

WHAT ^{IN THE} WORLD?



LEVEL 1 (GRADES 5 AND UP)

New West Coast Pipeline

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SAMPLE EDITION
2026/2027: ISSUE 1

WHAT IN THE WORLD?

Level 1, 2026/2027: Issue 1

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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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NATIONAL

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Sheltered in her truck, foot firmly on the gas pedal, Atlyn Becker watched in horror. The hills near British Columbia's Okanagan Lake turned an eerie shade of incandescent orange ...

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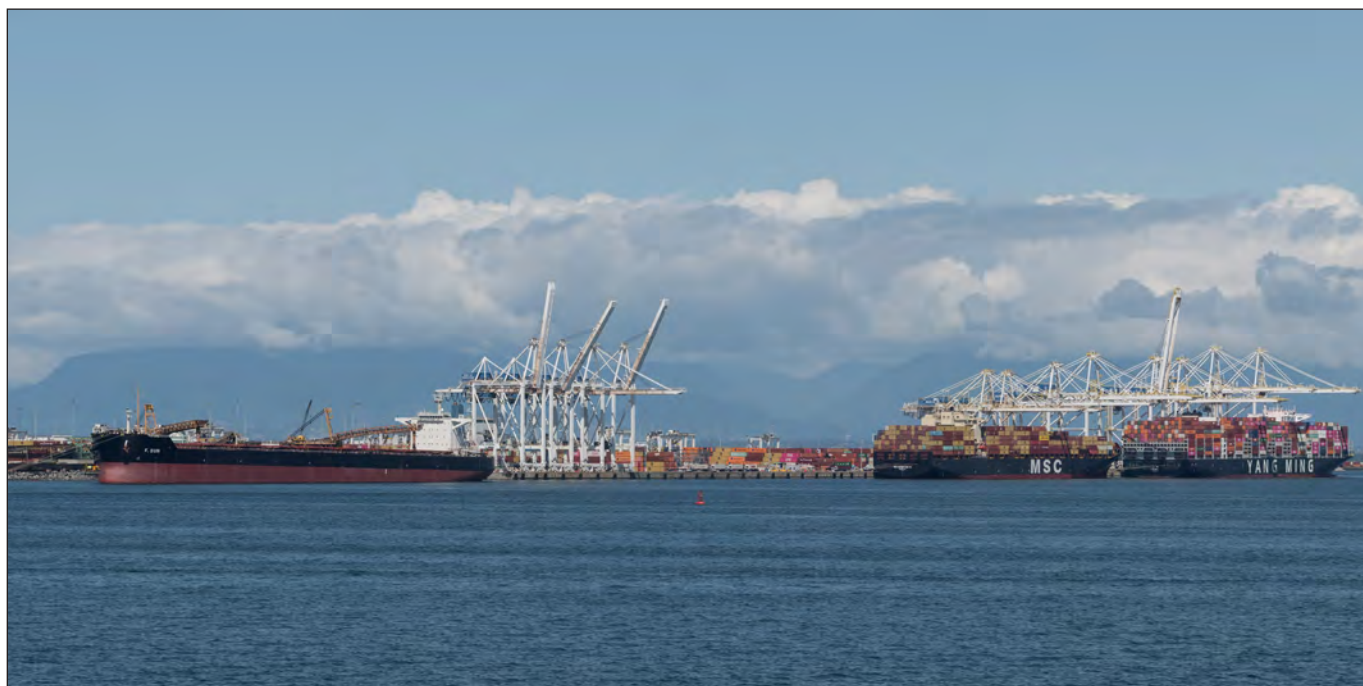
NATIONAL

FAST-TRACKING A NEW PIPELINE PROJECT

—CANADIANS ARE DEBATING IF WE'RE MOVING TOO QUICKLY

BEFORE READING

1. In pairs, ask students to take out a sheet of paper and a pencil each.
2. Have them divide the page in two, writing a + on one side and an - on the other. Have each student choose a side before you announce the topic.
3. Write the word “**pipeline**” on the board.
4. Give students one minute to silently brainstorm and dot jot their ideas, either in support of a pipeline or against a pipeline. (e.g., + creates jobs; moves more oil; increases oil sales; strengthens the local economy - more workers = more homes, businesses; etc.)
(e.g., - costs a lot of money to build; may have negative environmental impacts - spills, going through habitats; may interfere with neighbourhoods; supports more oil consumption vs. greener energy, etc.)
5. Give students three minutes to discuss their ideas with each other.
6. Have pairs collaborate to add other ideas to either side of the chart.
7. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.



Roberts Bank Superport (South of Vancouver, B.C.)

27 August 2024

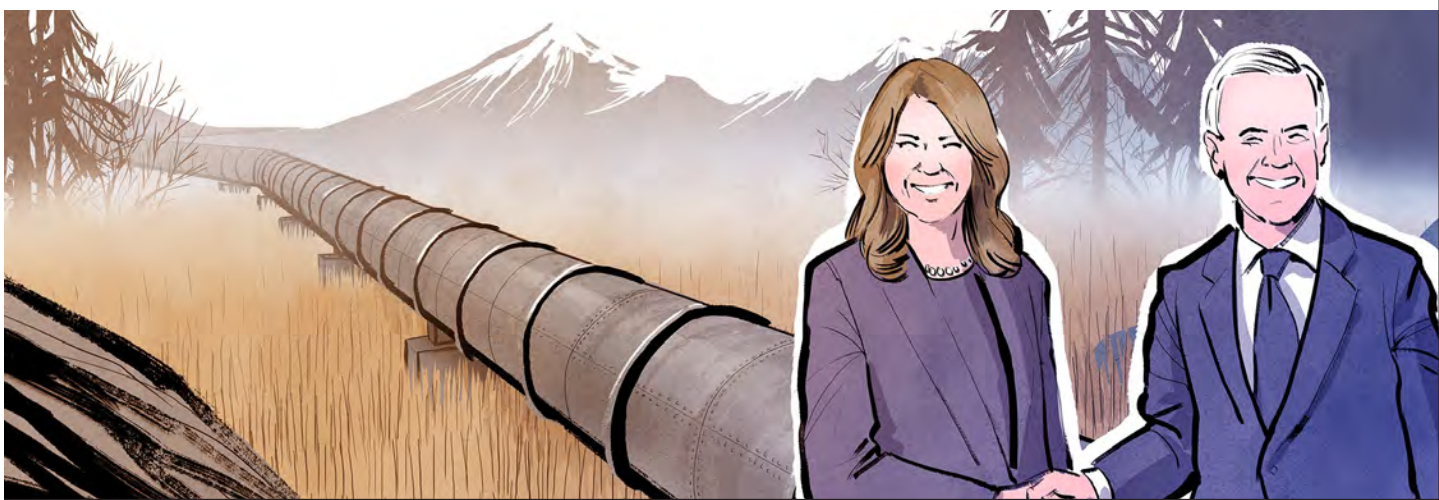
https://commons.wikimedia.org/wiki/File:Roberts_Bank_Superport_south_view_20240827_1.jpg



NATIONAL

FAST-TRACKING A NEW PIPELINE PROJECT

—CANADIANS ARE DEBATING IF WE'RE MOVING TOO QUICKLY



Canada could soon have a new way to export **crude oil** to customers in Asia and other overseas markets. That will happen if an Alberta pipeline project goes through.

The pipeline would carry about one million barrels of crude oil each day from Alberta to B.C. On July 2, Prime Minister Mark Carney confirmed that Ottawa wants to quickly approve the plan. Getting that approval could be a big test of the Major Projects Office (MPO). The MPO is Canada's new system for fast-tracking **infrastructure**.

Not everyone is happy with the plan—or the speed with which it might be approved. Critics worry that Indigenous rights, environmental safeguards, and even democracy itself may be

put to the test. Are they right? Let's explore further.

GOING WITH THE FLOW

First, some basics. The future **conduit** would carry crude some 1250 kilometres from Bruderheim, a town northeast of Edmonton, to Delta, B.C., just south of Vancouver. It would be one of the largest pipelines built in Canada in recent years.

Its route would generally follow the existing Trans Mountain pipeline. That pipeline was first built in 1953 and expanded in 2024. Trans Mountain carries about 890,000 barrels a day.

The new project would likely cost between \$35 and \$44 billion. It would more than double Trans Mountain's output and allow more Alberta oil to be sold overseas.

ONE MAJOR CUSTOMER

Does Canada really need another pipeline? Alberta Premier Danielle Smith and other supporters say yes because our country produces more oil than current pipelines can supply to global buyers. So the vast majority of Canada's oil sales go to one customer: the United States. In fact, Canada exported some 6.5 million barrels of crude oil, natural gas, and other petroleum products per day to 112 countries in 2025. The U.S. accounted for 91 percent of that total.

The problem? Selling so much oil to one customer leaves Canada with less bargaining power. That means Alberta oil producers typically accept \$10 to \$15 per barrel less than the world price. Both the federal and

DEFINITIONS

CONDUIT: a pipe, tube, or hidden channel that lets things like water, gas, or electrical wires pass from one place to another

CRUDE OIL: a fossil fuel made up of a thick, dark, and sticky liquid found underground

INFRASTRUCTURE: the basic structures, buildings, and systems that a town, city, or country needs to work properly

Alberta governments believe that opening new markets, particularly in Asia, would strengthen Canada's economy, bringing new revenue to Ottawa and Alberta. It would also reduce reliance on the U.S. That could be especially important at a time when trade relations with the U.S. have become tense. And supporters also argue that the pipeline would create jobs in Alberta's **oil sands**.

IS IT WORTH THE RISKS?

For their part, critics are quick to list the downsides. Among their concerns? Indigenous rights. The pipeline's route would cross several First Nations territories. That could affect fishing, hunting, and other aspects of their traditional way of life. Faster federal approvals might mean less Indigenous consultation, or violate treaties.

Meanwhile, environmentalists worry that a new pipeline could cause oil spills and produce more greenhouse gas emissions. They add that it could threaten endangered resident orcas that live in B.C. waters near the pipeline's planned terminal. They also argue that the project doesn't fit Canada's commitments to transition from fossil fuels.

A further issue is the approval process itself. Some experts fear concentrating so much decision-making power in the federal **Cabinet** and a single

THE BUILDING CANADA ACT

In Canada, building a major project such as an oil pipeline can take years. Before work begins, environmental assessments are needed. Federal and provincial permits must be obtained. Regulators must examine wildlife habitat, waterways, greenhouse gas emissions, and spill risks. Governments must consult Indigenous Peoples affected by the project and protect their rights. Critics say the system is inefficient and unpredictable. Federal and provincial processes can overlap. Disputes over the environment or Indigenous consultation can lead to delays.

Prime Minister Carney's federal government wants to speed things up. So in 2025, Bill C-5, the One Canadian Economy Act, was passed. That created the Building Canada Act. It lets the federal Cabinet approve certain projects in the "national interest." Separate federal reviews will be combined, and Ottawa is working with the provinces to reduce duplication. The goal is to conduct these activities more efficiently—and to give developers more certainty about the status of their projects.

office in Ottawa is a bad idea. They worry that reducing the checks a major project must pass through could lead to dangerous or undesirable results.

THE B.C. POSITION

There's another issue. The pipeline would cross a huge swath of British Columbia, too.

The previous B.C. government under NDP Premier John Horgan strongly opposed the 2024 Trans Mountain expansion. The Supreme Court of Canada ruled that the province could not block it. Today, NDP Premier David Eby still stresses that B.C. must protect its coastline, watersheds, and environment. But he has made a deal with Ottawa. It calls for the federal government to keep the North Coast oil tanker ban in place. The ban prevents large crude oil tankers from loading or

unloading at ports along B.C.'s northern coast. The proposed pipeline would instead terminate on B.C.'s south coast. Ottawa would invest in B.C. watershed protection. It would pay for any environmental damage. And B.C. would get a yearly fee from the pipeline operator. Pipeline construction could start in September 2027.

THE HEART OF THE ISSUE

Long reviews delay projects but fast-tracking them could create risks. Is Canada prioritizing money over the environment and Indigenous rights?

As the proposal moves through the new system, Canadians will be watching to see which values win out. ★

DEFINITIONS

CABINET: a group of people who advise the leader of a government and who usually each administer a government department
OIL SANDS: sand and rock material that contain thick crude bitumen. Large deposits are located in northern Alberta.



NATIONAL

FAST-TRACKING A NEW PIPELINE PROJECT

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COMPREHENSION QUESTIONS

1. How much oil did Canada export daily in 2025?

2. Where did most of this oil go?

3. What did the prime minister announce on July 2?

4. What does **MPO** stand for?

5. What is the purpose of this new federal office? Explain.

6. Describe the route of the proposed pipeline. How long will this pipeline be?

7. How much oil could be transported from Alberta to B.C. after this new project is complete?

8. How much will the new project cost?

9. List at least two ways that the new pipeline benefits Canada.

10. List at least three reasons why some people are opposed to the Alberta proposal.



FAST-TRACKING A NEW PIPELINE PROJECT

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QUESTIONS FOR FURTHER THOUGHT

1. Currently, most of Canada's oil sales go to one customer, the United States. This leaves Canada with less bargaining power, meaning that Alberta oil producers typically accept a lower price than the going market rate. As you see it, how will opening up Canada's oil sales to other countries impact Canada? How might this impact Canada's relationship with the United States? Give reasons to support your ideas.

2. At the moment, the U.S.-Iran war has essentially closed down the Strait of Hormuz, which is vital to the transport of 20% of the world's oil and other cargo. Global oil prices have spiked during this conflict. As you see it, how might the construction of a new pipeline in Canada affect global oil prices? Give examples to support your ideas.

3. On October 19, Albertans will be asked to vote in a referendum of ten questions. One of the questions asks whether Alberta should remain a province of Canada. Some Albertans feel that they have been overlooked and treated unfairly by the Canadian government. How might the agreement to go forward with this pipeline project impact the relationship between Ottawa and Alberta? Explain.



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QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the plans to build a new pipeline from Alberta to British Columbia:

<https://www.youtube.com/watch?v=XtdBJoMBhoM> [5:04]

What did you learn?

2. Explore some of the perspectives of groups impacted by this project:

First Nations: <https://www.youtube.com/watch?v=4lb5Fwr6Xus> [1:56]

Business, economic, environmental groups: <https://www.youtube.com/watch?v=dWIXppd8yz8> [2:37]

What questions do you have?

3. Read more about the Building Canada Act and its goals for the country:

<https://www.canada.ca/en/one-canadian-economy/services/building-canada-act-projects-national-interest.html>

4. Visit the site of the Major Projects Office and the specific details of the proposed new pipeline:

<https://www.canada.ca/en/privy-council/major-projects-office.html>

<https://www.canada.ca/en/privy-council/major-projects-office/projects/national/west.html>

Which project interests you the most? Explain.

5. Learn more about carbon capture technology and how it might help offset some environmental impacts of this project:

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

6. Find out where most of the world's oil reserves are located:

<https://www.worldometers.info/oil/oil-reserves-by-country/>

<https://ourworldindata.org/grapher/oil-proved-reserves>

What did you learn?



FAST-TRACKING A NEW PIPELINE PROJECT

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ORGANIZER

You will be practicing making notes using a Venn diagram. This structure is helpful in comparing and contrasting two or more issues, topics or points-of-view. It helps you examine the similarities and differences so you can draw conclusions or create new ideas, perspectives or opinions. You will use the article “A New Pipeline Project Gets Fast-Tracked – and Canadians are debating whether we're moving too quickly” to compare and contrast different perspectives on the pipeline.

BEFORE READING

- Record the topic and purpose for reading on the **Venn diagram**. Then, list what you already know about the topic – Canada's new pipeline project – in the left-hand column. In the right-hand column, write what you want to know or wonder about the topic. For example, *How long is the pipeline? Why is it being built?*

DURING READING

- As you read the article ***be mindful of questions that arise***. Mark the text with a **?** each time a new question pops into your head. Write the question in the margin. For example, in the first paragraph you may wonder why Canada is interested in selling its crude oil to Asia and other overseas destinations.
- Also, ***make connections***. Identify connections with the letters **T-S** (text-to-self), **T-T** (text-to-text) or **T-W** (text-to-world) and make brief notes in the margin to explain the connections. For example, in the fifth paragraph your family may have visited Alberta and seen parts of the Trans Mountain pipeline (a text-to-self connection). Or you may be wondering about how this project relates to the current global concerns about gas prices (a text-to-world connection).
- ***Distinguish relevant facts and arguments*** supporting each side of Canada's new pipeline project debate. Mark the text with a **P** for facts and arguments that support a pro-pipeline position and an **A** for those facts and arguments that support an anti-pipeline position. For example, the fact that “Canada produces more oil than current pipelines can easily move to global buyers” supports the pro-pipeline argument that this new pipeline project should proceed.

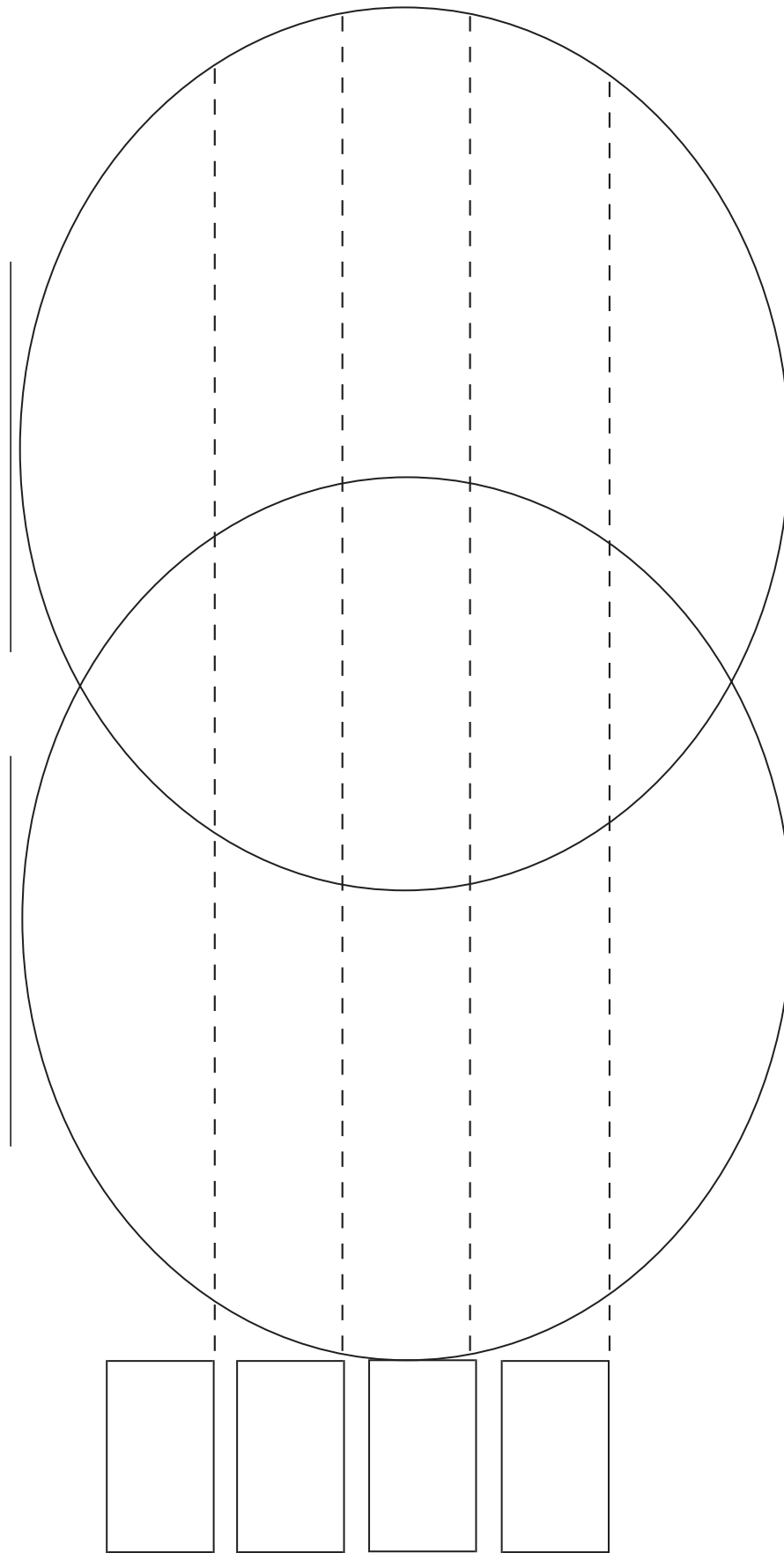
AFTER READING

- Use the Venn diagram to make notes about the pipeline. Label the circles **Pro** and **Anti**.
- To help you organize your notes (and compare the similarities and differences more clearly) label each section of the Venn diagram with the following categories: ***environment, economy, First Nations, other***.
- Record differences for each category in the outside circles and similarities in the overlapping circles.
- When you have finished recording facts, complete the **What I think now** section of the organizer. Use the following questions to guide your response: *What surprised you about what you read? What new learnings or connections did you make? What questions do you still have? What are your reactions to the information in the article?*

Topic: _____

Purpose for reading: _____

What I already know	What I wonder
•	•
•	•



What I think now

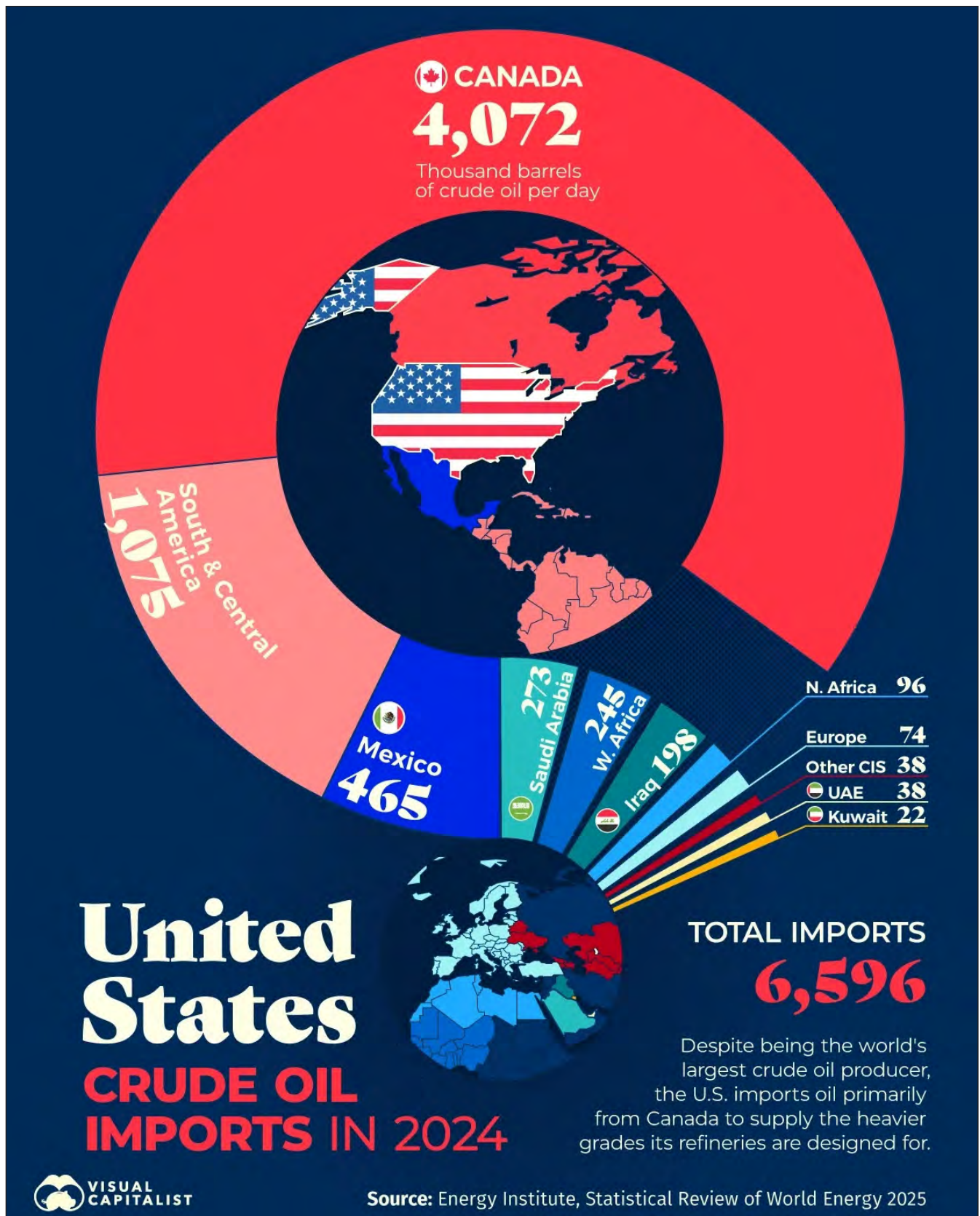


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INFOGRAPHIC



<https://www.voronoiaapp.com/energy/Visualizing-Americas-Crude-Oil-Imports-in-2024--6370>

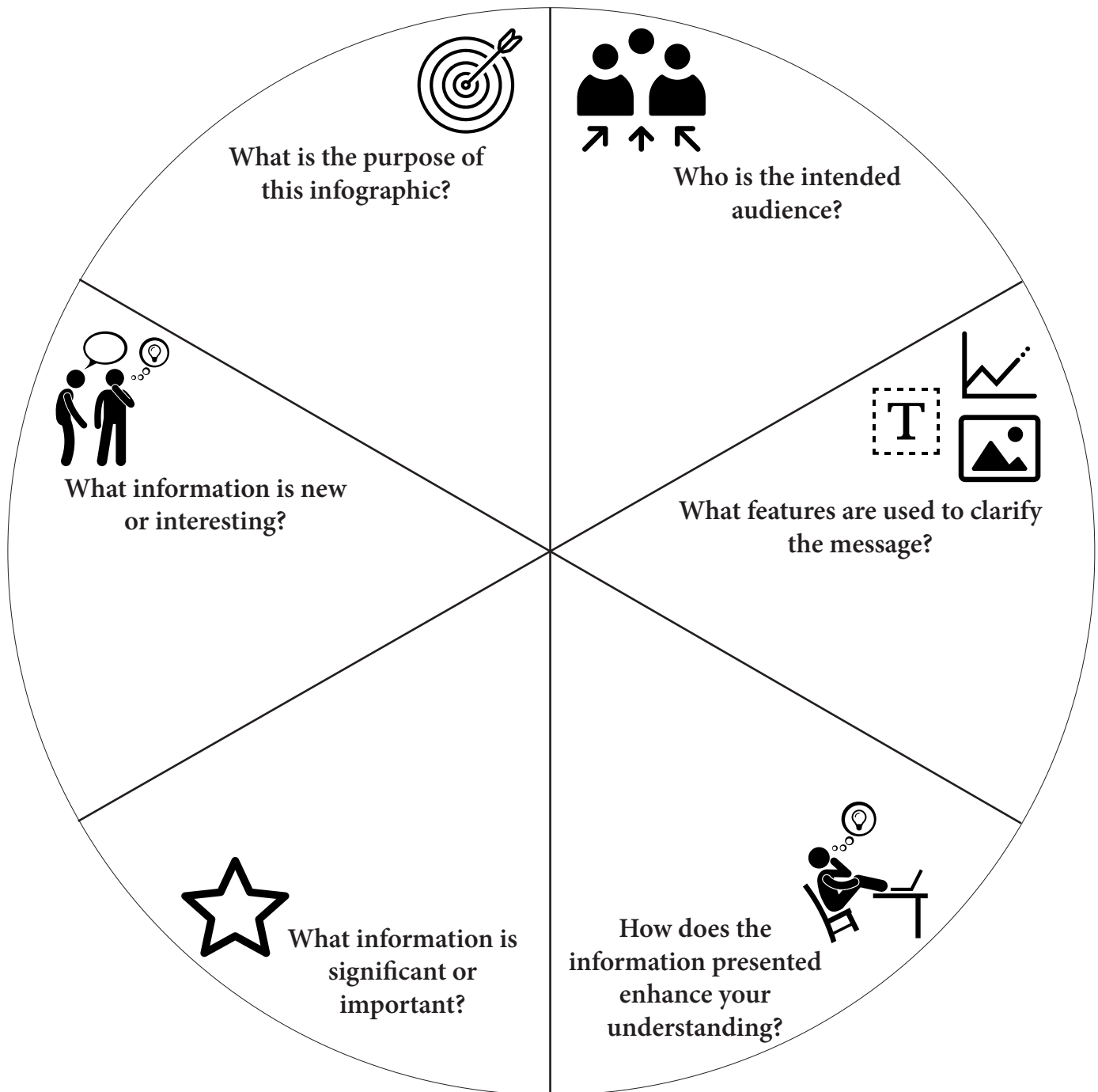


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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



TRANS MOUNTAIN PIPELINE

Complete this map assignment to better understand the article 'Fast-Tracking A New Pipeline'.

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 as indicated:

British Columbia (orange) Alberta (yellow)

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

Part C Locate and label the United States in CAPITAL letters and shade it green.

Part D Locate and label Calgary.

Part E Locate and label the following B.C. cities:

Vancouver	Kelowna
Nanaimo	Kamloops
Prince George	

Part F Locate and label the following United States cities:

Olympia Seattle

Part G Use the Key to locate and label the route of the Trans Mountain Pipeline.

Part H Locate and label the following rivers and shade them light blue:

Fraser River	Thompson River
North Thompson River	South Thompson River
Columbia River	

Part I Locate and label Vancouver Island.

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

Pacific Ocean Salish Sea

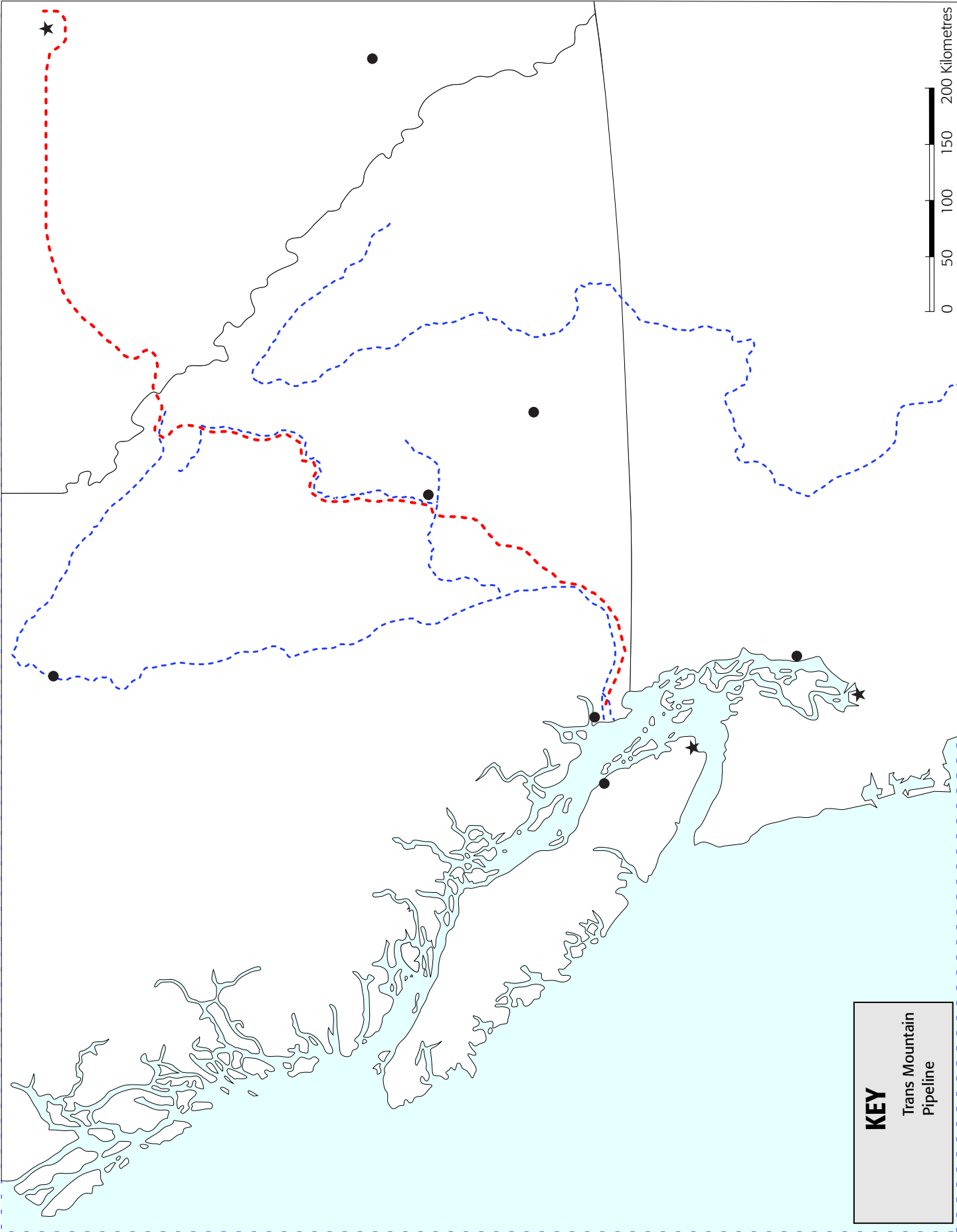
Part K Complete your map with a frame, title and compass. ★



British Columbia



Alberta





FAST-TRACKING A NEW PIPELINE PROJECT

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PUTTING IT ALL TOGETHER

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

_____ 1. Who is the premier of Alberta?

a) Doug Ford

b) Mark Carney

c) Danielle Smith

d) Pete Hegseth

_____ 2. Near which city does the Trans Mountain Pipeline begin?

a) Red Deer

b) Delta

c) Calgary

d) Edmonton

_____ 3. How much crude oil will Alberta be able to transport to B.C. per day when the new pipeline is completed?

a) 890,000 barrels

b) 1.5 million barrels

c) 2 million barrels

d) 6 million barrels

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?** Alberta producers sell crude oil to U.S. buyers at the world market price.

_____ 5. **True or False?** Ottawa has agreed to keep the oil tanker ban in northern B.C. waters.

_____ 6. **True or False?** The new Alberta to B.C. oil pipeline is expected to cost about \$15 billion.

C. Fill in the blanks to complete each sentence.

7. The Trans Mountain Pipeline is about _____ kilometres long.

8. MPO = Major _____ Office

9. Large oil _____ deposits are located in northern Alberta.

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

10. *The proposed Alberta to B.C. Pipeline should go ahead.* Do you agree or disagree with this statement? Give reasons to explain your answer.



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 –
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WE HAVE THE SOLUTION. (Four, actually.)

The Canadian Reader

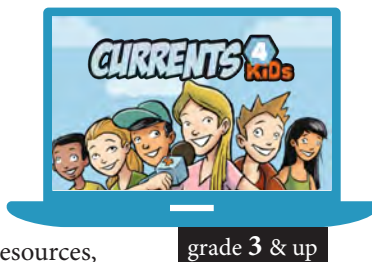
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- ✓ Clearly written, leveled Canadian current events articles
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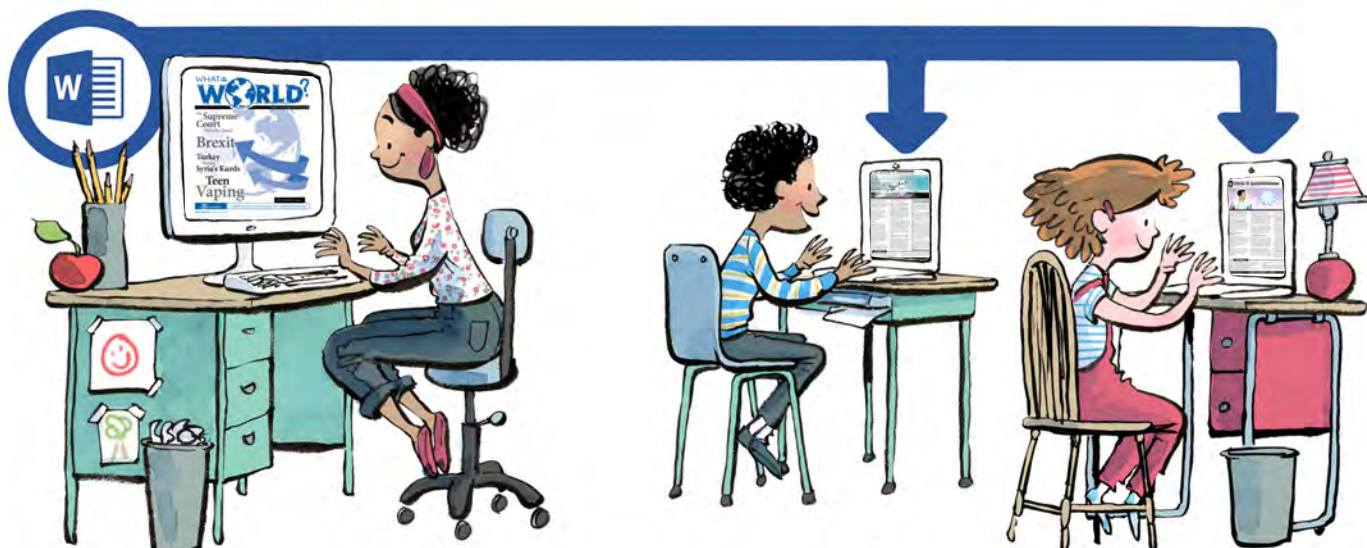
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Students can complete assignments directly in the **Word** file. Teachers can email the file to students or post it on the Internet. The **Word** file also allows teachers to:

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- 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:

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- 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

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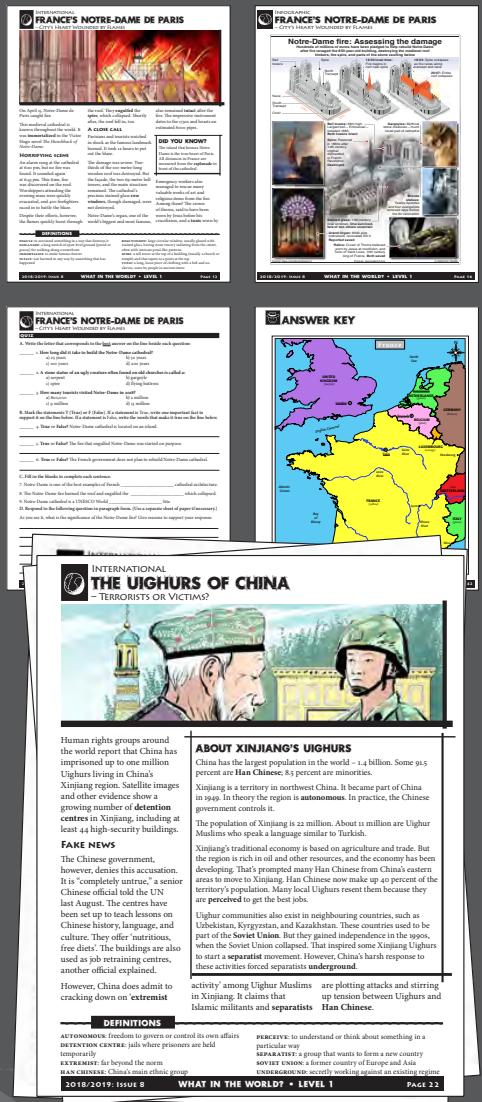
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