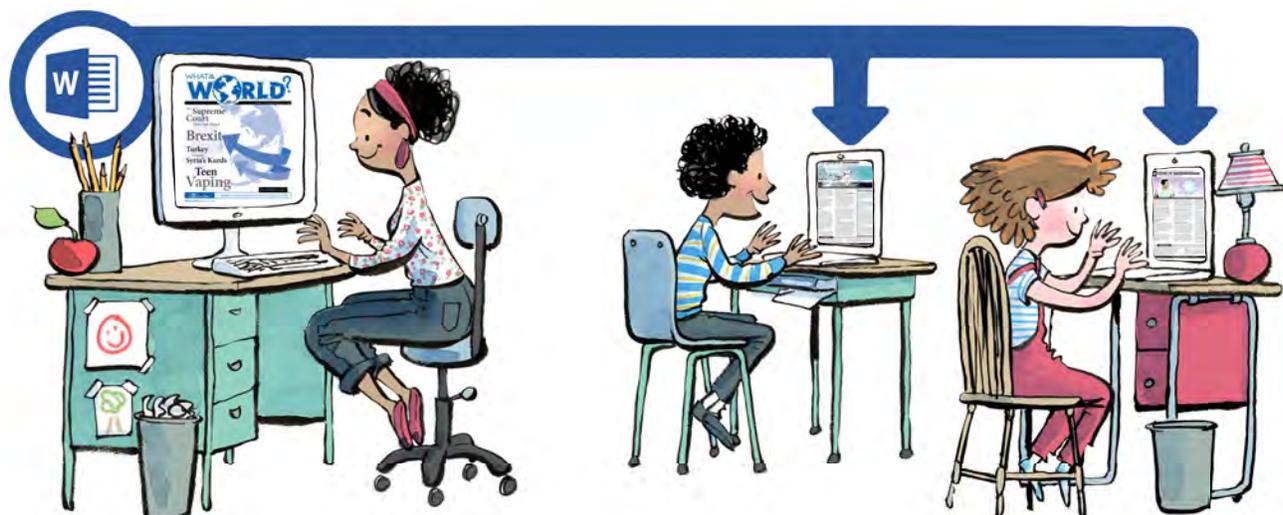
LesPlan Educational Services Ltd.

Visit: www.lesplan.com

email: info@lesplan.com

call toll free: 888 240-2212

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

LesPlan Educational Services Ltd.

Visit: www.lesplan.com

email: info@lesplan.com

call toll free: 888 240-2212

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^{er} 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.

LesPlan Educational Services Ltd.

info@lesplan.com www.lesplan.com Toll free 888 240-2212

Order Form - Subscriptions

Email to info@lesplan.com or fax to (888) 240-2246 or order online: www.lesplan.com



DELIVER TO (please print clearly)

TEACHER _____	SCHOOL _____
EMAIL _____ ()	ADDRESS _____
PHONE _____	CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

PDF/WORD SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			4 issues (Sept. - Dec.)	8 issues (Sept. - May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>Nos Nouvelles</i>	Français	À partir de la 3 ^e année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Le Monde en Marche</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
			5 issues (Sept. - May)		
<i>Building Bridges</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$150		
<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$150		
<i>Bâtir des ponts</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 150 \$		
<i>Bâtir des ponts</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 150 \$		
Subtotal A					

ONLINE INTERACTIVE SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			19 issues (Sept. - Jan.)	38 issues (Sept. - June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>News4Youth</i>	English	Grades 7 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>Infos-Jeunes</i>	Français	À partir de la 3 ^e année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Infos-Ados</i>	Français	À partir de la 7 ^e année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
Subtotal B					
			ON add 13% HST NB, NL, NS & PEI add 15% HST	HST	
			All others add 5% GST	GST	
TOTAL					



BILLING OPTIONS

Invoice school Invoice **Bill To** address Bill in the fall

Purchase Order _____

Please charge to: MasterCard VISA

CARD NUMBER _____

CARDHOLDER NAME _____ EXPIRY DATE (MM/YY) _____

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

LESPLAN OFFICE USE: 2022-2023		3
_____ _____	<input type="checkbox"/> INVOICE # _____ <input type="checkbox"/> C4K / I-J _____ <input type="checkbox"/> N4Y / I-A _____	

