

WHAT IN THE WORLD?

LEVEL 1 (GRADES 5 AND UP)

The Boss Is Back (Again)

Free
Sample

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SAMPLE EDITION
2025/2026: ISSUE 8

WHAT IN THE WORLD?

Level 2, 2025/2026: Issue 8

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HAY'SXW'QA!

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

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

MISSION STATEMENT

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



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

K. Camelon, Grade 7/8 teacher

Admaston, ON



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WHAT YOU'RE MISSING



NATIONAL

OPERATION NANOOK-NUNALIVUT



It was a show of strength—and it was meant to be. From mid-February to mid-April, some 1300 Canadian Armed Forces (CAF) personnel and Canadian Rangers ...

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NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN



Picture this: you wake up, reach for your phone—and TikTok is gone. Instagram, Snapchat, YouTube—all locked. The reason? It's just become illegal for you to use ...

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INTERNATIONAL

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- S. Giffin, Dartmouth, NS



THE BOSS IS BACK IN BANFF

– OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

BEFORE READING

1. Divide the class into small groups and write "bears" on the board. Give students a few minutes to brainstorm as many types of bears as they can. This link may be helpful:

<https://greatbear.org/bear-species/>

2. Share and compare the types of bears that students identified. (N.B. The koala is not a bear, but a marsupial.)

3. Next, have students pare down their list to the species that live in Canada. (Grizzly, Black, Polar) Debrief as a class.

N.B. Grizzlies are a subspecies of the brown bear; Spirit/Kermode bear is a subspecies of the black bear; Grolar bear is a grizzly-polar bear hybrid.

4. Show this video to confirm their guesses: <https://www.youtube.com/watch?v=gP68t6-636E> [0:55]

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.



Ursus arctos horribilis at the Grizzly & Wolf Discovery Center in West Yellowstone, Montana

May 23, 2024

https://commons.wikimedia.org/wiki/File:Grizzly_bear_grizzly_and_wolf_discovery_center_7.24.23_DSC_7779.jpg



THE BOSS IS BACK IN BANFF

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When a large grizzly bear, still groggy from winter, ambled into view in Banff National Park, photographer Chris Bloodoff didn't need a second look. He's been watching the same bear for seven years.

"It's kind of like seeing your old buddy," Mr. Bloodoff told CBC News in March. "He doesn't look like he's aged a day."

Meet Bear 122, the name on his GPS collar. Most people call him "The Boss." He's one of the most famous wild animals in Canada.

He's huge. At over 315 kilograms, he weighs about as much as a grand piano. He's old. Researchers say he's between 25 and 30 years old. Most male grizzlies don't live past 25.

Tourists flock to Banff hoping to spot him. Photographers stake out the backcountry for hours. He's even on social media.

But there's more to The Boss than fame. He represents the 400,000-plus bruins in Canada, all trying to live with other animals and 41 million people. Bears face dangers crossing roads and rail lines. They make risky visits to backyards for food. They cope with the pressures of hunting, land development, and climate change. Sharing the land hasn't been easy. So what can we learn from The Boss—a tough survivor—to protect bears?

A SYMBOL OF RESILIENCE

The Boss has been the dominant grizzly in Alberta's Bow Valley for nearly 30 years. His range covers over 2500 square kilometres across Banff, Yoho, and Kootenay national parks. He's also quite a dad. DNA samples show that roughly three-quarters of the cubs in the area are his offspring.

DID YOU KNOW?

Kermode bears, also called spirit bears, are black bears with a gene that makes their fur white. Native only to B.C.'s central coast, fewer than 500 are believed to exist.

"The biggest, baddest bear gets to mate," says Alberta biologist Colleen St. Clair.

A TALE OF THREE BEARS

Grizzlies like The Boss are one of three kinds of bears that live in Canada. Black bears are the most common. Canada has the largest population (380,000), followed by the U.S. (350,000) and Mexico (between 1000 and 2000).

Around 20,000 grizzly bears live in Canada. Most—about 16,000—are in B.C. The rest are in Alberta, Yukon, the Northwest Territories, and Nunavut. Grizzlies used to range in the U.S. Northwest and as far south as California, but as human populations grew, in the

DEFINITIONS

DNA (DEOXYRIBONUCLEIC ACID): a tiny set of instructions inside your body that tells it how to grow and work

19th and early 20th centuries their range was drastically reduced. (Today, Alaska has the most—about 30,000.)

Polar bears roam the Arctic coast and sea ice. Canada has some 17,000, or about two-thirds of the world's population. (Another 8000 or so live in Russia, Greenland, Norway, and Alaska.)

HOW BEARS LIVE

Polar bears remain active in winter but black bears and grizzlies enter a state called **torpor**. They sleep deeply all season, waking only if disturbed.

Before settling in for winter, they go through a phase called hyperphagia. They eat almost constantly, sometimes doubling their weight. Once in their dens, they don't eat, drink, or even eliminate waste until the spring.

Bears mate in early summer, but the females' fertilized eggs go through a process called delayed implantation until the moms-to-be settle into their dens. Cubs are born in the den in January or February, while mom sleeps. They weigh less than a kilogram.

Most bears live for 15 to 25 years in the wild. As **omnivores**, black bears and grizzlies feast on berries, roots, insects, salmon, and **carrion**. A bear doesn't care if it's coming from a salmon stream, a landfill, or a town.

KNOW YOUR BEARS—AND HOW TO STAY SAFE

So, you spot a bear while out on a hike. Is it a black bear or a grizzly? It matters because the two species usually behave differently if they feel threatened. Bears generally avoid humans, but when scared, black bears often flee and climb trees. Grizzlies are more likely to rely on size and aggression to defend themselves and their cubs. Here's what to look for.

The shoulders: A grizzly has a big hump above its front legs, built from muscle it uses digging for roots, bulbs, and squirrels. Black bears eat more vegetation. That requires climbing so they have no hump.

The face: A grizzly's face curves inward between the forehead and the snout, a shape biologists call 'dished.' A black bear's face is a straight.

The claws. A grizzly's front claws are long and pale, between five and 10 centimetres. A black bear's are darker and three to four centimetres.

To stay safe, never leave food or garbage out at a campsite. Carry bear spray while hiking. Use bells to make noise, travel in groups—and keep dogs under control. If you meet a bear, back away slowly, speak calmly, and use bear spray if it approaches.

Around Banff and Canmore, backyard fruit trees are the main reason bears in the Bow Valley are put down. Canmore pays residents money to replace them.

Cars and trains are responsible for most human-caused black bear deaths in Canada's mountain national parks. The Boss himself has been hit twice by trains while feeding on grain spilled along the tracks.

Hunting also impacts bears. B.C. banned grizzly hunting in 2017. Most provinces still allow black bear hunting, but not in parks. As for polar bears, Inuit communities and authorities decide when they can be hunted.

A WARMING COUNTRY

Climate change is reshaping bear habitats. Warmer rivers

affect migrating fish, especially salmon, which many bears rely on. Milder winters shorten denning seasons. Wildfires destroy denning sites, feeding areas and expose bears to more predators, including humans. Some grizzlies respond by moving north and mating with polar bears, producing "grolar bear" offspring. But experts say two-thirds of the world's polar bear population could vanish by 2050 due to thinning ice.

THE NEXT GREAT BEAR

The Boss can't reign forever. Another huge grizzly, Bear 136, called Split Lip, could be top dog. But right now, Bear 122 is in charge, reminding us that these regal creatures can thrive—if we make room for them. The future is still ours to shape. ★

DEFINITIONS

CARRION: the remains of dead animals, eaten by other animals
OMNIVORE: an animal that eats both plants and other animals

TORPOR: a state of reduced activity and lower body temperature; deeper than normal sleep but lighter than full hibernation



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COMPREHENSION QUESTIONS

1. List the three types of bears found in Canada. Where do they live and how many are in each species?

2. Which part of North America is home to the largest number of grizzly bears?

3. How far did grizzly bears once roam? Why did their populations disappear from many regions?

4. Describe how grizzly bears spend each winter.

5. List at least three other important facts about grizzly bears.

6. Identify at least three ways gradually warming temperatures are changing the way all bears behave.

7. How old is Bear 122? How much does he weigh?

8. Where does this bear live? How large is his range?



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QUESTIONS FOR FURTHER THOUGHT

1. The article states that DNA samples show that roughly three-quarters of the cubs in the area are offspring of The Boss. As you see it, what does this mean for the future of grizzly bears in the region? Give reasons to support your ideas.

2. The article states that climate change is reshaping bear habitats. As you see it, in what ways might this further impact the relationship between bears and people? Give examples to support your ideas.

3. The article provides some helpful information on what to do if you live in or visit an area where you might encounter a bear. How might tips for protecting yourself against bears be different for residents and visitors? Explain.



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QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Meet award-winning nature photographer Jason Leo Bantle who's been tracking "The Boss" for years:

<https://www.yout-ube.com/watch?v=dLlQMF2ZSfs> [1:24]

<https://www.yout-ube.com/watch?v=pNk-Noiq2xk> [1:54]

2. Meet "The Boss" rival "Split Lip" and learn how he got his name:

<https://www.cbc.ca/news/canada/calgary/banff-grizzly-the-boss-9.7146083> [1:31]

<https://www.cbc.ca/news/canada/calgary/the-boss-bow-valley-grizzly-bear-split-lip-9.6979193> [2:06]

What questions do you have?

3. Learn more about the habitat, social behaviour, and current populations of grizzly bears in western Canada:

<https://parks.canada.ca/pn-np/mtn/ours-bears/generaux-basics/grizzli-grizzly>

What did you learn?

4. Compare and contrast the physical characteristics of grizzlies and black bears:

<https://parks.canada.ca/pn-np/mtn/ours-bears/generaux-basics>

5. Explore how climate change is impacting polar bear habitats:

<https://canadiangeographic.ca/articles/think-like-a-bear-learning-to-coexist/>

6. Learn more about the Kermode bear and the Grolar bear:

<https://canadiangeographic.ca/articles/animal-facts-spirit-kermode-bear/>

<https://animals.howstuffworks.com/mammals/grolar-bear.htm>

7. Check out these infographics showing populations and locations of various bear species in Canada and the Arctic region:

<https://www.facebook.com/WildOriginsCanada/posts/nova-scotias-new-spring-black-bear-pilot-hunt-is-under-attack-whats-the-truth-ab/788641236637725/>

<https://davidsuzuki.org/wp-content/uploads/2013/03/threatened-grizzly-bear-populations-bc-alberta-MAP.pdf>

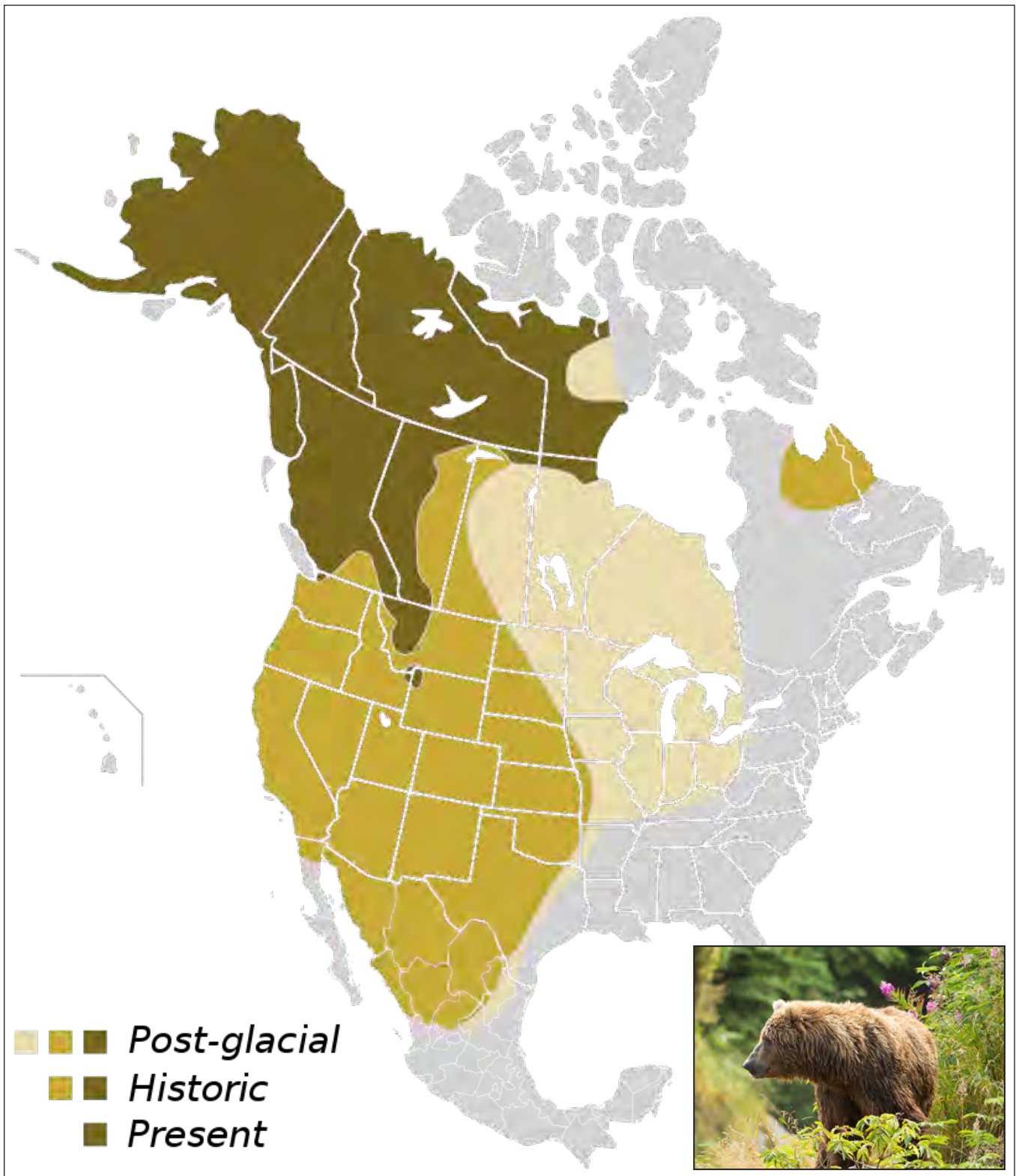
<https://www.arcticwwf.org/wildlife/polar-bear/polar-bear-population/>



THE BOSS IS BACK IN BANFF

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INFOGRAPHIC



Grizzly Bear - Historic and Present Range

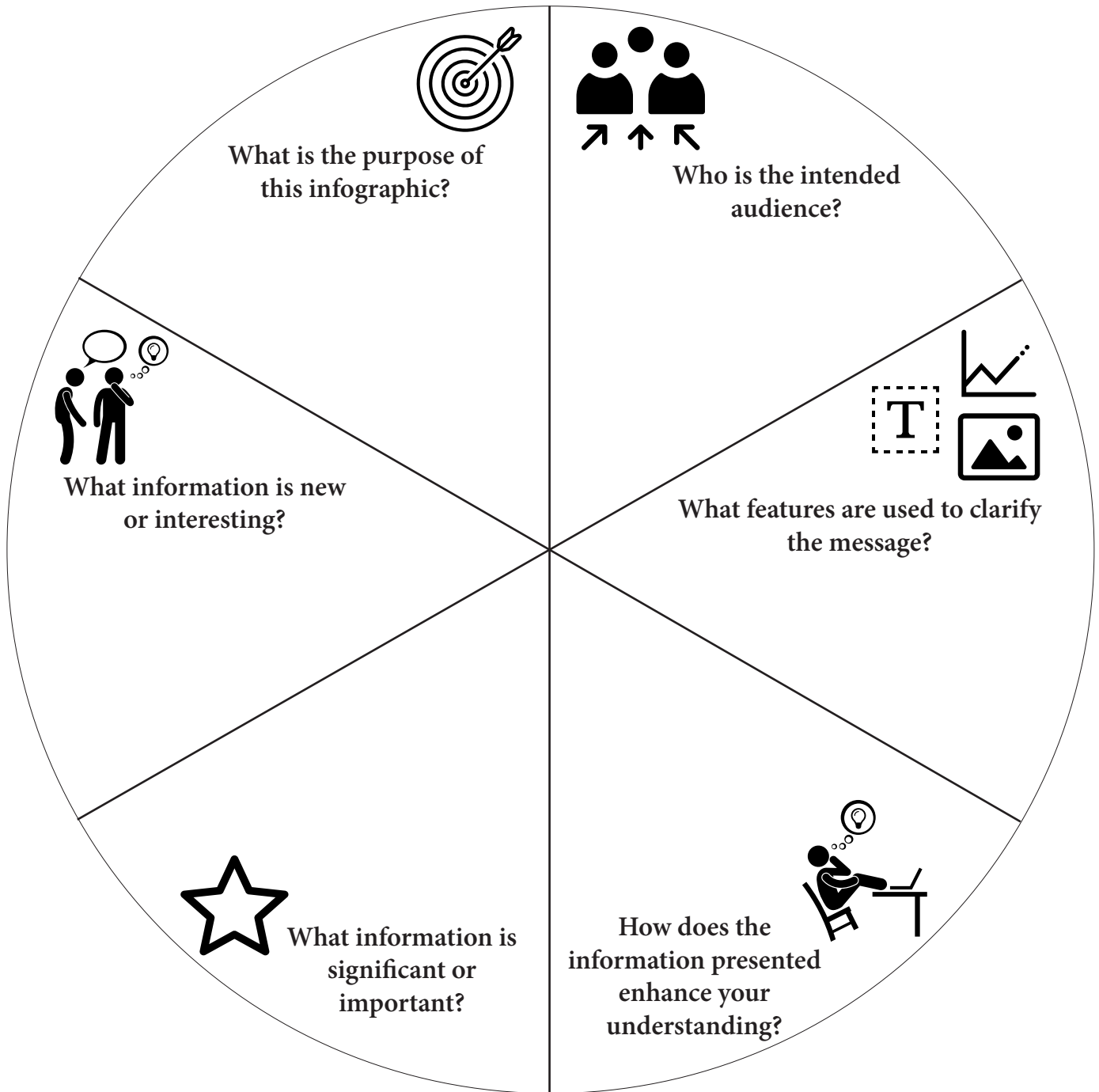
https://en.wikipedia.org/wiki/Grizzly_bear#/media/File:North_American_Grizzly_Range_Map.png



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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

MAP ASSIGNMENT B.C. AND ALBERTA

Complete this map assignment to better understand the article *'The Boss' is Back in Banff*.

INSTRUCTIONS

1. Obtain the required resources and read all the instructions before starting.
2. Colour your map **after** all labelling is completed.
3. Print in pencil only first, then go over the printing in black ink.
4. Work carefully and neatly.

Resources Required: pencil, black pen, pencil crayons, ruler, eraser and an atlas.

Part A Locate and label the following in CAPITAL letters and shade each as indicated:

British Columbia (orange) Alberta (yellow)

Part B Locate and label the capital of each province above and underline each city name.

Part C Locate and label the following province and territories in CAPITAL letters and shade each as indicated:

Saskatchewan (green) Yukon (pink) Northwest Territories (purple)

Part D Locate and label all U.S. territory in CAPITAL letters and shade it grey.

Part E Locate and label the following cities:

Vancouver Kelowna
Calgary Red Deer

Part F Locate and label Great Slave Lake and Lake Athabasca lakes and shade them light blue:

Part G Draw and label the following rivers and shade them light blue:

Skeena River Peace River Slave River
Athabasca River Fraser River Columbia River

Part H Locate and label the following and shade all ocean water dark blue:

Pacific Ocean Hecate Strait Queen Charlotte Sound

Part I Locate and label Vancouver Island and Haida Gwaii.

Part J Use the Key to locate and label the following six national parks and shade them dark green:

Wood Buffalo Jasper Banff
Yoho Glacier Kootenay

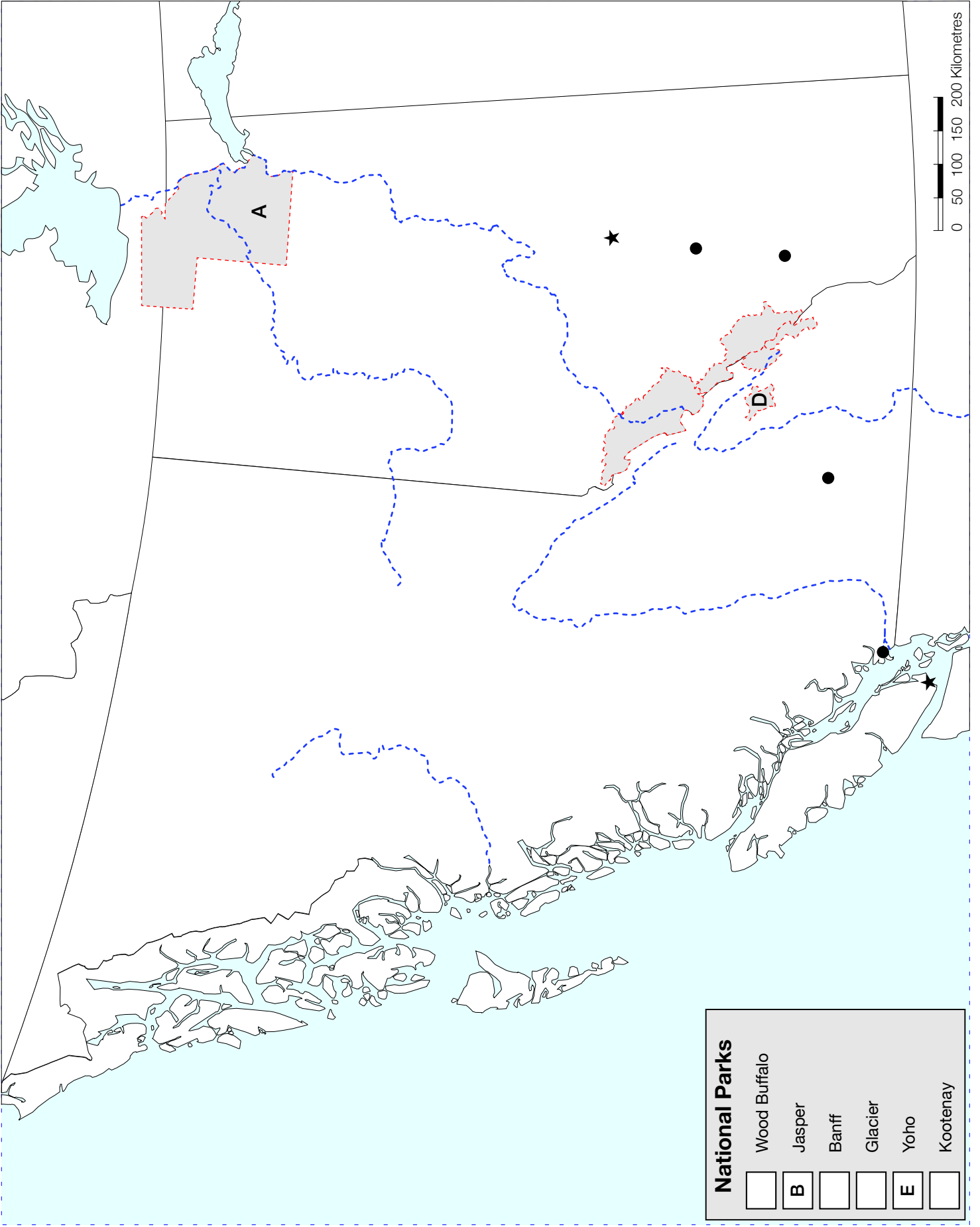
Part K Complete your map with a frame, title and compass. ★



British Columbia



Alberta



National Parks

Wood Buffalo

Jasper

Banff

Glacier

Yoho

Kootenay

0 50 100 150 200 Kilometres



SETTING A PURPOSE BEFORE READING

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

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

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

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

Purpose for reading	What it looks 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.

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. (Four, actually.)

The Canadian Reader

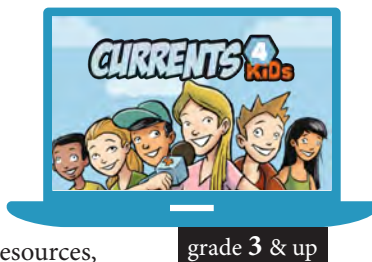
- ✓ PDF/Word resource
- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
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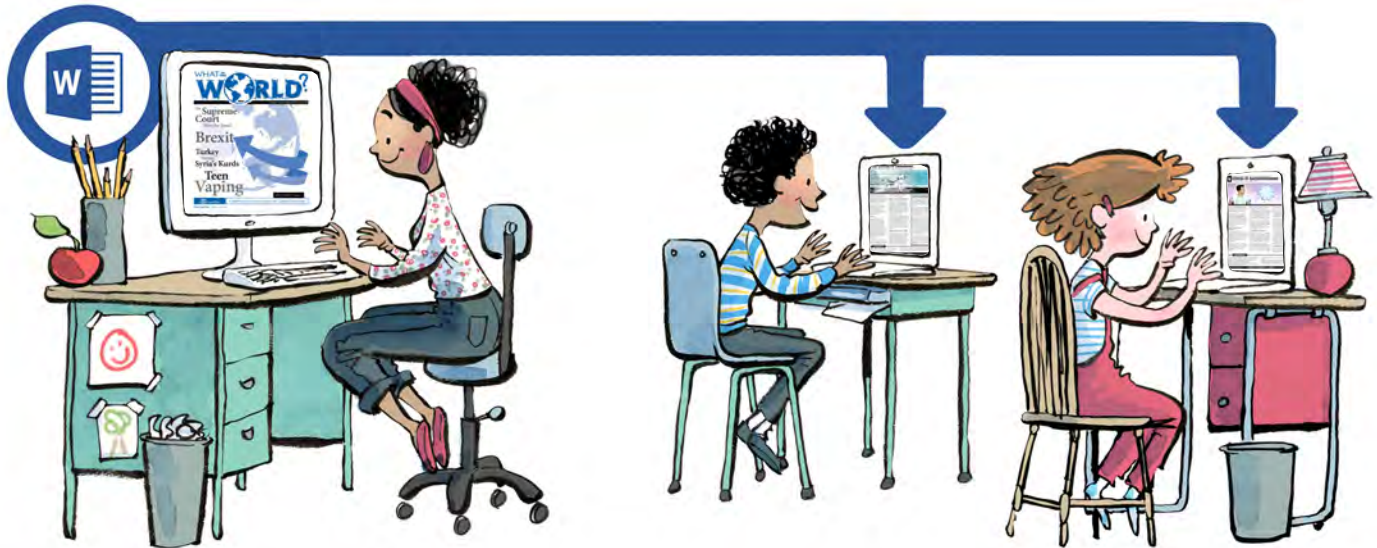
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Students Can Work In Word/Google Docs...



Did you know...

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

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

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

Data in the Word file

There are **three** ways to access data from a Word file:

- 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) Create a new file in a different format. Use the **Word Save As** command to choose: 1) plain text, 2) rich text format (RTF), 3) Web page (.htm), 4) PDF, etc.

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 a **Google Docs** file 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

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When I have kids in grade 4/5 wanting to know when the next issue is coming, even in December and June, that's when I know I have an excellent resource.

A. Eisler, Burnaby, BC

It is a relief to have a resource that fits with the curriculum and is teacher-friendly (ready to hand out). The added bonus of having the answers to the questions and discussion notes makes my life just a little bit easier.

B. Thibodeau, Saskatoon, SK

I have been using your product for seven years. There isn't a month that goes by that I don't get into challenging discussions with my students with the leads you provide and go in directions I could never imagine. Thank you for this terrific teaching aid!

D. Faerber, Pembroke, ON

Engaging, levelled articles, background information and original illustrations make the news interesting and easy to grasp. Accompanying questions and assignments provide multiple ways to examine the topics and enhance literacy and critical thinking.

WHAT IN THE WORLD?
LEVEL 1 (GRADES 5 AND UP)

**Securing
Canada's Arctic
Manitoba's
Social Media
Ban
World Cup
2026
The Boss
Is Back (Again)**

2025/2026: ISSUE 8

LesPlan A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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WHAT IN THE WORLD?

Sample Pages

The sample pages show various content from the magazine, including a feature on the Notre-Dame de Paris fire, an article on Xinjiang's Uighurs, and an answer key for a map of Europe. The magazine cover for 'The Uighurs of China - Terrorists or Victims?' is also visible.

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