

# WHAT <sup>IN THE</sup> WORLD?



LEVEL 1 (GRADES 5 AND UP)

An Election  
Full of  
**Surprises**

The  
**Canadian**  
Liberation of the  
**Netherlands**

A New  
**Pope**  
**Forever Plastics**

2024/2025: ISSUE 8



A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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# WHAT IN THE WORLD

## WHAT IN THE WORLD?

Level 1, 2024/2025: Issue 8

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

## SUGGESTED APPROACH

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

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

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

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

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

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

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

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

*Note:* To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 50) 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.



# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## BEFORE READING

1. Draw a simple **T-chart** like the one below on the board:

What I know	What I wonder

2. Project the title of the article that students are about to read: ***Liberals Win A Roller Coaster Election – Conservatives Make Big Gains; Smaller Parties Lose Support***
3. Using a **Think-Pair-Share** strategy, have students brainstorm and jot down what they know about the federal election. Invite student pairs to share their ideas with the class. Add ideas from each pair to the 'What I know' column.
4. Repeat this process for the 'What I wonder' column.
5. Invite students to set a purpose for reading the article, using one of their wonderings from the second column. (E.g., *My purpose for reading this article is to find out...*). Refer to the resource page **Setting A Purpose Before Reading** (page 51) as needed.



NATIONAL

# LIBERALS WIN A ROLLER COASTER ELECTION

— CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT



On April 28, Canadians made history at the polls.

In a dramatic, unpredictable election, the Liberals, led by newcomer Mark Carney, won a **minority government**. They earned 170 seats in the newly expanded 343-seat House of Commons. That puts them just two seats short of a **majority government**.

The Conservatives under Pierre Poilievre won 143 seats—their best result in decades.

The **popular vote** results were close for the two major parties. The **Grits** earned 43.7 percent. The **Tories** took 41.3 percent.

As for the smaller challengers, the Bloc Québécois led by Yves-François Blanchet won 22 seats. The BQ is a **sovereignist**

party that only runs in Quebec. Meanwhile, Jagmeet Singh's New Democratic Party (NDP) won seven seats. And the Green Party returned just one candidate to Ottawa—leader Elizabeth May.

## WHIPLASH!

The results were a sharp contrast to what polls predicted just months earlier. At the start of 2025, the Tories were way ahead.

But that changed after Prime Minister Justin Trudeau resigned in January and the Liberals chose Mark Carney to replace him. Mr. Carney is a respected economist and **central banker**. By election night, the Liberals pulled off a stunning comeback.

Why the shift? The Conservatives didn't adapt after Mr. Trudeau resigned. What's more, Tory

## BY THE NUMBERS

Over 19.5 million Canadians voted in the election. Turnout was 68.7 percent, the highest in over 30 years. A record number also voted early.

Some 7.3 million people cast ballots at advance polls and another 1.2 million by special ballot, including military members, those living abroad, and those in remote areas.

premiers in Ontario and Nova Scotia clashed with Mr. Poilievre over strategy and messaging. As well, the Liberals gained in Quebec, Ontario, and B.C. Still, the Tories had their best showing in years. They won seats around Toronto, on Vancouver Island, in Windsor, and northern Ontario.

## DEFINITIONS

**CENTRAL BANK:** a public institution responsible for a country's monetary policy, its currency, and controlling the money supply

**GRIT:** historical nickname for a Liberal Party member

**MAJORITY GOVERNMENT:** when a political party has more than half of the seats in the House of Commons

**MINORITY GOVERNMENT:** when a political party has fewer than half of the seats in the House of Commons

**POPULAR VOTE:** the total number of votes among a populace as an electorate

**SOVEREIGNIST:** a person or party supporting the independence of Quebec from Canada

**TORY:** a member or supporter of the Conservative Party



## THE BIG ISSUES

Canada's relationship with the United States was a major campaign issue. The reason? U.S. President Donald Trump has angered many Canadians by imposing high tariffs on Canadian imports. He also suggested that Canada that become the 51st state. Mr. Carney vowed to stand up to Mr. Trump.

Rising grocery bills, sky-high housing costs, doctor shortages, public safety, and tax relief were hot topics, too.

## DEFEATS FOR LEADERS

Surprisingly, both the Conservative and NDP leaders lost their seats. Mr. Poilievre was defeated in Carleton, Ontario. Mr. Singh placed third in Burnaby Central, B.C. He resigned as NDP leader. But Mr. Poilievre will stay on. He pointed out that under his leadership, the Tories won 20 more seats than before. They also increased their popular vote tally by nearly 10 percent. Yet without a seat, Mr. Poilievre can't sit in the House of Commons. So he will run in a **by-election** in Alberta MP Damien Kurek's seat. Mr. Kurek will resign.

## THE FIRST-PAST-THE-POST SYSTEM: IS IT FAIR?

Canada's election system is called first-past-the-post. Under this model, parties can form the government without winning the popular vote. How? People with the most votes in a riding win—even if they get less than half of the total vote. So if one person gets 40 percent of the vote, another gets 35 percent, and a third gets 25 percent, the candidate with 40 percent wins, even though 60 percent of voters chose someone else.

Other systems aim to better reflect the will of voters. For example, in proportional representation, parties gain seats based on the percentage of votes they receive overall. So if a party gets 30 percent of the national vote, it gets about 30 percent of all the seats. And in ranked-choice voting, voters rank candidates by preference. That way, the winner has broader support. These systems result in more balanced representation.

## A TWO-PARTY SYSTEM?

The two big parties won over 85 percent of the seats. Both surpassed 40 percent of the popular vote. That has many observers wondering if Canada is becoming a two-party system.

Here's why. Voters on both sides tried to block the other party from winning a majority. Many of them cast strategic ballots for a party or candidate to prevent other less-preferred ones from winning. Over 17 percent of seats changed parties—a huge shift. All 59 seats that switched went to the Liberals or Conservatives.

As a result, by dropping from 24 seats to seven, the NDP lost official party status and much of

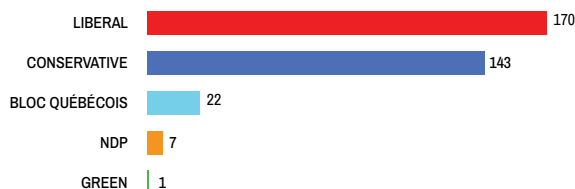
its influence in Parliament. But the Bloc Québécois said it would support the Liberals if it was in Quebec's best interest.

## THE WORK AHEAD

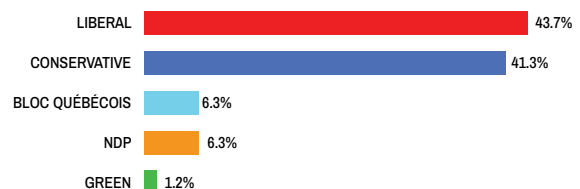
Mr. Carney met Mr. Trump in early May to discuss tariffs and he declared that Canada was not for sale. At home, he vowed to modernize the economy. He chose his cabinet and will re-open Parliament after King Charles III reads the throne speech while visiting in May. He says he will be tougher on crime and reform the justice system—Tory ideas he is 'borrowing.'

"My government is getting to work, to build big, build bold, and build now," he said. ★

### 2025 SEATS



### 2025 VOTES



## DEFINITIONS

**BY-ELECTION:** a local election that happens at a different time from a general election



NATIONAL

# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## ON THE LINES

1. How many Members of Parliament sit in the House of Commons?

2. Name four of the five largest political parties that ran candidates in the recent federal election.

3. Which party won the most seats in the election? What was this party's share of the popular vote?

4. How many seats did the other four parties win? What was each party's share of the popular vote?

5. Which two party leaders lost their seats? Which leader resigned? Which leader will continue?

6. What happened to the popular vote for the three smaller parties? Why did this happen?

7. Who did Mr. Carney meet with in early May? What was the result of this Washington, D.C. meeting?

8. List at least three other important events or tasks that were on the PM's agenda for May.



# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## QUESTIONS FOR FURTHER THOUGHT

1. What reasons can you suggest to explain why the 2025 federal election is called “a roller coaster election” in this article?

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2. Voter turnout for the federal election was higher than it has been for over 30 years, although only 68.7% of Canadians cast a ballot. As you see it, why were Canadians motivated to vote in this election? How important do you think it is for all Canadians to vote?

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3. Although Pierre Poilievre did not win in his riding, and his party did not form the government, he considers the 2025 federal election to be a success for the Conservative Party. Do you agree or disagree with his point of view? Give reasons to support your response.

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4. Would you ever consider a career in politics? Why or why not?

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# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## QUESTIONS FOR ONLINE EXPLORATION

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

1. Check out these maps showing the outcome of the 2025 federal election:

<https://ichef.bbci.co.uk/news/1024/cpsprodpb/7cfd/live/882057fo-2539-11fo-8f57-b7237f6a66e6.png>  
webp

[https://www.elections.ca/res/cir/maps2/map.asp?map=ERMap\\_44&lang=e](https://www.elections.ca/res/cir/maps2/map.asp?map=ERMap_44&lang=e)

Find your province or territory on one of the maps. Describe the results and compare them to a neighbouring province or territory.

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2. Almost 1 million Canadian students voted in a simulated election this spring. See the results of the Student Vote Canada program here: <https://studentvote.ca/canada/the-results>

What are some significant differences between the Student Vote results and the actual election results?

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3. Listen to Prime Minister Carney's victory speech:

<https://globalnews.ca/video/11154692/canada-election-2025-carney-elected-pm-vows-to-govern-for-all-canadians-in-close-victory/> [2:20]

What message did Mr. Carney have for Canadians who voted for a different leader?

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4. Listen to several concession speeches from the other party leaders:

Pierre Poilievre: <https://www.youtube.com/watch?v=LQRBTf5xS1Y> [11:20]

Yves-François Blanchet: <https://www.youtube.com/watch?v=oqhSHtebhfo> [8:52]

Jagmeet Singh: <https://www.youtube.com/watch?v=soYSDQ2Eepw> [3:43]

Elizabeth May: <https://www.youtube.com/watch?v=sGy4xTspL1o> [9:02]

Why is it important for party leaders to make a concession speech after an election?

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5. Both Prime Minister Carney and Opposition Leader Pierre Poilievre face challenges in the months ahead. Find out more here: <https://www.cbc.ca/player/play/video/9.6742528> [1:47]

Which challenge do you think is the most important for each leader?

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– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

Then, write the ‘1000 word’ story told by the photograph using as many of the labeled words as you can. The completed story should be *accurate (facts are consistent with what is shown in the photograph and with what is known outside the photograph)*, *complete (reports the important 5W’s + H)* and *clear (well-written, free from errors)*.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





NATIONAL

# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT



(Official White House Photo by Emily J. Higgins)



# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## GRAPH INSTRUCTIONS

A. Complete the table to show the number of seats in the House of Commons that the four largest Canadian political parties won in the last eight federal elections. The following links may help:

<https://www.sfu.ca/~aheard/elections/1867-present.html>

<https://www.ctvnews.ca/federal-election-2025/>

Year/Party	2004	2006	2008	2011	2015	2019	2021	2025
Bloc Québécois	54		49	4	10		32	22
Conservative	99	124	143		99	121		143
Liberal		103	77	34	184	157	160	
NDP	19	29		103		24	25	7

Then, plot a bar graph to show each party's total seat count for each federal election from 2004 to 2025.

B. Using your graph and your background knowledge, answer the following questions:

1. What is a **majority government**? Explain.

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2. In which two elections did Canadians elect a majority government? Name the parties and their leaders.

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3. What is a **minority government**? What often happens after a minority government is elected?

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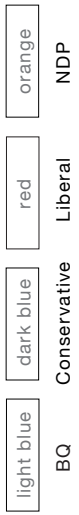
4. Compare the totals for all political parties for the 2025 federal election to the results in 2021, 2019 and 2015. How are the results different? How are they the same? Explain.

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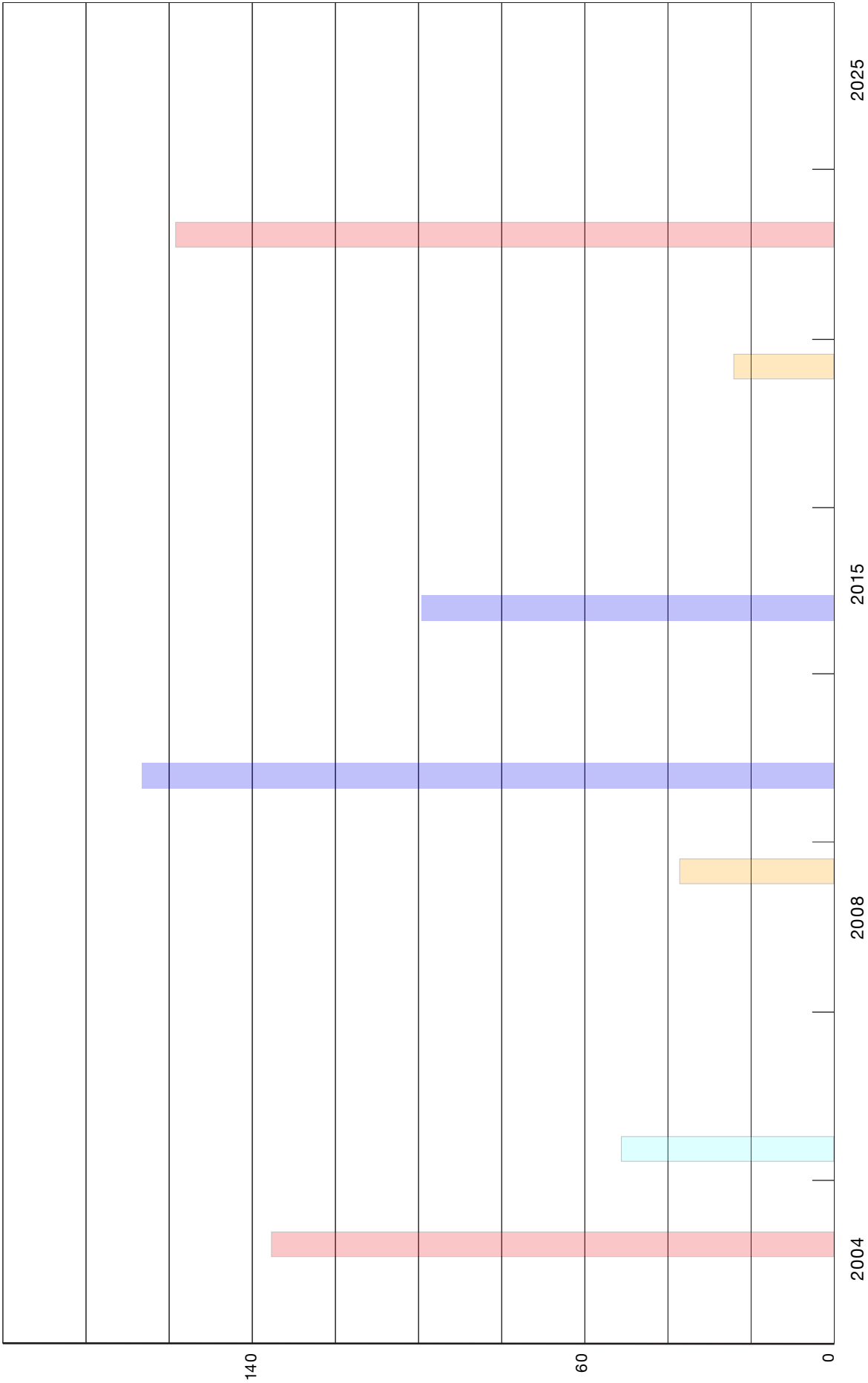
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Title



Seats





# LIBERALS WIN A ROLLER COASTER ELECTION

– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

## PUTTING IT ALL TOGETHER

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

- \_\_\_\_\_ 1. The legislature where MPs conduct Canada's business is called the:  
a) Senate  
b) House of Commons  
c) National Assembly  
d) White House
- \_\_\_\_\_ 2. What was the most important issue in the recent federal election?  
a) tariffs  
b) public safety and justice  
c) Canada-U.S. relations  
d) tax cuts
- \_\_\_\_\_ 3. Which political party won the fewest seats in the recent election?  
a) Green Party  
b) Conservative Party  
c) New Democratic Party  
d) Bloc Québécois

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?** Very few Canadians voted in advance polls.

- \_\_\_\_\_ 5. **True or False?** The Liberals won a majority government in the recent election.

- \_\_\_\_\_ 6. **True or False?** Jagmeet Singh announced he would step down as party leader.

C. Fill in the blanks to complete each sentence.

7. There are \_\_\_\_\_ elected MPs in Ottawa.

8. Prime Minister Carney met with U.S. \_\_\_\_\_ in early May. (2)

9. Pierre Poilievre will run in an Alberta \_\_\_\_\_.

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

10. As you see it, what was the significance of the recent election? Give reasons to support your response.

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## BEFORE READING

1. Draw a mind map on the board with the word “courage” in the center.
2. Have students suggest words, phrases, or images that connect to the term. Encourage them to think about what courage means to them and what it looks like in real life.
3. Have students turn and describe to an elbow partner a time when they or someone they knew showed courage. Encourage them to continue with the question: *How might their examples be similar or different from the courage shown during a war?*
4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 51) as needed.



Canadian soldiers in Groningen during the Battle of Groningen in April, 1945.

[https://commons.wikimedia.org/wiki/File:Canadian\\_soldiers\\_during\\_the\\_Battle\\_of\\_Groningen.jpg](https://commons.wikimedia.org/wiki/File:Canadian_soldiers_during_the_Battle_of_Groningen.jpg)

Groesbeek Canadian War Cemetery and Memorial is a Second World War Commonwealth War Graves Commission military war grave cemetery, located in the village of Groesbeek, 8 km southeast of Nijmegen in the Netherlands.

Of the total 2619 burials, the cemetery contains 2338 Canadian soldiers.

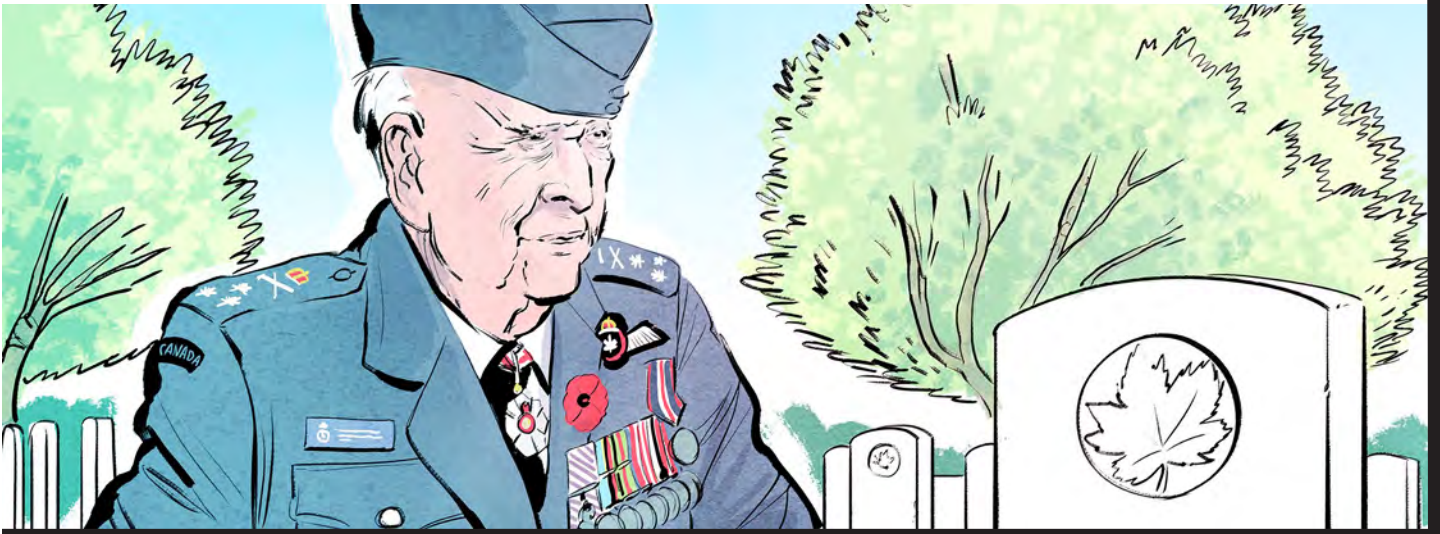


[https://en.wikipedia.org/wiki/Groesbeek\\_Canadian\\_War\\_Cemetery#/media/File:Groesbeek\\_Canadian\\_War\\_Cemetery\\_Cross\\_of\\_Sacrifice,\\_Netherlands.jpg](https://en.wikipedia.org/wiki/Groesbeek_Canadian_War_Cemetery#/media/File:Groesbeek_Canadian_War_Cemetery_Cross_of_Sacrifice,_Netherlands.jpg)



# CELEBRATING CANADA'S COURAGE DURING WWII

– CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED



Eighty years ago, in 1945, as World War II was winding down, Canadian soldiers helped free an entire country—the Netherlands. The Dutch in northwest Europe had suffered under a brutal **Nazi occupation** for four gruelling years. People were starving, many cities were destroyed, and despair was a daily reality.

The First Canadian Army was Canada's main fighting force in northwest Europe. They faced fierce obstacles in the push to **liberate** the Netherlands. They fought strong resistance to deliver desperately needed food and aid to towns and cities. The price was high. Some 7600 Canadians lost their lives. But their sacrifice was not in vain. On May 5, 1945, German forces

## WWII: A GLOBAL CONFLICT

World War II began on September 1, 1939 when Nazi Germany invaded Poland. The **Allies** (Great Britain, the Soviet Union, and the United States) fought the **Axis** coalition (Germany, Italy, and Japan).

In June 1941, Germany invaded the Soviet Union, opening the Eastern Front in Europe. The U.S entered the war after Japan's surprise attack on Pearl Harbor on December 7, 1941. Germany surrendered in May 1945, and Japan surrendered in September 1945 after atomic bombs were dropped on Hiroshima and Nagasaki.

WWII was the deadliest war in history, resulting in the deaths of an estimated 70 to 85 million people, including many civilians.

in the Netherlands surrendered. Three days later, all fighting stopped and the **Allies** declared Victory in Europe (V-E Day).

## AN EMOTIONAL RETURN

The Dutch never forgot the Canadians' courage and losses. A warm connection formed between the two countries has

lasted for decades. In early May, 22 Canadian veterans made a moving return to the nation they helped set free. They were part of a Canadian delegation marking the 80th anniversary of the war ending.

Now in their late 90s or older, the veterans were warmly welcomed. Dutch residents lined

## DEFINITIONS

**ALLIES:** the WWII military coalition that opposed the Axis

**AXIS:** the coalition that started WWII and opposed the Allies

**LIBERATE:** to free a country from the control of somebody else

**NAZI:** a member of the fascist party that controlled Germany from 1933 to 1945

**OCCUPATION:** when an army or group of people moves into and takes control of a place and the population



streets and attended ceremonies in their honour. They waved Canadian flags, decorated their homes with red maple leaves, and took photos with the vets, eager to express their appreciation.

“It’s a sense of wonder,” said former pilot George Brewster. At 102, he was the oldest returning vet. He was deeply moved by the reception after all these years.

## THE TIDE OF WAR

Liberating the Netherlands was part of a longer conflict. During the war’s first phase, Germany held most of western and central Europe. Great Britain and the Commonwealth (including Canada) fought alone.

But in late 1941, the Soviet Union and the U.S. joined the war against the Axis. The Allies began to build up their military resources. On June 6, 1944, U.S., British, and Canadian forces crossed the English Channel and invaded “Fortress Europe.” The tide was turning.

Canada played a critical role in the invasion, known as D-Day. Over 14,000 Canadians landed at Juno Beach, one of five main sectors along France’s Normandy coast. As they approached the shore, they faced pounding surf, barbed wire, and enemy fire.

The Canadians advanced further inland on the first day than any

other Allied force. By nightfall, 1074 of them had died.

The bravery of young Canadian soldiers changed the course of the war. The Juno landing and the fighting afterwards helped the Allies’ armies advance into occupied France.

### DID YOU KNOW?

Every year, the Netherlands sends thousands of tulip bulbs to Canada as thanks for its role in liberating the Netherlands and for sheltering the Dutch royal family in Ottawa during the war.

The Canadians pushed toward Caen, a strategic crossroads. In August, they helped close the Falaise Pocket, trapping 50,000 German soldiers. That collapsed Nazi defenses in Normandy.

Next, the First Canadian Army pushed across northern France and into Belgium. The terrain was difficult, the weather harsh, and the enemy resisted. German soldiers realized their homeland was now threatened.

It was the coldest winter in 50 years. Rain, snow, and icy temperatures turned the low-lying landscape into a muddy **quagmire**. Troops advancing along narrow **dikes** were exposed to German attacks.

The Canadians crossed open causeways under heavy fire. They suffered many **casualties**. Yet

they went on to open the port of Antwerp so the Allies could get supplies as they advanced into Germany. It was a turning point.

Many street battles were difficult and fierce. Often every building and every block was fiercely contested. Many civilians fed and sheltered the Canadians, and risked their own lives to pass on information.

## A LASTING LEGACY

More than one million Canadians joined the military during WWII. Many were just teenagers who left schools and farms. Some 45,000 died in battle. Rows of graves in foreign lands mark their resting places.

As for those who returned? Tens of thousands were wounded. Some carried physical scars. Others bore invisible wounds. Yet they helped build postwar Canada, starting families, businesses, and communities.

Canada’s part in liberating Europe—especially the Netherlands—helped define its identity as a supporter of human rights. In fact, the nation’s **peacekeeping** commitment can be traced to the courage our soldiers showed during the war.

And the friendships formed between Canadians and the Dutch aren’t just about the past. They’re examples of how we can build a better future. ★

## DEFINITIONS

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

**DIKE:** a dam or high wall built to prevent flooding

**PEACEKEEPING:** to prevent or stop fighting between countries or groups

**QUAGMIRE:** an area of soft, wet ground that you sink into



## ON THE LINES

1. Which countries were the **Allies** in World War II?

2. Which countries were the **Axis** powers in World War II?

3. When did World War II start? When did it end in Europe? When did it end in Asia?

4. When did the Allied armies invade Fortress Europe? What was the name of this invasion?

5. What was the name of Canada's main fighting force?

6. Describe the conditions faced by many Dutch civilians under the German occupation.

7. Describe the conditions faced by Canadian soldiers. How many Canadians were killed?

8. Describe how the Dutch people remember and appreciate what Canadian soldiers did in 1944-1945.

9. What did some Canadian veterans recently do? Describe the response that they received.



## QUESTIONS FOR FURTHER THOUGHT

1. Thousands of Canadian soldiers lost their lives in battle trying to free Europe from Nazi rule in World War II. What do you think helped motivate soldiers to keep fighting in spite of the terrible conditions?

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2. If you could speak to one of Canada's veterans who helped free the Netherlands, what questions would you ask? What else would you want to say to this person?

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3. Would you consider a career with the Canadian Forces in the future? Why or why not?

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## QUESTIONS FOR ONLINE EXPLORATION

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

1. Watch this video of Liberation Day celebrations in the Netherlands:

[https://www.youtube.com/watch?v=F\\_iSRi2VMVw](https://www.youtube.com/watch?v=F_iSRi2VMVw) [2:30]

In what ways did participants show their appreciation to Canadian veterans?

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2. Find out more about the gift of 100,000 tulip bulbs from Princess Juliana of the Netherlands to

Canada: <https://www.youtube.com/watch?v=kOEtyN-RWAg&t=194s> [5:15]

Why was a gift of tulips given to Canada? How does this gift continue to remind Canadians of the appreciation of the Dutch people for their liberation?

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3. Listen to a 91-year-old Dutch woman share her memories of being liberated by Canadian soldiers in

1945: [https://www.youtube.com/watch?v=F\\_iSRi2VMVw](https://www.youtube.com/watch?v=F_iSRi2VMVw) [2:30]

What special memories of that day have stayed with her for over 80 years?

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4. A group of 21 Canadian WWII veterans returned to the Netherlands for the 80th anniversary of the

end of the war. Watch their emotional return: <https://www.youtube.com/watch?v=fmivedodXoc> [1:10]

Why might veterans want to return to the Netherlands for this celebration in spite of their advanced age?

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5. What do a 101-year-old war veteran and an 18-year-old Dutch student have in common? Find out how they became pen pals and eventually met during this year's 80th anniversary celebrations:

<https://www.youtube.com/watch?v=o4okfU2ifRM> [2:26]

Why do you think the young man stayed in touch with the veteran after his school project was over?

How do you think this might have affected the Canadian veteran?

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6. Visit the Canadian Armed Forces website to see where Canadian forces are stationed. Choose one of the current operations. Click on it and read about what Canadian soldiers are doing: [https://www.canada.ca/en/department-national-defence/services/operations/military-operations/current-](https://www.canada.ca/en/department-national-defence/services/operations/military-operations/current-operations/list.html)

[operations/list.html](https://www.canada.ca/en/department-national-defence/services/operations/military-operations/current-operations/list.html) What did you learn?

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## MAP ANALYSIS

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

### A. Reading the map:

1. What is the title of this map?

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2. What is the purpose of this map?

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3. How are the cities, countries, and water bodies labelled?

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4. How are directions represented on the map? Give an example.

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5. How is distance shown on the map? Give an example.

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### B. Analyzing the map:

1. Describe the location of the Netherlands relative to other features on the map. Aim for 5 to 10 descriptors. (*E.g., The Netherlands is located to the north of Belgium.*)

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2. In what ways does this map help you to better understand the context of Canada's involvement in World War II? Explain.

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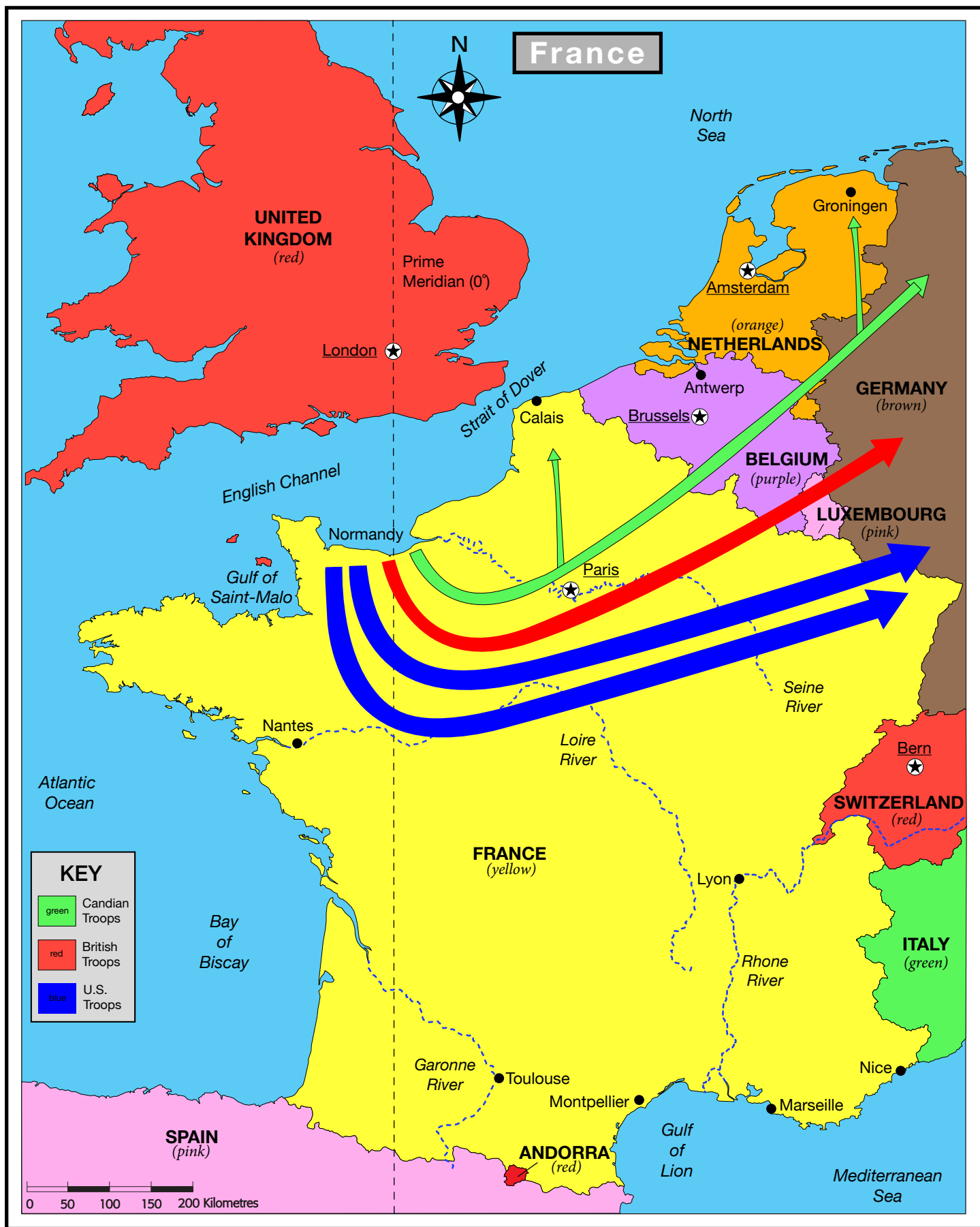
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– CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED

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

           1. Which country did Germany invade to start World War II?

- \_\_\_\_\_ 2. Which country was an Axis power in World War II?

- \_\_\_\_\_ 3. Canada's main fighting force in Europe in 1944 was called:

- a) Canadian Expeditionary Corps  
b) First Canadian Army  
c) Canadian Second Field Army  
d) Canadian Marine Corps

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

\_\_\_\_\_ 4. **True or False?** The Allied invasion of Fortress Europe was called D-Day.

\_\_\_\_\_ 5. **True or False?** 45,000 Canadian soldiers lost their lives in the campaign to liberate the Netherlands.

\_\_\_\_\_ 6. **True or False?** Japan surrendered before Germany in World War II.

**C. Fill in the blanks to complete each sentence.**

7. Allied Troops landed in \_\_\_\_\_, France on June 6, 1944.

8. \_\_\_\_\_ years have passed since the end of World War II.

9. Twenty-two Canadian \_\_\_\_\_ returned to the Netherlands to participate in V-E Day ceremonies.

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

10. ***"Stories about soldiers' bravery are powerful reminders that ordinary people can do extraordinary things when they stand up for what's right."*** What is your understanding of this quote? Support your response with facts from the article.



INTERNATIONAL

# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## BEFORE READING

1. Choose 6-10 key words from the article. Examples may include: *pontiff, faith, gospel, cardinal, Catholic Church, seminary, bishop, vestment, papacy, encyclical, progressive, ordained, pontificate.*
2. Make a 3-column chart on the board, a handout, or in a digital format with these headers: **I know it, I've heard it, It's new to me.**
3. Have students sort each word into one of the three columns. They can do this individually or in small groups.
4. Go over the words together, sharing knowledge, and correcting misconceptions.
5. Invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 51) as needed.



“Peace be with all of you!” – the first words of Pope Leo XIV. The conclave elected Robert Francis Cardinal Prevost as the 267th Bishop of Rome.

<https://www.vaticannews.va/en/pope/news/2025-05/cardinal-elected-pope-papal-name.html>

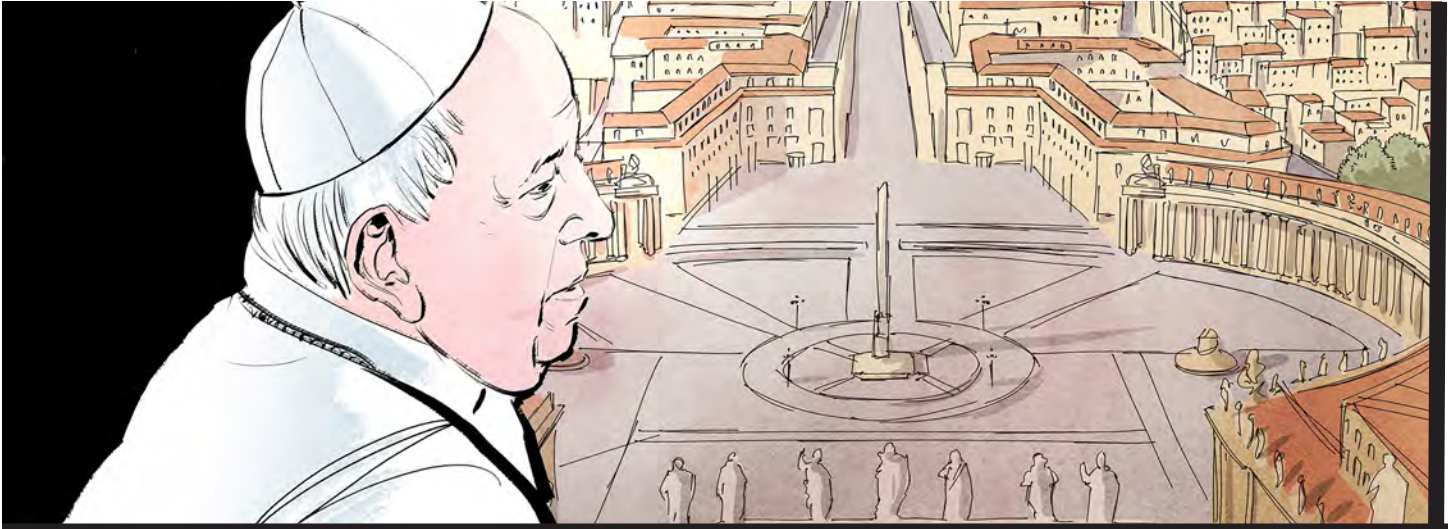




INTERNATIONAL

# THE PASSING OF A BELOVED PONTIFF

— THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF



On Easter Monday, April 21, the world woke to the news that Pope Francis had died. The pope is the leader of the world's 1.3 billion Catholics. The cause of his death at age 88 was a stroke followed by cardiac arrest.

**Cardinal** Kevin Farrell, who delivered the sad news, spoke of Francis's deep faith.

"[Pope Francis] taught us to live the values of the **Gospel** with fidelity, courage, and universal love, especially in favour of the poorest and most marginalized," the cardinal said.

## A LAST EASTER BLESSING

The last months of the **pontiff's** life were marked by declining health. In February, he was hospitalized for 38 days with double pneumonia.

Yet he returned to work, even making a final appearance on Easter Sunday. An aide read his words because he was too weak. But he personally blessed the throngs of the faithful in St. Peter's Square. "Brothers and sisters, Happy Easter!" he said.

## ABOUT POPE FRANCIS

The late Pope, named Jorge Mario Bergoglio by his Italian parents, was born in Buenos Aires, Argentina. He entered the **seminary** in his early twenties.

Francis was a Jesuit, a Catholic order dedicated to missionary work and education. His devotion impressed Pope John Paul II, who appointed him a **bishop** in 1992. From then on, his rise in the Church was rapid.

In March 2013, cardinals elected him the 266th pope—the first-ever Jesuit pope and the first from the Americas.

## DID YOU KNOW?

Of the estimated 2.5 billion Christians in the world, more than half are Roman Catholics.

The new pope chose the name Francis in honour of Saint Francis of Assisi who lived modestly. Francis followed in his footsteps. He chose to live in a small guest house. Other popes had lived in lavish residences.

He had a new style of leadership, too. He wore simple **vestments**, mingled with crowds, and was known for washing prisoners' feet. He called for a "Church of the poor, for the poor."

## DEFINITIONS

**BISHOP:** a person who holds a high position in a Christian church. A bishop is often in charge of a group of churches.

**CARDINAL:** the highest rank of priest in the Catholic Church

**GOSPEL:** the lessons taught by Jesus Christ and his apostles

**PONTIFF:** another name for the pope

**SEMINARY:** a college that trains priests, ministers, or rabbis

**VESTMENTS:** the special clothes worn by priests during church ceremonies

He focused on mercy, inclusion, and social justice. He once asked, “Who am I to judge?” when questioned about his open approach to LGBTQ+ issues.

He backed the fight against climate change, publishing an **encyclical** on the subject. And he called for economic systems that served people rather than profit. He even sought greater accountability for the Church’s decades-long abuse scandals, despite meeting with resistance.

## TAKING SOME STANDS

He came to Canada in 2022 to address another issue. The visit followed a meeting at the Vatican with Indigenous delegates from Canada. The group was seeking an apology for the Church’s role in Canada’s Residential Schools, which operated from 1831 to 1996. At least 4000 Indigenous children died and thousands more were abused in these institutions.

He begged forgiveness “for the evil committed,” telling school Survivors and others that “every child [should be] treated with love, honour, and respect.”

Yet some felt Francis’s words of regret didn’t go far enough. And he did preserve some of the Church’s more conservative positions. For example, women still can’t be **ordained** and the Church maintains a hard line on women’s reproductive rights. But few doubted his sincerity.

## HOW THE CATHOLIC CHURCH IS RUN

When a pope dies or resigns, the Catholic Church enters a period known as the conclave. The word “conclave” comes from the Latin for “with key” because cardinals are locked inside the Vatican until they choose a new pope. Only cardinals under the age of 80, of whom there are 135, can vote. They have a special Mass, then mark secret ballots. To be elected, a candidate must receive a two-thirds majority. After each round of voting, ballots are burned. Black smoke from the Sistine Chapel chimney means no decision. White smoke? A new pope is chosen.

The body that organizes the conclave is called the Holy See—the central governing, administrative, and spiritual authority of the Catholic Church. It has existed since the earliest days of Christianity and is recognized internationally as a sovereign entity. It can conduct diplomatic relations and sign treaties with nations around the world.

The Vatican, located in Rome, is the physical space where the Holy See operates. With about 1000 residents, it is the smallest independent nation in the world, covering just 49 hectares. As leader of the Roman Catholic Church, the pope heads both the Vatican and the Holy See.

## THE WORLD GRIEVES

On the news of his death, social media lit up with tributes from world leaders and people of all faiths. From Jerusalem to Buenos Aires, vigils marked the loss.

Francis’s body lay in state for three days at St. Peter’s **Basilica**. Some 250,000 people filed past to pray and leave flowers. On April 26, hundreds of thousands more filled St. Peter’s Square for the funeral. Broadcast globally, the Mass included prayers in many languages and the soaring voices of the Sistine Chapel Choir. Heads of state, royalty, and religious leaders from every continent were there. Among them were Canada’s Governor General Mary Simon, U.S. President Donald Trump, and Prince William of the United

Kingdom. But migrants and the poor also attended.

After the Mass, 150,000 people watched as the Pope’s coffin was carried to Saint Mary Major. That is the simple basilica where he chose to be buried. He is the first pope in a century not to be interred in St. Peter’s Basilica.

## A NEW POPE IS ELECTED

On May 8, after just a two-day conclave, 69-year-old Robert Francis Prevost of Chicago was elected. The first U.S. pope spent years as a missionary in Peru. His papal name is Leo XIV. He, too, is a humble man who will likely focus on social justice.

“We must... be a Church that builds bridges,” he told crowds in St. Peter’s Square. “Hand in hand with God let us move forward.” ★

## DEFINITIONS

**BASILICA:** a church that has been given special recognition by the pope for its historical, spiritual, or architectural significance

**ENCYCLICAL:** an official letter from the pope sent to all bishops making a statement about the teachings of the Church

**ORDINATION:** the act or ceremony of making somebody a priest, minister, or rabbi





INTERNATIONAL

# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## ON THE LINES

1. How many Christians are there in the world? How many Christians are Roman Catholics?

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2. Where is the headquarters of the Roman Catholic Church located?

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3. The leader of the Roman Catholic Church is called the:

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4. Name the Catholic leader who recently passed away. How old was he when he died?

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5. How long had he held this position?

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6. Which country was he from?

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7. Why did he choose the name Francis?

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8. When did he visit Canada?

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9. What was the purpose of his visit?

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10. The secret meeting where cardinals vote is called a:

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11. Who was elected as the new pope on May 8? What papal name did he choose?

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# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## QUESTIONS FOR FURTHER THOUGHT

1. The news of Pope Francis's passing had a huge impact around the world. What reasons can you suggest to explain why hundreds of thousands of people paid tribute to the Pope on social media, in person, or by watching the broadcast of his funeral?

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2. The article states: "*Pope Francis chose the name Francis in honour of St. Francis of Assisi who was known to cherish all creation, to live modestly, and to promote peace.*" As you see it, how did Pope Francis's actions demonstrate these qualities?

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3. Pope Francis "*will be remembered as a bridge between tradition and modernity.*" Which modern issues were important to Pope Francis? As you see it, is it important for a pope to be involved with current issues?

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4. Pope Francis visited Canada only once, in 2022. As you see it, what was the significance of this visit?

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INTERNATIONAL

# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## QUESTIONS FOR ONLINE EXPLORATION

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

1. Watch the final public appearance of Pope Francis on Easter:

<https://www.cbc.ca/player/play/video/9.6730369> [0:57].

What did you observe?

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2. Pope Francis was elected to the papacy in 2013:

<https://www.cbc.ca/player/play/video/1.6532019> [3:34].

Why were some Catholics surprised by this choice?

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3. Find out more about Pope Francis's apology to Indigenous Peoples in Canada:

<https://www.cbc.ca/player/play/video/1.6532019> [3:34].

How did his apology affect the Residential School Survivors at the ceremony?

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4. Learn more about how Pope Francis advocated for climate change:

<https://www.cbc.ca/player/play/video/9.6732357> [2:09]

Who did the Pope hope to influence with his writing on this topic? As you see it, was he successful in influencing others to care for the planet?

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5. View a timeline of the Pope's accomplishments during his 12-year papacy:

<https://www.catholicnewsagency.com/news/253852/a-timeline-of-pope-francis-12-years-as-pope>.

Describe one event from the timeline and how it shows mercy, inclusion, or social justice.

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6. Learn more about how a new pope is chosen: <https://www.cbc.ca/player/play/video/9.6730531> [4:07]

What did you learn?

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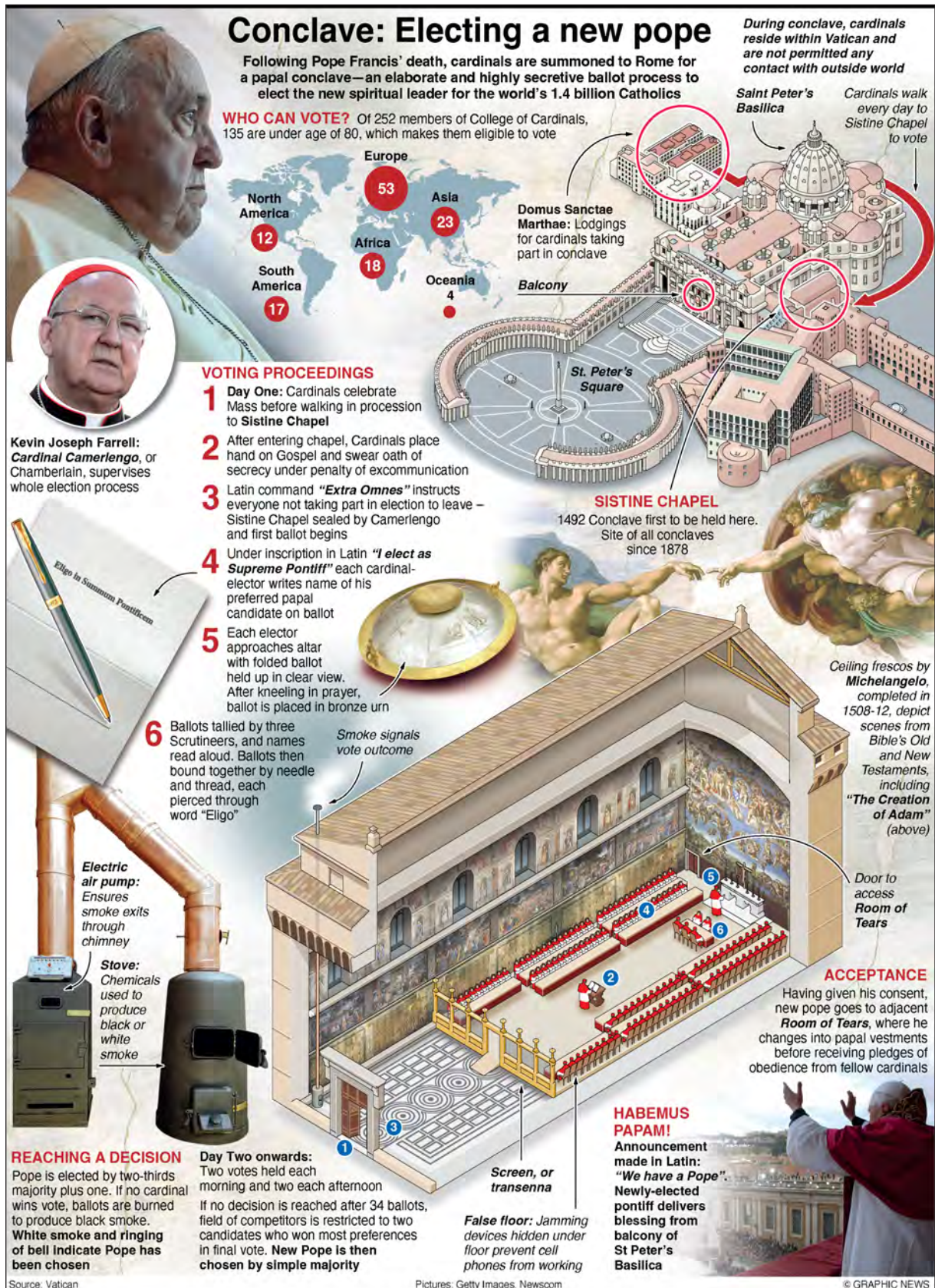




# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## INFOGRAPHIC







## INFOGRAPHIC

## The final resting place of Pope Francis

Foregoing the traditional practice of being interred in the Vatican Grottoes beneath St Peter's, Pope Francis chose to be laid to rest inside the *Papal Basilica of Santa Maria Maggiore*



**Pauline Chapel:** Home to icon of Virgin Mary, *Salus Populi Romani* (above), said to have been painted from life by *Saint Luke*. Pope Francis visited here often

**Bell tower:**  
Tallest in Rome at 75m

**BASILICA OF SAINT MARY MAJOR**

**Largest church in Rome** dedicated to veneration of *Blessed Virgin Mary*

**Sacra Culla:** Wooden fragments believed to be from crib of baby *Jesus*

**FLOOR PLAN**

Tomb of *Bernini*

Apse

Sistine Chapel

**POPE'S TOMB IN NICHE BETWEEN TWO CHAPELS**

**Sforza Chapel**

Entrance

Baptistry

Sources: Today (NBC), The Catholic Network, Papal Basilica of Saint Mary Major. Pictures: Apple Maps, Creative Commons



© GRAPHIC NEWS

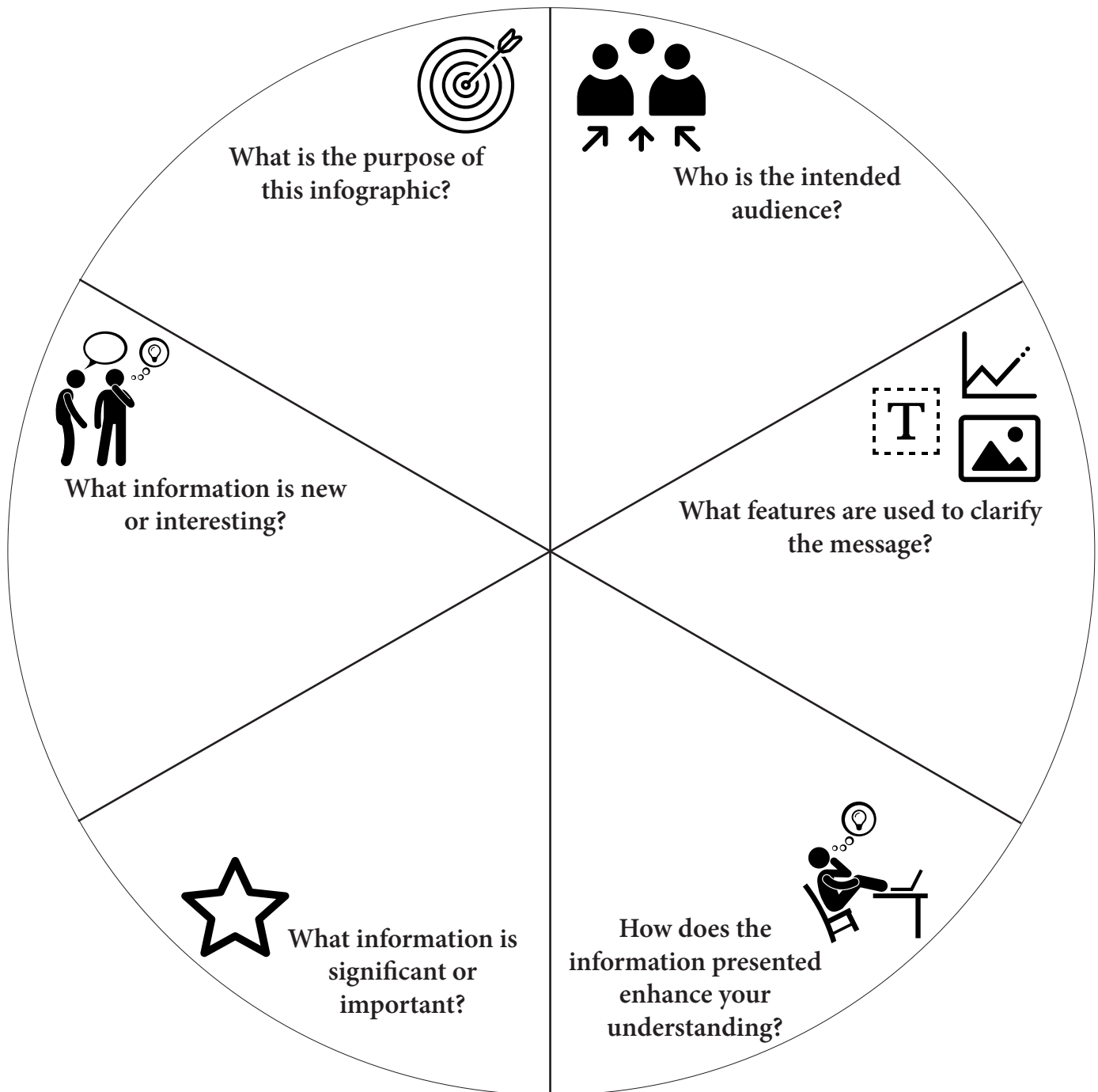


INTERNATIONAL

# THE PASSING OF A BELOVED PONTIFF

– THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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## - THE WORLD MOURNS POPE FRANCIS AND CELEBRATES A NEW PONTIFF

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

d) 4.6 billion

#### d) Franciscans

d) convention

\_\_\_\_\_ 6. **True or False?** Pope Francis visited Canada last year.

10. As you see it, what impact did Pope Francis have on the Roman Catholic Church and on the world? Give reasons to support your response.



# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

– PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

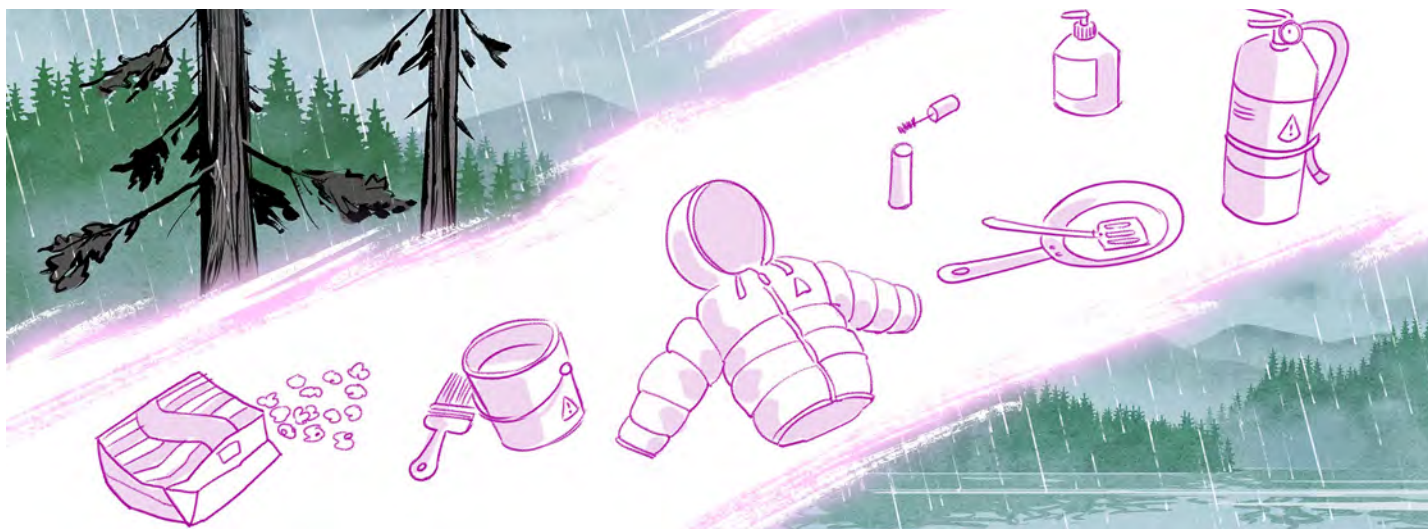
## BEFORE READING

1. Ask students to think about items we use every day (e.g., *clothes, food containers, technology*) and discuss with a partner which of these objects should be made of materials that last a long time and which shouldn't.
2. Write the following on the board: **PFAS**. Explain that it is the shortened name for **per- and polyfluoroalkyl substances**. These human-made chemicals resist heat, oil, and water, and because of this they're used in all kinds of items.
3. Have students work in pairs to make a list of products or materials that fit into three categories: **Need to be heat-resistant** (example: *non-stick pans*), **need to be water-resistant** (example: *rain jackets*), **need to be oil/grease resistant** (example: *fast-food wrappers*). Categories to consider are household items, clothing, packaging, tools, and electronics.
4. Ask students to circle items they use every day, and put a star beside items they could avoid or replace with something more eco-friendly.
5. Then, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 51) as needed.



# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

— PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM



Donnie Gallant lives in Hazelbrook, PEI. For about half a year now, at a cost of \$1200 a month, the provincial government has been supplying him and nine other local residents with bottled water.

The reason? **Health Canada** says drinking water should contain less than 30 **nanograms** per litre of certain human-made chemicals called PFAS. Yet some nearby wells contain over 700 nanograms per litre.

## ABOUT PFAS

What are PFAS chemicals and why are they dangerous? The term PFAS is short for perfluoroalkyl and polyfluoroalkyl substances. First created in the late 1930s, these substances resist heat, grease, and water. That's why,

since the 1950s, they have been used to make a huge range of products—everything from cookware to takeout containers, carpets, firefighting products, and even makeup. Some 9000 PFAS compounds are used in industries and consumer goods.

PFAS are so tough, they're called forever chemicals. They have a unique structure. Chains of carbon atoms fuse to fluorine atoms. They form what's called a carbon-fluorine bond—one of the strongest bonds in chemistry. This bond isn't easily damaged by heat, sunlight, or biological activity. So PFAS can stay intact for thousands of years.

We use and discard so many products made with PFAS that they end up in landfills. They leach into the soil and enter the food chain. Every day, PFAS

are flushed down drains and into oceans, lakes, and rivers. And every day, as furniture, electronics, and other products containing PFAS age and break down, they create PFAS dust, which people inhale or ingest.

Researchers have found PFAS chemicals in the air and in rain; in Great Lakes fish; in makeup, food packaging, and hygiene products; and in school uniforms, rainwear, and kids' winter gloves.

## A TOXIC BREW

The big concern? Health Canada warns that PFAS can impact the liver, the kidneys, and the thyroid gland. They interfere with the immune and nervous systems. They can even impact a person's **metabolism** and body weight.

## DEFINITIONS

**HEALTH CANADA:** the federal department responsible for national health policy and safety

**METABOLISM:** the processes in plants and animals where food is changed into energy or used to make cells and tissues

**NANOGRAM:** a unit of mass equal to one billionth of a gram often used in science to measure very tiny amounts of substances

“They attach to the proteins in our blood and can accumulate in our bodies, particularly in the liver and the kidneys,” said Quebec researcher Dr. Amira Aker. “We can also pass the chemicals to a growing fetus, so even newborn babies have PFAS in their bodies.”

Two types of PFAS are linked to liver disease and unsafe pregnancies. The first is perfluorooctane sulfonate (PFOS). This chemical repels stains, grease, soil, and water. The second, perfluorooctanoic acid (PFOA), is used in cookware, carpets, and fabrics. Both are banned in Canada.

That’s a good first step. But a 2019 study showed that 98.5 percent of Canadians already have some PFAS in their blood.

## TRAPPING PFAS

There are ways to protect against PFAS. One solution is granular activated carbon (GAC) filtration. It works by passing water through carbon that traps PFAS particles. Home filtration units use this method to remove PFAS like PFOA and PFOS.

Other methods include ion exchange resins—tiny beads help clean water by attaching onto harmful PFAS. The PFAS have a negative charge and the resin beads have a positive charge. When water flows through, the

PFAS sticks to the beads (sort of like magnets) and the clean water keeps going. This approach works well for getting rid of PFAS that other filters might miss.

## THE TEFLON STORY

In 1938 DuPont scientist Roy Plunkett discovered one of the first PFAS by accident when he was researching new refrigerants. Nothing would stick to the substance he created and it didn’t react to other chemicals. Dupont used it to make Teflon pans.

Then there’s reverse **osmosis**. It pushes water through a membrane that blocks most PFAS. This method works well in private wells or households using under-sink treatment systems.

For land contamination near airports, firefighter training sites, and industrial zones, authorities sometimes eliminate PFAS using soil **excavation** and high-temperature **incineration**. But this approach is costly and leaves some PFAS in the environment.

None of these techniques destroy PFAS, however. But that may soon change. Researchers at the University of British Columbia have developed a silica-based material for a water treatment system that actually destroys the chemicals. This system combines a carbon filter with a **catalyst** derived from farm or forest

waste. It breaks down PFAS into harmless components.

## ON THE LEGAL FRONT

But what’s being done now to control the use of PFAS? Environmental researcher Fe de Leon says that restricting individual PFAS isn’t effective. For example, PFOA was replaced with another PFAS called GenX. Now GenX has also been linked to liver-related health issues.

So last March, the federal government added the entire class of PFAS chemicals to the official list of toxic substances. Only one subset of PFAS was excluded—fluoropolymers, which present a lower health risk. Classifying nearly all PFAS as toxic allows Canada to start restricting their use in products like firefighting foam and for other industrial purposes.

## SAFETY TIPS

Meanwhile, knowing where these chemicals show up can help you make safer choices. Products with PFAS often have “perfluoro” in their ingredients. Avoid them if possible. Look for “PFAS-free” labels on clothes, cosmetics, fast food wrappers and so on. Get rid of old or scratched non-stick pans, which can release PFAS. And have your family consider buying a filter that is certified to cut PFAS in drinking water. ★

## DEFINITIONS

**CATALYST:** a substance that produces or speeds up a chemical reaction without being affected itself

**EXCAVATE:** to make a hole or hollow place in by digging

**INCINERATE:** to burn (something) completely

**OSMOSIS:** the passage of a liquid through a membrane





# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

– PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

## ON THE LINES

1. What does **PFAS** stand for?

2. When were these 'forever chemicals' first discovered? What is their purpose?

3. Why are they called 'forever chemicals'?

4. How widespread are these forever chemicals in the environment?

5. Why are scientists worried about these chemicals? Explain.

6. List at least two ways people can protect themselves from PFAS chemicals.

7. What is the problem with all current filtration techniques?

8. How has the federal government decided to approach the PFAS problem? Explain.



# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

– PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

## QUESTIONS FOR FURTHER THOUGHT

1. When PFAS were first introduced in the 1930s, they were considered helpful and versatile. As you see it, do the advantages of PFAS outweigh the risks? Give reason to support your response.

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2. The article states that: “*98.5 percent of Canadians already have some PFAS in their blood.*” Respond to this fact. What feelings does it evoke and what thoughts does it provoke? Explain.

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3. Under the heading Safety Tips, reread the suggestions for how to reduce your exposure to PFAS. Would you consider using any of these tips? Give examples to support your answer.

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# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

– PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

## QUESTIONS FOR ONLINE EXPLORATION

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

1. Find out which household products contain PFAS:

<https://time.com/6281242/pfas-forever-chemicals-home-beauty-body-products/>

Based on this image, do you think it is possible to avoid PFAS completely? Explain.

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2. Find out more about what Canada is doing about “forever chemicals”:

<https://www.youtube.com/watch?v=EAQBdCxPo3U> [2:02]

What are some actions the Canadian government has taken to limit PFAS?

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3. Find out which food packaging products contain PFAS and which ones don't:

<https://www.ecocenter.org/sites/default/files/2021-06/CEH%20PFAS%20in%20Foodware%20Infographic.pdf>

Name 3 materials that are PFAS free.

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4. Are compostable food packaging products better for the environment? Find out if these “environmentally friendly” options contain PFAS:

<https://www.youtube.com/watch?v=DWkBswqopyA>

What did you learn?

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5. Learn about what University of British Columbia researchers are developing to remove PFAS from the water supply: <https://globalnews.ca/video/9572316/ubc-develops-water-treatment-system-to-remove-forever-chemicals>

Why are researchers hopeful about this technology?

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6. Check out this list of 10 simple things your family can do to reduce your exposure to PFAS:

<https://cleanwater.org/10-things-you-can-do-about-toxic-pfas-chemicals>

Which tip(s) could be helpful for your family? Explain.

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# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

– PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

## INFOGRAPHIC

### PFAS: THE FOREVER CHEMICALS

#### 1. PFAS are a class of chemicals that are used to make products grease-proof, waterproof, and stain resistant.

They can be found in products such as firefighting foam, non-stick cookware and fabric. **These "forever" chemicals are extremely persistent.** They and their breakdown products last thousands of years or more.



#### 2. PFAS can cause many serious health problems.

Exposure to some PFAS chemicals is linked to cancer and may increase risks for heart disease, birth defects, infertility, liver effects, developmental delays, and higher risk pregnancies. It is also linked to suppressed immune function.



#### 3. We are exposed to PFAS through multiple sources:

**Drinking Water:** Our water can become contaminated with PFAS by firefighting foam used at military bases, training centers and airports. Toxic waste from chemical companies and landfills can end up in our water.

Very few water utilities have the technology to filter out any PFAS chemicals once they enter the drinking water supply.



**Food:** PFAS can be found in non-stick cookware and in grease-proof food containers such as fast food wrappers, microwave popcorn bags, and pizza boxes.



**Fabric:** PFAS chemicals are added to clothing and furniture to make them waterproof and stain-resistant.



#### 4. What can be done to stop PFAS exposure?

Manufacturers and businesses should **stop making the chemicals** and using them in their products wherever possible.

Consumers and residents **need to know** which factories make PFAS chemicals, which products contain them, and which water supplies are contaminated.



#### 5. Tips for Consumers

Use stainless steel or cast-iron cookware.

Avoid takeout food packaging, or remove food from packaging as quickly as possible.

Avoid stain, water and oil-repellent products.



Ask your water supplier to test for PFAS.



For more information go to:

[cleanwaterfund.org/features/pfas-forever-chemicals](https://cleanwaterfund.org/features/pfas-forever-chemicals)



This fact sheet was developed under a grant from the Toxics Use Reduction Institute at UMass Lowell.

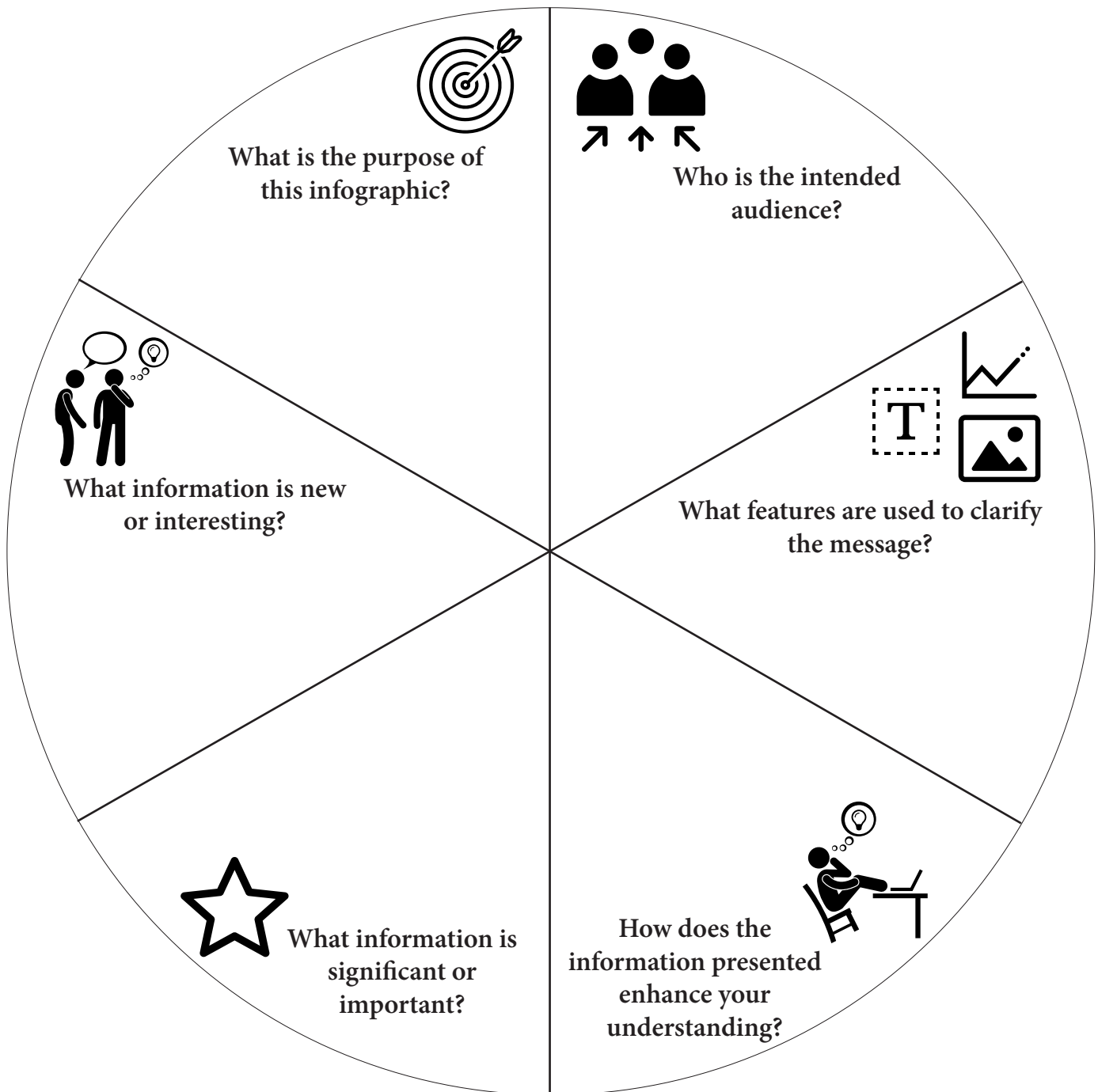




# FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

— PFAS ARE EVERYWHERE. HERE'S WHAT WE'RE DOING ABOUT THEM

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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**THE STEPS OF AN INQUIRY PROJECT**

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

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

When you have a deeper understanding of the topic or issue, complete the **Inquiry Project Planner** on p. 44. 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://www.youtube.com/watch?v=TVptfuj6\\_yk](https://www.youtube.com/watch?v=TVptfuj6_yk) [2:45]

<https://www.youtube.com/watch?v=PLTOVoHbH5c> [3:14]

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. 45);
- 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:** \_\_\_\_\_

<b>Q:</b>	<b>Q:</b>
<b>A:</b>	<b>A:</b>

**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-d1c4bo324a6f>

- "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/links](http://www.lesplan.com/links) for easy access.

**SETTING THE TONE**

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

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:
  - Listen respectfully and actively, without interrupting
  - Assume best intentions
  - Challenge ideas, not individuals
  - Commit to learning, not winning
  - Speak with evidence
  - Agree and disagree politely
2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

**BEFORE READING**

1. **Know the topic:**
  - review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.
2. **Know yourself:**
  - consider your perspective on the article content and how you will respond to student questions.
3. **Know your students:**
  - anticipate student connections and/or triggers related to the article content.
  - anticipate how you might incorporate or respond to these connections.
4. **Find out what your students know:**
  - brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
  - begin with basic questions (e.g., Who? What? Where? When?).
  - progress to more probing questions (e.g., How? Why?).
5. **Gather student ideas and questions:**
  - examine student ideas together.
  - determine commonalities.
6. **Help students make connections:**
  - how might this topic affect them, their family, or their friends?
  - are there connections that can be made to other topics you've studied (e.g., political, environmental, etc.)?





# FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

## 7. Introduce the article:

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

## DURING THE DISCUSSION

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

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

## AFTER THE DISCUSSION

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

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



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

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



# SETTING A PURPOSE BEFORE READING

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

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

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

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

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.

**LIBERALS WIN A ROLLER COASTER ELECTION**

1. How many Members of Parliament sit in the House of Commons?

**343 MPs sit in the House of Commons.**

2. Name four of the five largest political parties that ran candidates in the recent federal election.

**Liberal (Grits), Conservative (Tories), New Democratic Party (NDP), Bloc Québécois (BQ), Green Party.**

3. Which party won the most seats in the election? What was this party's share of the popular vote?

**The Liberal Party, led by new leader Mark Carney, won 170 seats and 43.7% of the popular vote. (This leaves the Liberals two seats short of the 172 needed to form a majority government.)**

4. How many seats did the other four parties win? What was each party's share of the popular vote?

**Conservatives - 143 / 41.3%; Bloc Québécois - 22 / 6.3%; NDP - 7 / 6.3%; Green - 1 / 1.2%.**

5. Which two party leaders lost their seats? Which leader resigned? Which leader will continue?

**Both Conservative and NDP leaders lost their seats. Mr. Singh announced he would step down (he finished third in his riding), but Mr. Poilievre pledged to stay on. He will run in an Alberta by-election. (Andrew Scheer was chosen interim leader of the Official Opposition.)**

6. What happened to the popular vote for the three smaller parties? Why did this happen?

**As the Liberal and Conservative popular vote both exceeded 40%, the BQ, the NDP, and the Greens all lost seats and their share of the popular vote decreased. Many voters cast a strategic ballot for a party or candidate. That squeezed out smaller parties like the NDP and the Greens. (The smaller parties claimed their supporters had 'loaned' their votes and would return to the fold in the next election.)**

7. Who did Mr. Carney meet with in early May? What was the result of this Washington, D.C. meeting?

**Mr. Carney met U.S. President Trump in the U.S. capital. Accompanied by key ministers, Canada's Prime Minister pushed back against tariffs and he defended Canada's independence. (The White House meeting was cordial, but important issues were not discussed in detail.)**

8. List at least three other important events or tasks that were on the PM's agenda for May.

**1) Mr. Carney promised to modernize the economy. 2) A new cabinet was named.**

**3) Parliament needed to restart and pass new laws (King Charles III was scheduled to read the throne speech). 4) Mr. Carney said he'd 'borrow' Conservative ideas and be 'tough on crime' and reform the justice system.**

**News photo: The actual caption reads: President Donald Trump meets with Canadian Prime Minister Mark Carney, Tuesday, May 6, 2025, in the Oval Office.**

**Quiz:**

1. b; 2. c; 3. a; 4. False; 5. False; 6. True; 7. 343; 8. President Trump; 9. by-election; 10. *Answers will vary.*



**GRAPH INSTRUCTIONS**

A. Complete the table to show the number of seats in the House of Commons that the four largest Canadian political parties won in the last eight federal elections. The following links may help:

<https://www.sfu.ca/~aheard/elections/1867-present.html>      <https://www.ctvnews.ca/federal-election-2025/>

Year/Party	2004	2006	2008	2011	2015	2019	2021	2025
Bloc Québécois	54	51	49	4	10	32	32	22
Conservative	99	124	143	166	99	121	119	143
Liberal	135	103	77	34	184	157	160	170
NDP	19	29	37	103	44	24	25	7

Then, plot a bar graph to show each party's total seat count for each federal election from 2004 to 2025.

B. Using your graph and your background knowledge, answer the following questions:

1. What is a **majority government**? Explain.

**A majority government is when a party wins an absolute majority of seats. (50% + 1. Currently 172 seats are needed for a majority government in Canada.)**

2. In which two elections did Canadians elect a majority government? Name the parties and their leaders.

**2011 - Conservative / Stephen Harper**

**2015 - Liberal / Justin Trudeau**

3. What is a **minority government**? What often happens after a minority government is elected?

**In Canada's parliamentary system, minority governments occur when no party has a majority of seats. Usually the party with the most seats forms the government, but it must rely on other MPs to pass laws and stay in power. A minority government is less stable than a majority, so elections usually occur before the normal four year cycle.**

4. Compare the totals for all political parties for the 2025 federal election to the results in 2021, 2019 and 2015. How are the results different? How are they the same? Explain.

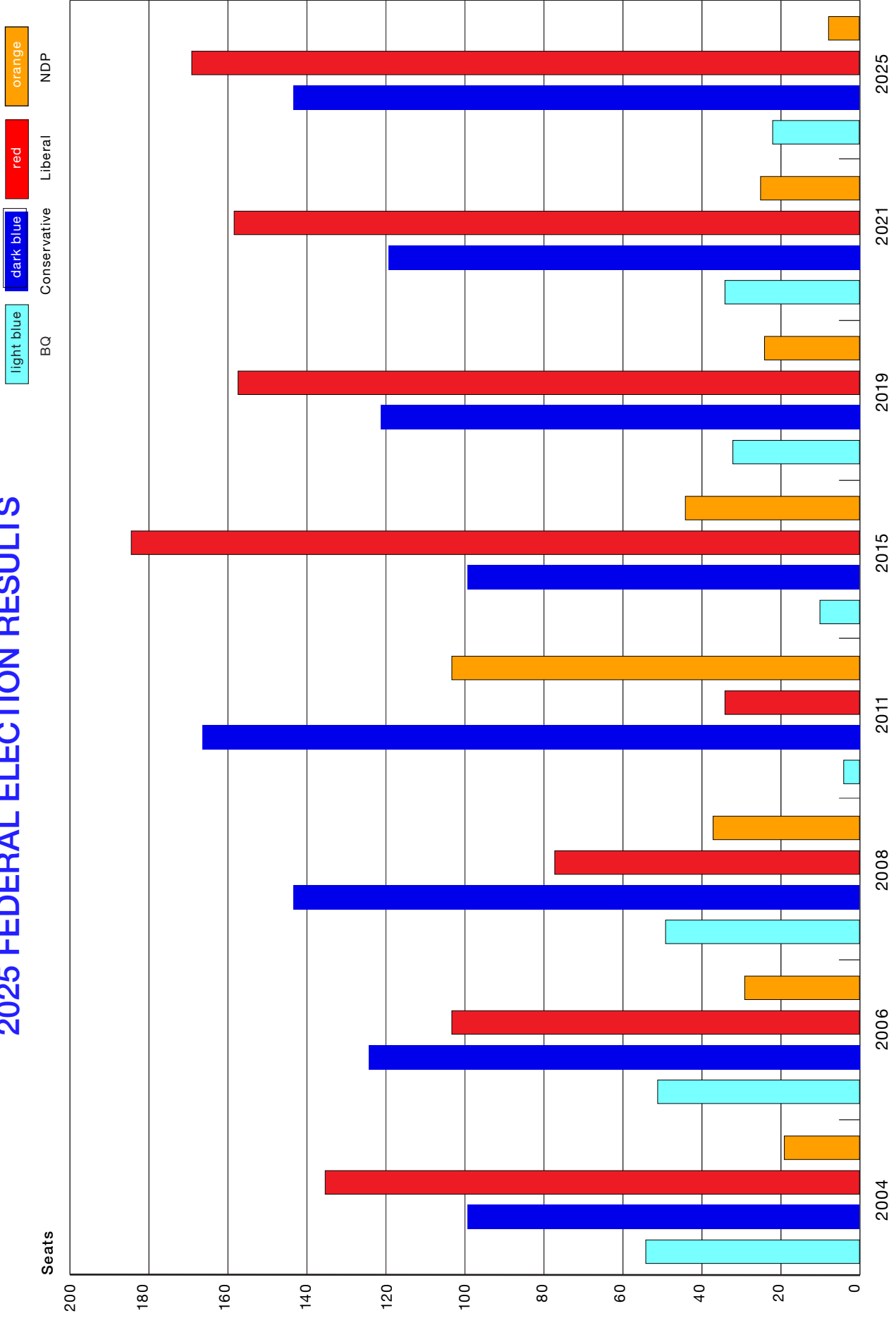
**The federal Liberals have now won four elections in a row. Under their new leader Mark Carney, the Liberals won a minority government in 2025 with 170 seats. (This is two seats short of a majority.) In 2021 and 2019, the Liberals under Justin Trudeau also won minority governments. In 2015, Mr. Trudeau won a majority government. ★**



TO THE TEACHER

# ANSWER KEY

## 2025 FEDERAL ELECTION RESULTS



**CELEBRATING CANADA'S COURAGE DURING WWII**

1. Which countries were the **Allies** in World War II?

**The UK, the U.S., and the Soviet Union were the main Allied countries.**

2. Which countries were the **Axis** powers in World War II? **Germany, Italy, and Japan.**

3. When did World War II start? When did it end in Europe? When did it end in Asia?

**WWII began Sept. 1, 1939 when Nazi Germany invaded Poland. Germany surrendered in May 1945, and after two atomic bombs were dropped by the U.S., Japan surrendered in Sept. 1945. (WWII was the deadliest and most destructive war ever. An estimated 70 to 85 million people lost their lives.)**

4. When did the Allied armies invade Fortress Europe? What was the name of this invasion?

**U.S., UK, and Canadian forces landed on D-Day in Normandy, France on June 6, 1944. (The invasion was the largest maritime invasion ever. A huge amphibious assault landed over 156,000 troops.)**

5. What was the name of Canada's main fighting force?

**The First Canadian Army. (Starting in June 1944, Canadian military forces advanced across northern France and liberated the Channel coast.)**

6. Describe the conditions faced by many Dutch civilians under the German occupation.

**The Dutch suffered under a brutal Nazi occupation for four gruelling years. People were starving, and many cities had been destroyed. (The Dutch faced major hardships, including forced labour, severe rationing, a major famine, and the persecution of Jews.)**

7. Describe the conditions faced by Canadian soldiers. How many Canadians were killed?

**80 years ago Canadian troops helped free the Netherlands. They faced fierce obstacles as they fought through strong resistance. Some 7600 Canadian soldiers lost their lives. (German forces in the Netherlands gave up on May 5, 1945. Three days later on V-E Day, all German forces surrendered.)**

8. Describe how the Dutch people remember and appreciate what Canadian soldiers did in 1944-1945.

**The Dutch never forgot what the Canadians did. The warm connection formed between the two countries has lasted for many decades. Every year, the Netherlands sends thousands of tulip bulbs to Ottawa. (The Dutch continue to remember their liberators, hold parades, and tend the graves of fallen Canadian servicemen.)**

9. What did some Canadian veterans recently do? Describe the response that they received.

**In early May, 22 Canadian veterans returned to the Netherlands. They were part of a Canadian delegation marking the 80th anniversary of the end of the war. Now in their late 90s or older, the vets were welcomed with a heartfelt gratitude. Many Dutch people lined streets and attended ceremonies in their honour. They waved Canadian flags, decorated their homes with maple leaves, and clamoured to take photos with the vets.**

**Quiz:** 1. c; 2. b; 3. b; 4. True; 5. False; 6. False; 7. Normandy; 8. Eighty; 9. veterans; 10. *Answers will vary.*

**THE PASSING OF A BELOVED PONTIFF**

1. How many Christians are there in the world? How many Christians are Roman Catholics?

**There are about 2.5 billion Christians in the world and about 1.3 billion are Catholics. (Catholicism is the largest branch of Christianity. Almost half of all Catholics live in Central and South America.)**

2. Where is the headquarters of the Roman Catholic Church located?

**Vatican City – inside the city of Rome. (The world's smallest independent nation was established in 1929. Its population is about 1000 and it is 49 hectares in size.)**

3. The leader of the Roman Catholic Church is called the: **Pope**

4. Name the Catholic leader who recently passed away. How old was he when he died?

**Pope Francis was 88 years old. (He had experienced poor health in the weeks before his passing.)**

5. How long had he held this position?

**He became the 266th pope in March, 2013. (He was the first Jesuit pope.)**

6. Which country was he from? **He was from Argentina. (He was the first pope from the Americas.)**

7. Why did he choose the name Francis?

**He chose 'Francis' to honour Saint Francis of Assisi, who was known to cherish all creation, to live modestly, and to promote peace. Pope Francis followed the saint's examples. He signalled a new leadership style, wore simple vestments, and often mingled with crowds. (His papacy was defined by a focus on mercy, inclusion, and social justice.)**

8. When did he visit Canada?

**He travelled to Canada in 2022. (He stopped in Alberta, Quebec, and Nunavut.)**

9. What was the purpose of his visit?

**The visit followed an earlier meeting in Rome with Indigenous delegates. The group was seeking an apology for the Church's role in Canada's Residential Schools. At least 4000 Indigenous children died and thousands more were physically and mentally abused at these largely Catholic institutions.**

10. The secret meeting where cardinals vote is called a: **conclave**

**(It reflects the tradition of locking cardinals inside the Vatican until a new pope is chosen. After each round of voting, the ballots are burned. Black smoke signals no decision. White smoke means a new pope was chosen.)**

11. Who was elected as the new pope on May 8? What papal name did he choose?

**Cardinals elected Robert Francis Prevost of Chicago. He chose Leo XIV as his papal name.**

**[1) Pope Leo is 69 years old. 2) He is the first pope from the United States—but he has spent much time in Peru. 3) He is a member of the Order of St. Augustine – known for its community work.]**

**Quiz:** 1. b; 2. a; 3. a; 4. True; 5. True; 6. False; 7. 2.5; 8. white; 9. United States; 10. *Answers will vary.*



**FIGHTING BACK AGAINST "FOREVER CHEMICALS"**

1. What does PFAS stand for?      **PFAS = perfluoroalkyl and polyfluoroalkyl substances.**

2. When were these 'forever chemicals' first discovered? What is their purpose?

**First created in the late 1930s, these synthetic substances resist heat, grease, and water which makes them highly versatile. Since the 1950s, they have been used to manufacture a huge range of products. (Some 9000 PFAS compounds are used in various industries and consumer goods.)**

3. Why are they called 'forever chemicals'?

**They are called 'forever chemicals' because they are so tough. Their structure contains chains of carbon atoms fused to fluorine atoms—one of the strongest bonds in chemistry. It's very hard for this bond to be damaged by heat, sunlight, or biological activity. PFAS can stay intact for thousands of years.**

4. How widespread are these forever chemicals in the environment?

**Many products made with PFAS are used and discarded every day. The chemicals end up in landfills where they leach into the environment and enter the food chain. Every day, PFAS are flushed into waterways. Other products with PFAS break down and create PFAS dust, which is inhaled or ingested.**

5. Why are scientists worried about these chemicals? Explain.

**A 2019 study showed that 98.5 percent of Canadians already had PFAS in their blood and there is concern about serious health hazards. Health Canada warns PFAS can impact the liver, kidneys, and the thyroid gland. PFAS can also interfere with the immune and nervous systems, and they can impact a person's metabolism and body weight.**

6. List at least two ways people can protect themselves from PFAS chemicals.

**1) Granular activated carbon filtration works in home filters by passing water through carbon that traps PFAS particles. 2) Ion exchange resins are tiny beads that clean water by attaching to harmful chemicals. These chemicals have a negative charge and the resin beads have a positive charge. When water flows through, the PFAS sticks to the beads. 3) Reverse osmosis pushes water through a membrane that blocks most PFAS contaminants. This method works in wells or households with under-sink filters. 4) For land contamination, authorities can use soil excavation and incineration to eliminate PFAS. This approach is costly and it still leaves some PFAS in the environment.**

7. What is the problem with all current filtration techniques?

**None of the methods destroy PFAS—they just keep some out of people's bodies. (UBC researchers have developed a silica-based material that captures PFAS and actually destroys them. But this work is still in the early stages.)**

8. How has the federal government decided to approach the PFAS problem? Explain.

**Ottawa recently added the entire class of PFAS chemicals to the list of toxic substances. (Only one subset of PFAS was excluded.) Classifying all PFAS as toxic starts a process that will allow Canada to restrict their use in the future.**

**Quiz:** 1. d; 2. b; 3. b; 4. False; 5. True; 6. False; 7. teflon ; 8. strongest; 9. filter; 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. 38 pages.  
Available in English and in French for grades 3 and up (1 reading level).

### *Currents4Kids.com News4Youth.com*

- ✓ **Online** and interactive
- ✓ Weekly
- ✓ 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:** 40 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 (1 reading level).  
*News4Youth/Infos-Ados:* Grades 5 and up (3 reading levels).

### *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. 60 pages. Available in English and in French, and in 2 reading levels, for grades 5 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 2 reading levels, for grades 5 and up.

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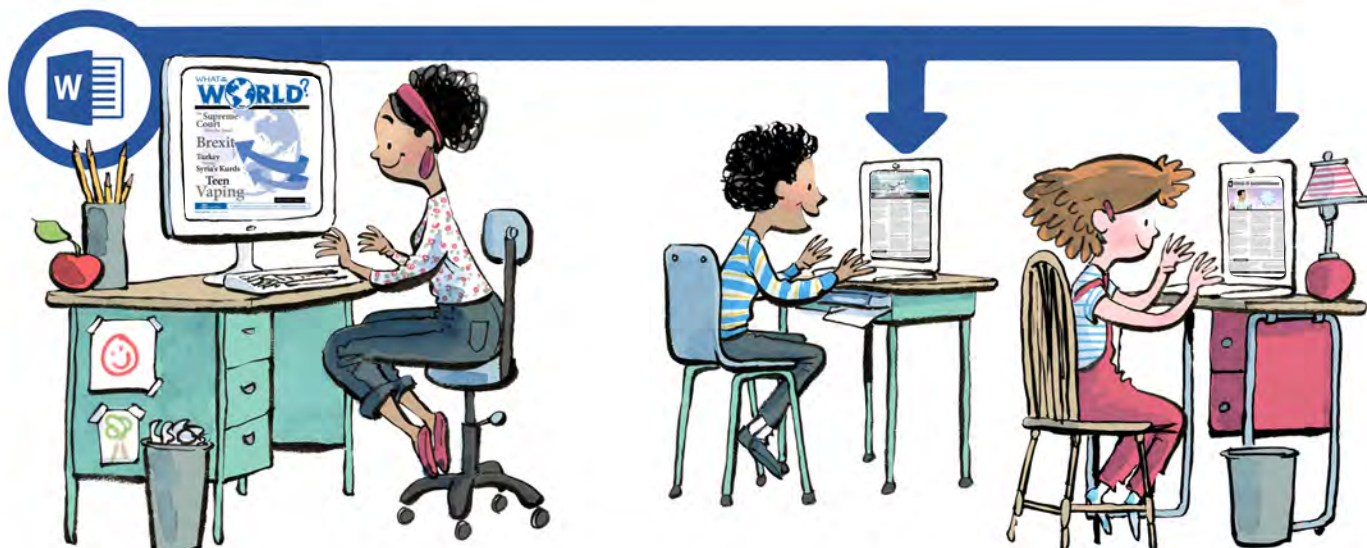
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# Students Can Work In Word/Google Docs...



## 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](http://www.libreoffice.org)

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# 2024 – 2025 Publication Schedule

## *What in the World?*

### Level 2

Issue 1: August 23  
Issue 2: September 23  
Issue 3: October 28  
Issue 4: December 2  
Issue 5: January 27  
Issue 6: March 3  
Issue 7: April 7  
Issue 8: May 12

### Level 1

Issue 1: August 26  
Issue 2: September 25  
Issue 3: October 30  
Issue 4: December 4  
Issue 5: January 29  
Issue 6: March 5  
Issue 7: April 9  
Issue 8: May 14

## *The Canadian Reader*

Issue 1: August 27  
Issue 2: September 27  
Issue 3: November 1  
Issue 4: December 6  
Issue 5: January 31  
Issue 6: March 7  
Issue 7: April 11  
Issue 8: May 16

## *Le Monde en Marche*

### Niveau 2

Numéro 1: 29 août  
Numéro 2: 30 septembre  
Numéro 3: 4 novembre  
Numéro 4: 9 décembre  
Numéro 5: 3 février  
Numéro 6: 10 mars  
Numéro 7: 14 avril  
Numéro 8: 19 mai

### Niveau 1

Numéro 1: 30 août  
Numéro 2: 2 octobre  
Numéro 3: 6 novembre  
Numéro 4: 11 décembre  
Numéro 5: 5 février  
Numéro 6: 12 mars  
Numéro 7: 16 avril  
Numéro 8: 21 mai

## *Nos Nouvelles*

Numéro 1: 30 août  
Numéro 2: 4 octobre  
Numéro 3: 8 novembre  
Numéro 4: 13 décembre  
Numéro 5: 7 février  
Numéro 6: 14 mars  
Numéro 7: 18 avril  
Numéro 8: 23 mai

## *Building Bridges* Level 2

Issue 1: August 27  
Issue 2: November 11  
Issue 3: January 13  
Issue 4: March 17  
Issue 5: May 19

## *Building Bridges* Level 1

Issue 1: August 30  
Issue 2: November 13  
Issue 3: January 15  
Issue 4: March 19  
Issue 5: May 21

## *Bâtir des ponts* Niveau 2

Numéro 1: 6 septembre  
Numéro 2: 18 novembre  
Numéro 3: 20 janvier  
Numéro 4: 24 mars  
Numéro 5: 26 mai

## *Bâtir des ponts* Niveau 1

Numéro 1: 9 septembre  
Numéro 2: 20 novembre  
Numéro 3: 22 janvier  
Numéro 4: 26 mars  
Numéro 5: 28 mai



## *Currents4Kids*

Every **Monday** from August 26 – June 17, except December 23 and December 30.

## *Infos-Jeunes*

Chaque **mardi** du 27 août au 18 juin, sauf le 24 décembre et le 31 décembre.

## *News4Youth*

Every **Monday** from August 26 – June 17, except December 23 and December 30.

## *Infos-Ados*

Chaque **mardi** du 27 août au 18 juin, sauf le 24 décembre et le 31 décembre.

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

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## PDF/WORD SUBSCRIPTIONS: 2025-2026

Publication	Language	Grade Level	Price		Amount
			<b>4 issues</b> (Sept. – Dec.)	<b>8 issues</b> (Sept. – May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>Nos Nouvelles</i>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Le Monde en Marche</i> - Niveau 1	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 <sup>e</sup> année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<b>Subtotal A</b>					\$

## ONLINE INTERACTIVE SUBSCRIPTIONS: 2025-2026

Publication	Language	Grade Level	Price		Amount
			<b>20 issues</b> (Sept. – Jan.)	<b>40 issues</b> (Sept. – June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>News4Youth</i> - Levels 1, 2, & 3	English	Grades 5 and up	<input type="checkbox"/> \$220	<input type="checkbox"/> \$440	
<i>Infos-Jeunes</i>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Infos-Ados</i> - Niveaux 1, 2, et 3	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 220 \$	<input type="checkbox"/> 440 \$	
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			All others add 5% GST		GST
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Themed Collections						
Community Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	\$55 each	
Text Collections						
The Canadian Reader	English	Français			Price Per Product	Amount
• Amazing Animals	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• Animals and Us	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• Endangered Animals	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• Government	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• Health	<input type="checkbox"/>	<input type="checkbox"/>			\$42 each	
• Indigenous	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• O Canada - Volume 1	<input type="checkbox"/>	<input type="checkbox"/>			\$30 each	
• O Canada - Volume 2	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
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• Space	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
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• The Environment and Us	<input type="checkbox"/>	<input type="checkbox"/>			\$24 each	
What in the World?	English	Français	Level 1	Level 2	Price Per Product	Amount
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• Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$27 each	
• Indigenous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$18 each	
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