

WHAT ^{IN THE} WORLD?



LEVEL 2 (GRADES 8 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)

_____	_____	_____
_____	_____	_____
_____	_____	_____



WHAT IN THE WORLD?

WHAT IN THE WORLD?

Level 2, 2024/2025: Issue 8

PUBLISHER

Eric Wieczorek

ILLUSTRATOR

Mike Deas

CONTRIBUTORS

Rosa Harris

Nicole MacLaren

Catriona Misfeldt

Claire Perrin

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

LesPlan Educational Services Ltd.



LesPlan

#1 - 4144 Wilkinson Road

Victoria BC V8Z 5A7

www.lesplan.com

info@lesplan.com

PHONE: (toll free) 888 240-2212

FAX: (toll free) 888 240-2246

TWITTER: @LesPlan

SUBSCRIBE to **WHAT IN THE WORLD?**® at a cost of \$28.75 per month per school.

COPYRIGHT AND LICENCE

These materials are protected by copyright.

Subscribers may copy each issue for use by

all students and teachers within one school.

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

COMPLIMENTARY SAMPLE

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

HAY'SXW'QA!

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

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

MISSION STATEMENT

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



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

K. Camelon, Grade 7/8 teacher

Admaston, ON

PUBLICATION SCHEDULE

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

www.lesplan.com/subscribers

SUGGESTED APPROACH

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

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

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

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

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

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

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

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

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

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 and unpredictable election, the Liberals, led by newcomer Mark Carney, won a **minority government**, earning 170 seats in the newly expanded 343-seat House of Commons. That left the **Grits** just two seats short of forming a **majority government**.

Meanwhile, the Conservatives under Pierre Poilievre finished with 143 seats—their best result in decades. The **popular vote** results were close for the two major parties. The Liberals earned 43.7 percent, compared to 41.3 percent for the **Tories**.

As for the smaller challengers, the Bloc Québécois, a **sovereigntist** party that only runs candidates in Quebec, garnered 22 seats under leader Yves-François Blanchet. Meanwhile, Jagmeet Singh's New Democratic Party (NDP) elected seven Members of Parliament (MPs). 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 Conservatives appeared way ahead.

But that changed after Prime Minister Justin Trudeau resigned in January and the Liberals chose Mark Carney, a respected economist and former **central banker**, to take his place. By election night, the Liberals had pulled off a remarkable comeback, stunning many experts and voters.

How did the Conservatives lose their lead? The campaign struggled to adapt after Mr. Trudeau resigned. They also faced challenges from Tory premiers in Ontario and Nova Scotia who clashed with Mr. Poilievre over strategy and messaging. At the same time, the Liberals gained in Quebec, Ontario, and B.C. Still, the Conservatives had their strongest showing in years, picking up seats around Toronto, on Vancouver Island, and in Windsor and northern Ontario.

BY THE NUMBERS: AN ENGAGED ELECTORATE

Over 19.5 million Canadians voted in the election, pushing turnout to 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 Armed Forces members, those living abroad, and residents in remote communities.

THE BIG ISSUES

Various issues dominated the campaign, but the largest was Canada's relationship with the United States. The reason? U.S. President Donald Trump recently angered many Canadians by imposing punishing tariffs on Canadian imports and by musing about Canada becoming the 51st state. Mr. Carney made it clear that would “never, ever” happen and promised to stand up to Mr. Trump.

DEFINITIONS

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

GRIT: a 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

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

TORY: a member or supporter of the Conservative Party

But Canada-U.S. relations wasn't the only issue on voters' minds. Many were also feeling the pinch from rising grocery bills, sky-high housing costs, and severe doctor shortages. Crime, public safety, and middle-class tax relief were also hot topics.

Each party offered different solutions. The Liberals promised to build nearly 500,000 homes per year—double the current rate—and to cut middle class income taxes. Meanwhile, the Conservatives pledged to eliminate the GST on new homes up to \$1.3 million, crack down on crime, and lower taxes for workers and seniors. The NDP and Greens focused on social programs and the environment, but they struggled to gain traction as the campaign evolved into a fierce battle between the two largest parties.

DEFEATS FOR LEADERS

The 2025 election was full of surprises. Both the Conservative and NDP leaders lost their seats. Mr. Poilievre was defeated in Carleton, Ontario, and Mr. Singh finished third in Burnaby Central, B.C. Mr. Singh announced he would step down as NDP leader. But Mr. Poilievre pledged to stay on, pointing out that under his leadership, the Conservatives won 20 more seats than before and had increased the popular vote tally by nearly 10 percent.

Still, without a seat, Mr. Poilievre can't debate, answer questions, or sit in the House of Commons. So Alberta MP Damien Kurek offered to resign his seat to allow Mr. Poilievre to run there in an upcoming **by-election**.

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

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

Other systems aim to reflect the will of voters more accurately. 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, ensuring that the winner has broader support. These systems are more complex to count, but they tend to result in more balanced representation.

A TWO-PARTY SYSTEM?

With the Liberals and Conservatives winning over 85 percent of the seats and both surpassing 40 percent of the popular vote, many observers wondered if Canada was moving toward a true two-party system.

Supporting this argument? Voters on both sides tried to block the other party from winning a majority. As a result, many cast a strategic ballot for a party or candidate to prevent other less-preferred ones from winning. That squeezed out smaller parties like the NDP and the Greens. Over 17 percent of seats changed parties—a huge shift compared to previous elections. And all 59 seats that switched hands went either to the Liberals or Conservatives.

In part because of such strategic voting, the NDP dropped from 24 seats to just seven, losing official party status and leaving the party with little influence in the new Parliament. However, with 22 seats, the Bloc said it

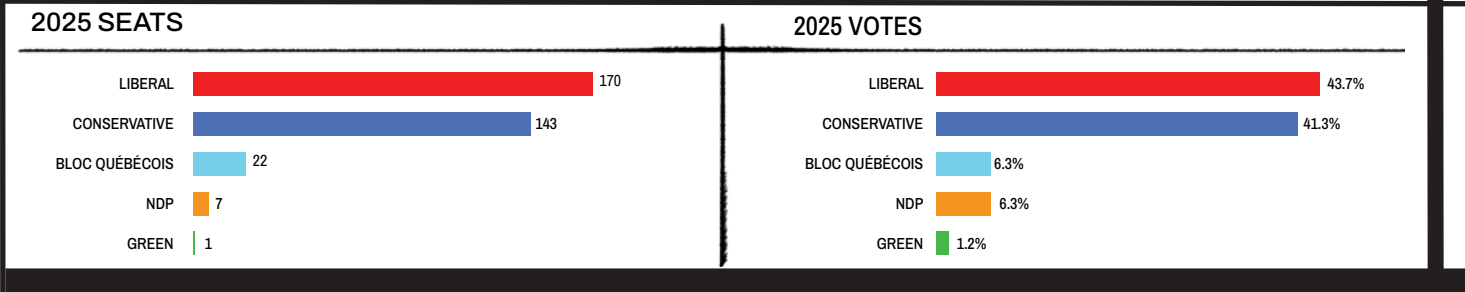
would support the Liberals if it was in Quebec's best interest.

THE WORK AHEAD

Mr. Carney's first priority was to meet President Trump in Washington, D.C., in early May. Accompanied by key ministers, the prime minister pushed back against tariffs and defended Canada's independence. The meeting was cordial, but important issues were not discussed in detail.

At home, Mr. Carney promised to kickstart the "biggest transformation" of the economy since World War II. He also planned to appoint a new cabinet, reopen Parliament, and deliver a throne speech, which King Charles III will read when he visits Ottawa in late May. As well, he signalled that he'll "borrow" popular Conservative ideas, like taking a tougher position on crime and reforming the justice system.

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



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 the five largest political parties in Canada 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. Why was this result disappointing for this party?

5. How many seats did the other four political parties win, and what was each party's share of the popular vote?

6. Which two leaders lost their seats? Which party leader resigned and which leader will continue as party leader?

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

8. Who did the prime minister meet with in early May? Where did this meeting occur and what was the result?

9. 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?

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?

3. After the election, Prime Minister Carney said: “***My government is getting to work, to build big, build bold, and build now.***” What goals do you suppose this quote refers to? Give reasons to support your response.

4. 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.

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



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 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

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

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?

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?

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

Pierre Poilievre: <https://www.youtube.com/watch?v=LQRBTf5xSiY> [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?

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?

6. Political cartoons portray current events in a humorous way. View several political cartoons related to the 2025 federal election:

<https://mackaycartoons.net/2025/05/01/thursday-may-1-2025>

<https://mackaycartoons.net/2025/04/30/wednesday-april-30-2025>

<https://mackaycartoons.net/2025/03/21/friday-march-21-2025>

Choose one of the cartoons above and explain the artist's message.



– CONSERVATIVES MAKE BIG GAINS; SMALLER PARTIES LOSE SUPPORT

Directions: First, label everything you see in the photograph on page 13. Be specific. Include obvious and less obvious details. For example, if there is a person in the photo, label everything you see on him or her, such as *facial features* (blue eyes, crooked nose, toothless smile, graying hair); *clothing* (torn black pants, rubber boots, plaid, long-sleeved shirt); *actions* (sitting, holding a puppy); *surroundings* (street, sidewalk, bench, trees, grass). If you do this thoroughly, the photograph will be covered with words.

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)*.

Adapted from *Caring for Young Peoples' Rights*. Permission granted from TC², The Critical Thinking Consortium. © 2025



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		51			10	32		
Conservative	99		143	166			119	143
Liberal		103		34		157		170
NDP	19		37		44		25	

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

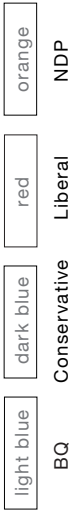
B. Using your graph and your background knowledge, answer the following questions:

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

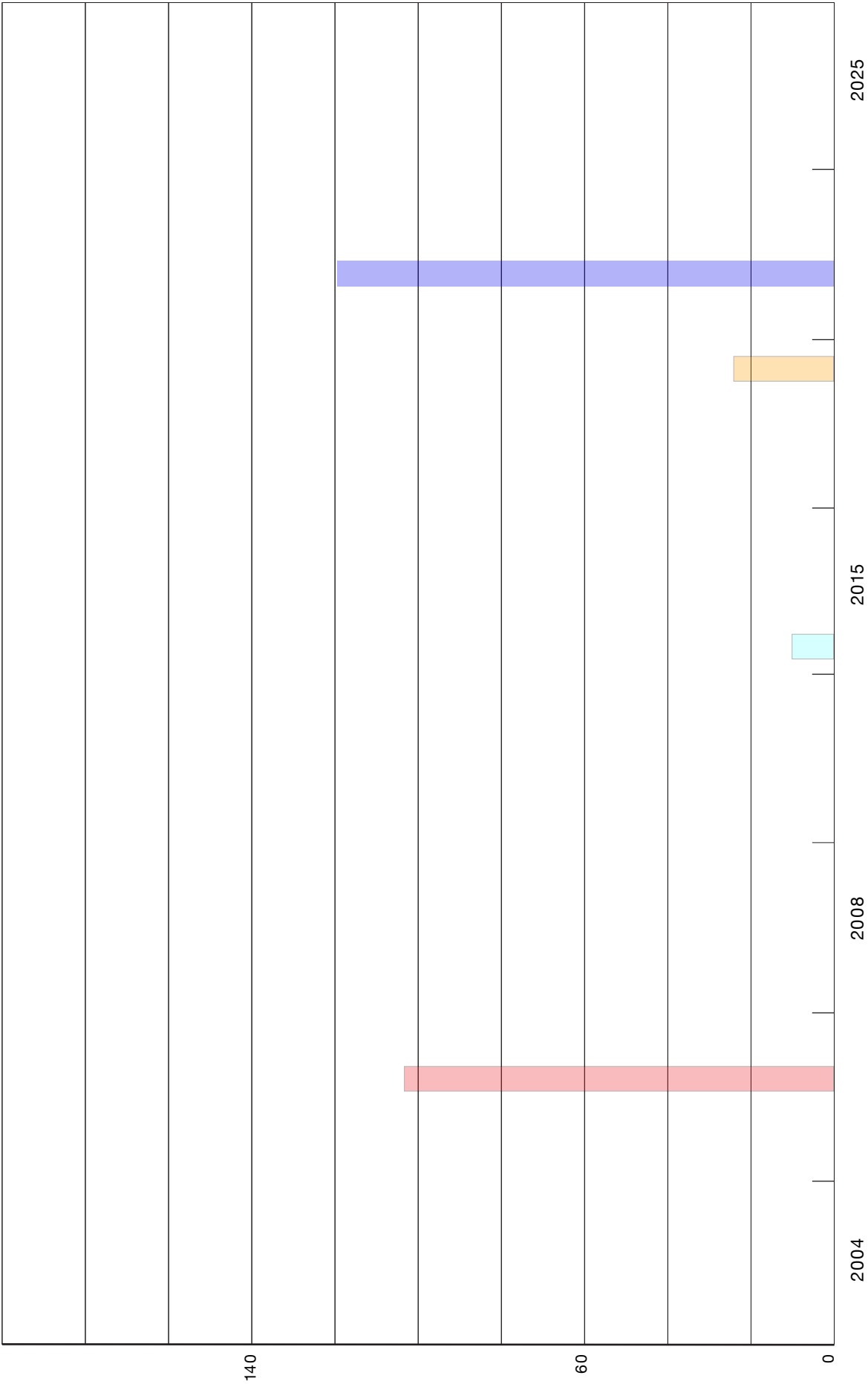
2. In which two elections did Canadians elect a majority government? Name the parties and their leaders.

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

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.



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) Congress
 - d) White House
 - e) National Assembly
- _____ 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) cost of living
 - e) tax cuts
- _____ 3. Which political party is the Official Opposition in Ottawa?
- a) Republican Party
 - b) Conservative Party
 - c) New Democratic Party
 - d) Bloc Québécois
 - e) Green Party

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. Yves-François Blanchet is the leader of the _____. (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.



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

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.

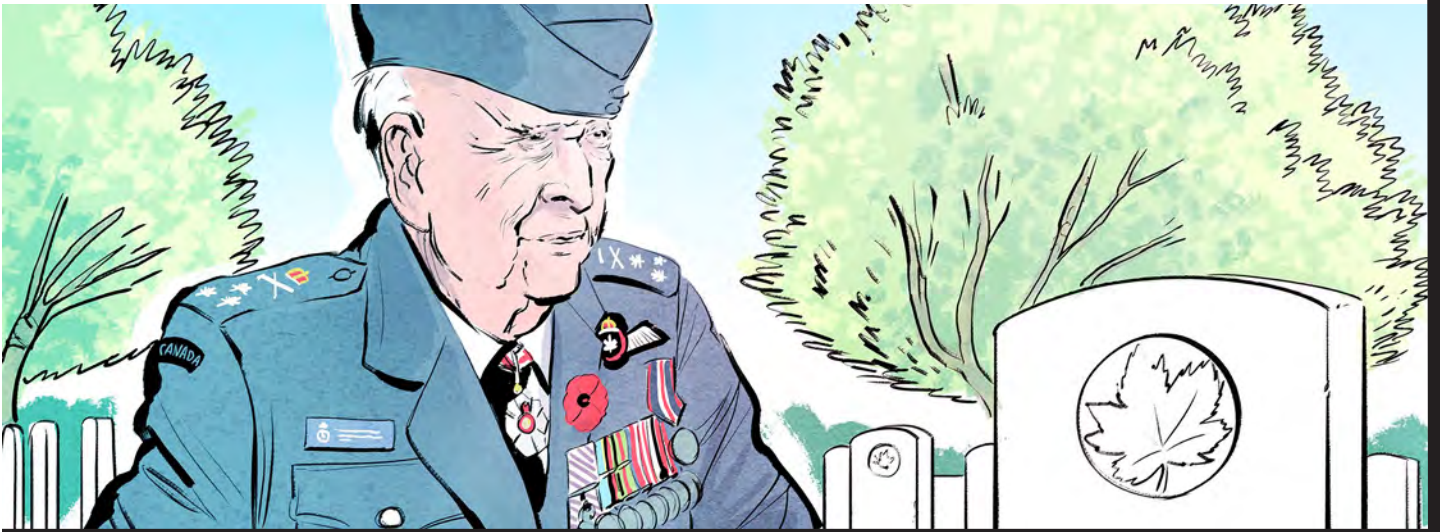


https://en.wikipedia.org/wiki/Groesbeek_Canadian_War_Cemetery#/media/File:Groesbeek_Canadian_War_Cemetery_Cross_of_Sacrifice,_Netherlands.jpg



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. Their bravery came just in time. The Dutch in northwest Europe had suffered under a brutal **Nazi occupation** for four gruelling years. People were starving, cities had been destroyed beyond recognition, 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 free the Netherlands, but they never gave up. They fought their way through strong resistance to **liberate** Dutch towns and cities, and delivered desperately needed food and aid. The price was high, however. Some 7600 Canadians lost their lives.

But their sacrifice was not in vain. On May 5, 1945, German forces in the Netherlands surrendered. Just three days later, on May 8, 1945, the **Allies** declared Victory in Europe (V-E Day).

DID YOU KNOW?

World War II was a global conflict that began on September 1, 1939 when Nazi Germany invaded Poland. The **Allies** (Great Britain, the Soviet Union, and the United States) fought against 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 and most destructive war in history, resulting in the deaths of an estimated 70 to 85 million people, many of whom were civilians.

AN EMOTIONAL RETURN

The Dutch never forgot the losses the Canadians endured during this tough campaign. And the warm connection formed between the two countries has lasted all these years.

Proof of this deep bond? In early May, 22 Canadian veterans who served in World War II made a moving return to the nation they helped set free. 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 veterans were welcomed with heartfelt gratitude. Many Dutch residents lined streets and attended ceremonies in their honour. They waved Canadian flags, decorated their homes with red maple leaves, and clamoured to take photos with the vets, eager to express their appreciation.

"It's a sense of wonder," said former pilot George Brewster. At age 102, he was the oldest returning vet and he was struck by the reception. For these

DEFINITIONS

ALLIES: the military coalition that included the UK, the U.S., and the Soviet Union (Russia) formed during WWII to oppose the Axis powers

AXIS: the military coalition that started WWII and opposed the Allied powers. It consisted of Germany, Italy and Japan

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: a situation in which an army or group of people moves into and takes control of a place

veterans, being celebrated once again as heroes was a powerful reminder that their sacrifices were not forgotten.

THE TIDE OF WAR

Canada's role in liberating the Netherlands was a proud achievement, but it was part of a much longer and more involved conflict.

During the war's first phase, Germany and Italy controlled most of western and central Europe. Great Britain and the Commonwealth (including Canada) fought alone. The situation was dire.

But by late 1941, the Soviet Union and the U.S. had joined the war against the Axis. The western 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 starting to turn.

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 on France's Normandy coast. As they approached the shore, they faced pounding surf, deadly obstacles, barbed wire, and unyielding enemy fire.

It was a deadly mission, but the Allies pressed forward. Despite heavy losses, the Canadians advanced further inland on the first day than any other Allied force. By nightfall, 1074 Canadian soldiers had lost their lives.

Canadian medics, engineers, and **infantry** worked under unimaginable pressure. Their bravery made a lasting mark on the course of the war. The Juno landing and the fighting that followed opened the way for the Allies to advance into occupied France.

Over the coming weeks, the Canadians pushed toward Caen, a strategic crossroads. In August,

they helped close the Falaise Pocket, trapping 50,000 German soldiers. This victory marked the collapse of Nazi defenses in Normandy

DID YOU KNOW?

Every year, the Netherlands sends thousands of tulip bulbs to Ottawa as a symbol of gratitude for Canada's role in liberating the Netherlands during WWII, and for sheltering the Dutch royal family during the war.

Next, the First Canadian Army began a long, difficult push across northern France and into Belgium. The terrain was difficult, the weather harsh, and the enemy was prepared and motivated. As the Allies advanced, resistance stiffened as the German soldiers realized their homeland was now increasingly threatened.

A FIERCE CAMPAIGN

Canadian soldiers had a daunting task during the war's final chapter. They fought during the coldest winter in 50 years, with relentless rain, snow, and freezing temperatures turning the low-lying landscape into a miserable, muddy **quagmire**. The challenging terrain was soggy and often flooded. Troops advanced along narrow **dikes** and were exposed to German attacks.

Destroyed roads and bridges made advances costly and slow. In key battles, the Canadians crossed open causeways under heavy bombardment and suffered many **casualties**. Yet they persisted. They opened the port of Antwerp so Allied armies could receive needed supplies as they advanced into Germany. It was an important turning point in the war.

In Belgium and the Netherlands, Canadian troops moved from house to house, often fighting in cities

and villages where every block was contested. Many civilians played a role too—sheltering soldiers, offering food, and risking their lives to pass on information.

A GREAT SACRIFICE . . .

Canada's contribution to World War II came at a steep cost. Of the more than one million Canadians who had joined the military, 45,000 lost their lives. Tens of thousands more were wounded. Many were teenagers when they volunteered—young men who had left school, farms, and families. Rows of gravestones in foreign lands mark their final resting places.

For many of those who returned, the war never fully ended. Some carried physical scars and others bore invisible wounds. Yet many veterans quietly helped build a stronger postwar Canada, raising families, creating businesses, and contributing to their communities with the same dedication they showed on the battlefield.

. . . AND A LASTING LEGACY

As Canada matured in the second half of the 20th century, its role in liberating Europe—especially the Netherlands—helped define the country's global identity. The world saw that Canada was willing to stand up for democracy and human rights, at home and abroad. Our nation's postwar commitment to **peacekeeping** and international cooperation goes back to the courage our soldiers showed during the war.

Stories about soldiers' bravery are powerful reminders that ordinary people can do extraordinary things when they stand up for what's right. 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

INFANTRY: soldiers trained to fight on foot

PEACEKEEPING: to prevent or stop fighting between countries or groups

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



INTERNATIONAL

CELEBRATING CANADA'S COURAGE DURING WWII

– CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED

ON THE LINES

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

2. When did this global war start? When did it end in Europe? When did it end in Asia?

3. When did the Allied forces invade Fortress Europe? What was the name of this invasion?

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

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

6. Describe the conditions faced by Canadian soldiers who wanted to liberate the Dutch. How many Canadians were killed?

7. How many years have passed since the Netherlands was liberated and World War II ended?

8. Describe how the Dutch people remember and appreciate what the 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?

2. Since World War II, Canadian troops have continued to show their bravery and stand up for human rights by participating in peacekeeping missions around the world. As you see it, is peacekeeping just as important as fighting for democracy and freedom? Why or why not? Give reasons to support your response.

3. 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?

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

**QUESTIONS FOR ONLINE EXPLORATION**

Note: The links below are listed at 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 [2:30]

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

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?

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=e6-oMt8PvCU>

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

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?

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?

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/departement-national-defence/services/operations/military-operations/current-operations/list.html>

What did you learn?



MAP ANALYSIS

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

A. Reading the map:

1. What is the title of this map?

2. What is the purpose of this map?

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

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

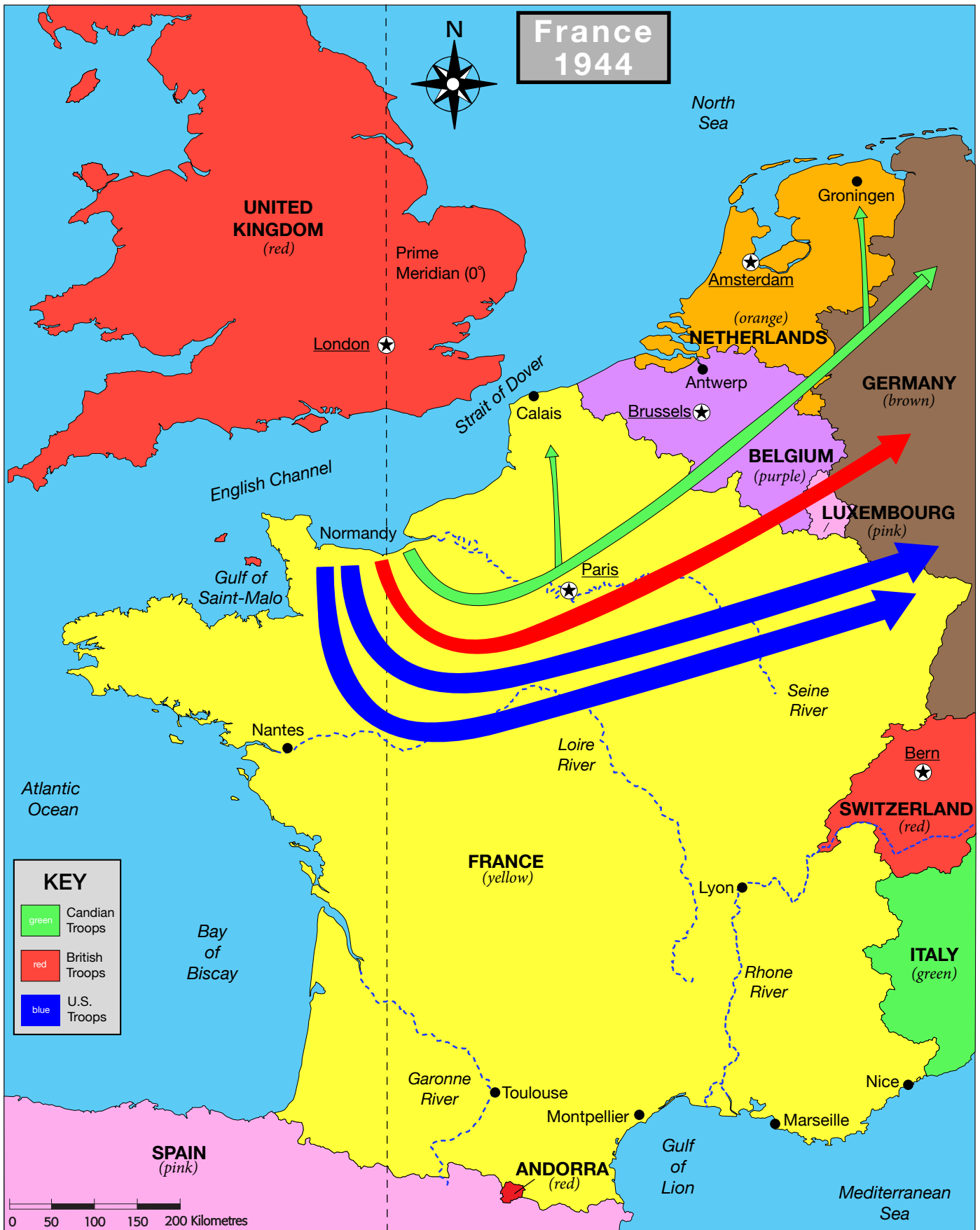
5. How is distance shown on the map? Give an example.

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.*)

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

France 1944





– 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?

- a) Lithuania
c) Poland
e) Norway
- b) France
d) Netherlands

_____ 2. Which country was an Axis power in World War II?

- a) United Kingdom
c) United States
e) Soviet Union
- b) Italy
d) France

_____ 3. Canada's main fighting force in Europe in 1944 was called:

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

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?** Some 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.

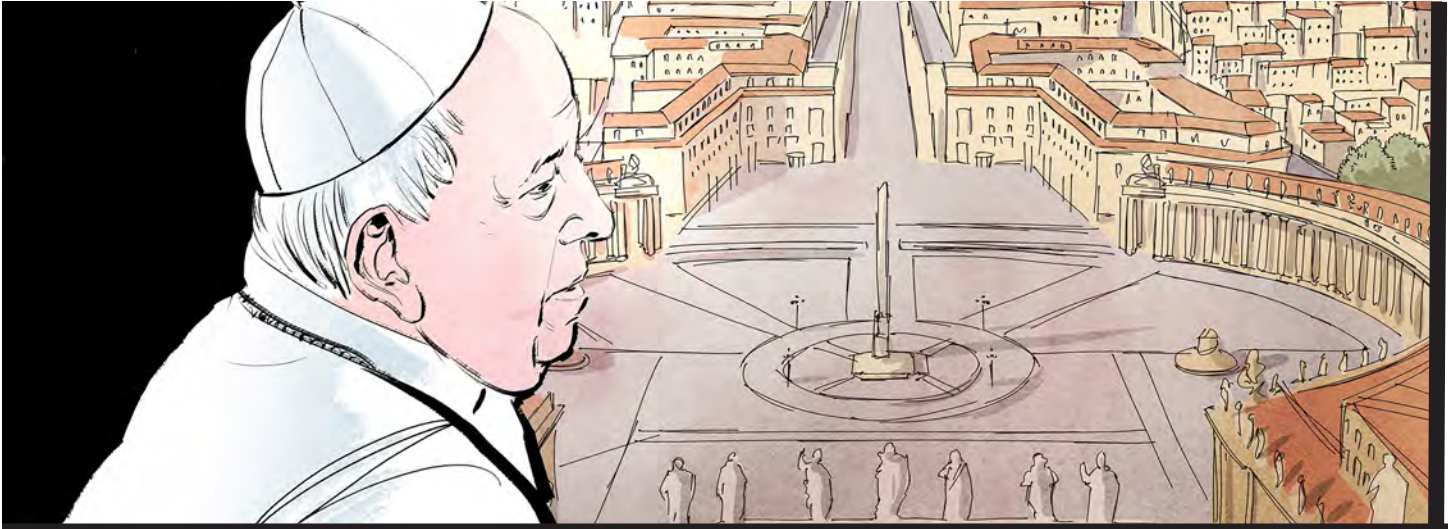
<https://www.vaticannews.va/en/pope/news/2025-05/cardinal-elected-pope-papal-name.html>



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, spiritual leader of the world's 1.3 billion Roman Catholics, had died. 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 commitment to his 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 insisted on returning to work, even making a final appearance on Easter Sunday. Too weak to deliver his message, an aide read his words. But he personally blessed the throngs of the faithful in Rome's St. Peter's

Square, calling out, "Brothers and sisters, Happy Easter!"

WHO WAS POPE FRANCIS?

The late Pope, named Jorge Mario Bergoglio by his Italian parents, was born in Buenos Aires, Argentina on December 17, 1936. He entered the **seminary** in his early twenties.

Francis was a Jesuit, a Catholic order focused on missionary work and education. His devotion to both these roles impressed Pope John Paul II, who appointed him a **bishop** in 1992. From then on, his rise in the Church was rapid. Yet he always maintained a simple lifestyle, favouring spirituality over ceremony.

A POPE OF THE PEOPLE

His peers recognized his special spiritual qualities as well, and in March 2013, cardinals elected him the 266th pope—the first-ever Jesuit pope and the first from the Americas.

The new pope chose the name Francis in honour of Saint Francis of Assisi, who was known to cherish all creation, to live modestly, and to promote peace. Pope Francis followed in the saint's footsteps. He chose to live in a small guest house rather than the lavish residence where other popes had lived.

From the beginning, he signalled a new style of leadership. He wore simple **vestments** and often mingled with the crowds. He was known for washing prisoners' feet, visiting refugees in distant lands, and calling for a "Church of the poor, for the poor."

His time as leader of the Catholic Church was defined by a focus on mercy, inclusion, and social justice. He famously asked, "Who am I to judge?" when questioned about his open approach to LGBTQ+ issues.

He also championed the fight against climate change, publishing a landmark **encycllical** on the subject. And he repeatedly called for economic systems that served people rather than profit.

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

ENCYCLICAL: an official letter from the pope sent to all bishops making a statement about the teachings of the 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 even tried to address the Church's decades-long abuse scandals. He met with resistance, yet he persisted in seeking greater accountability.

PROGRESSIVE – TO A POINT

He came to Canada in 2022 to address another issue. The visit followed an earlier 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 physically and mentally abused at these largely Catholic institutions.

"I humbly beg forgiveness for the evil committed," he told Residential School Survivors and others who heard him speak in Alberta. He added that he wanted to ensure that "every child is treated with love, honour, and respect."

DID YOU KNOW?

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

Yet some felt Francis's words of regret didn't go far enough. And the Pope did preserve some of the Church's more conservative positions, such as not allowing women to be **ordained** and maintaining a hard line on women's reproductive rights. Many people also felt that his attempts to deal with the Church's child abuse scandals fell short. But few doubted his sincerity.

AN OUTPOURING OF GRIEF

The response to Pope Francis's passing was immediate and global. Social media lit up with tributes from world leaders and people of all faiths. From Jerusalem to the **barrios** of Buenos Aires, vigils and spontaneous gatherings marked the sense of loss.

DEFINITIONS

BARRIO: a neighborhood, especially a Spanish one

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

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

PONTIFICATE: the period of time when a particular pope heads the Roman Catholic Church

THE CONCLAVE, THE VATICAN AND THE HOLY SEE

When a pope dies or resigns, the Catholic Church enters a period of suspense known as the conclave. The word "conclave" comes from the Latin for "with key." It reflects the tradition of locking the cardinals inside the Vatican until they choose a new pope. Only cardinals under the age of 80, of whom there are 135, can vote. They gather for a special Mass, then mark secret ballots. To be elected, a candidate must receive a two-thirds majority. After each round of voting, the ballots are burned. Black smoke from the Sistine Chapel chimney signals 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.

Francis's body lay in state for three days at St. Peter's **Basilica**, where 250,000 people filed past, pausing to pray or leave flowers. Then, on April 26, hundreds of thousands filled St. Peter's Square for the funeral Mass. The service, broadcast globally, included prayers in many languages and the soaring voices of the Sistine Chapel Choir. Heads of state, royalty, and religious leaders from every continent attended. Among them were Canada's Governor General Mary Simon, U.S. President Donald Trump, and Prince William from the United Kingdom. But migrants and the poor also attended.

After the Mass, 150,000 people lined the streets to watch the procession carry the Pope's coffin to Saint Mary Major, the humble basilica where he chose to be buried. The first pope in a century not to be interred in St. Peter's Basilica, he was laid to rest beneath a simple stone marked with his papal name and a single white rose.

Many people focused on Francis's legacy of kindness. "[His] **pontificate** will be remembered as a bridge between tradition and modernity" – one that "prioritized compassion over

condemnation," said Catholic scholar Andrew Chesnut.

A NEW POPE IS ELECTED

With the official mourning period over, the conclave got underway and on May 8, 69-year-old Robert Francis Prevost was elected. He grew up in Chicago and he is the first American to fill the role, but he has strong roots in Latin America because of the many years he spent as a missionary in Peru. He chose Leo XIV as his papal name.

The new pope is a member of the Order of St. Augustine—known for its community work. He, too, is said to be humble and committed to the poor and migrants. Observers say he will likely continue the Church's focus on social justice and inclusivity.

"We must... be a Church that builds bridges... always open to... those who need our charity, our presence, dialogue, and love," he told crowds gathered in St. Peter's Square for his first address. "United hand in hand with God and among ourselves, let us move forward." ★



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?

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

3. Name the leader of the Roman Catholic Church who recently passed away. How old was he when he died?

4. How long had he held this position?

5. When did he visit Canada? What was the purpose of his visit?

6. Briefly describe the legacy of this man.

7. Explain the process used to select a new pope.

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

9. List at least two other important facts about the new pope.



INTERNATIONAL

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?

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?

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?

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

5. The conclave of cardinals is responsible for choosing a successor to Pope Francis. Which qualities do you think are most important for someone in this role? Explain your choices.



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 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?

2. Pope Francis was elected to the papacy in 2013. Find out why this came as a shock to some: <https://www.cbc.ca/player/play/video/1.6532019> [3:34].

Why were some Catholics surprised by this choice?

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?

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?

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.

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

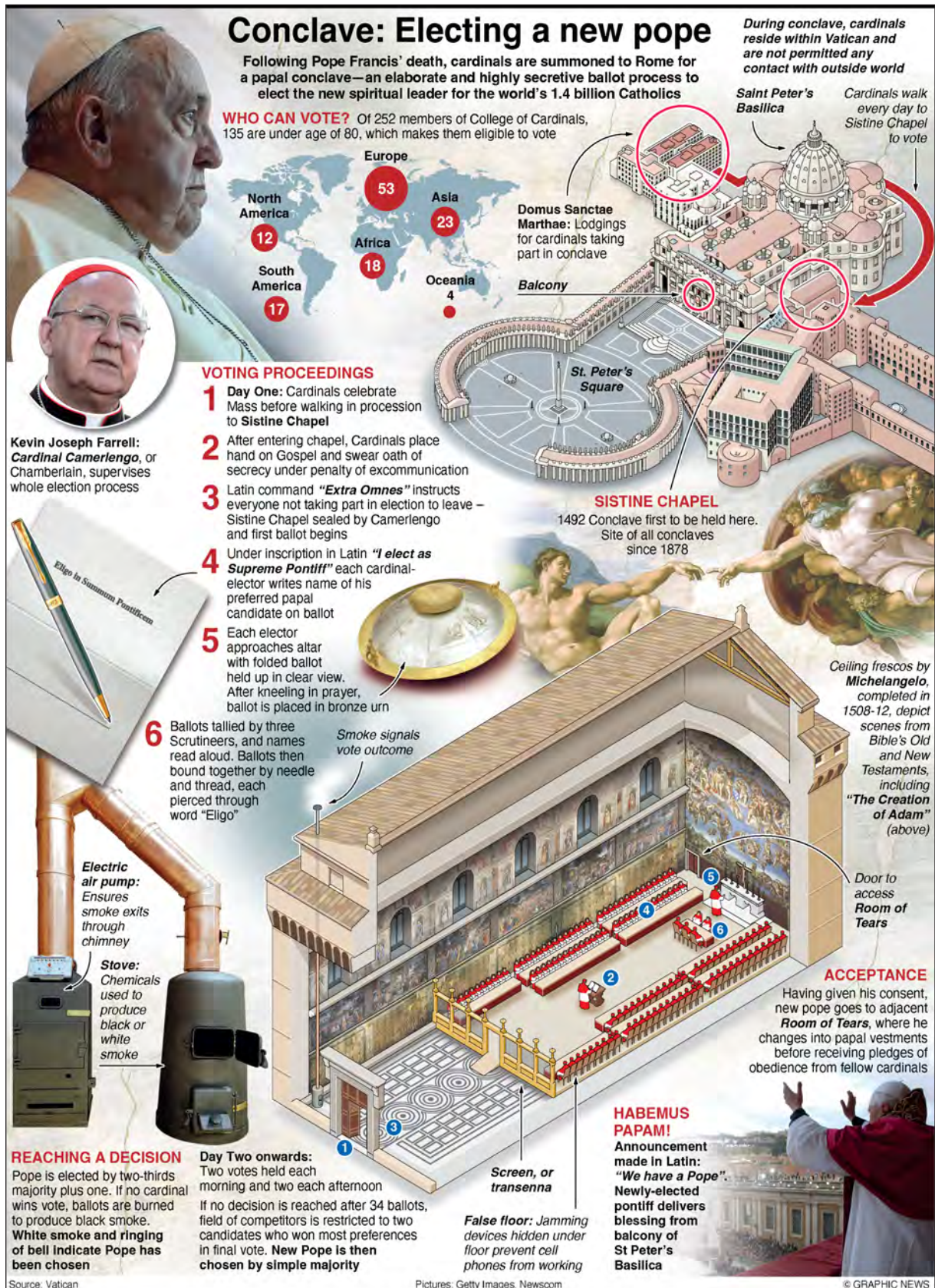
What did you learn?



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

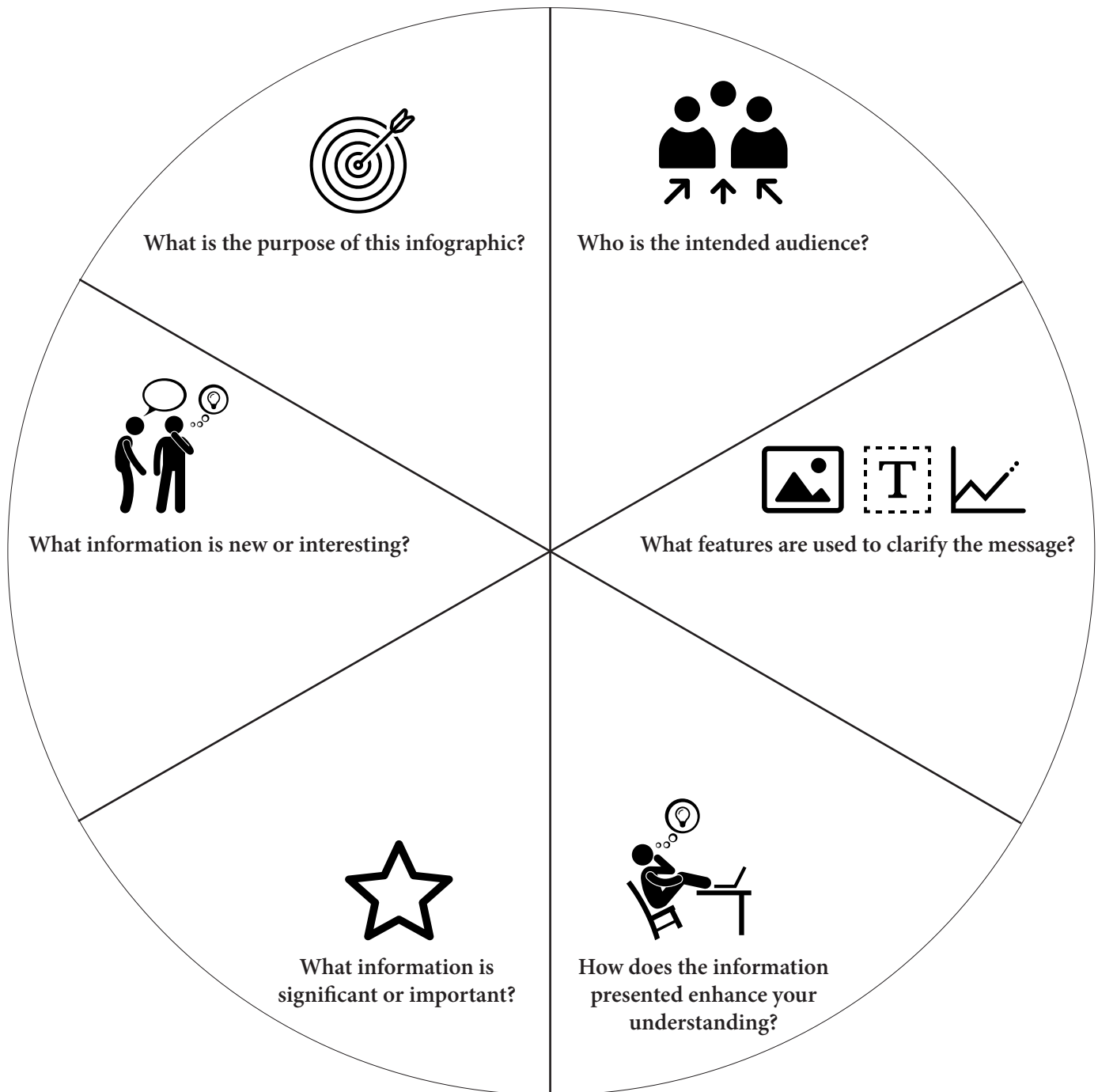


INTERNATIONAL

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?



- 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:

PAGE 33



FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

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

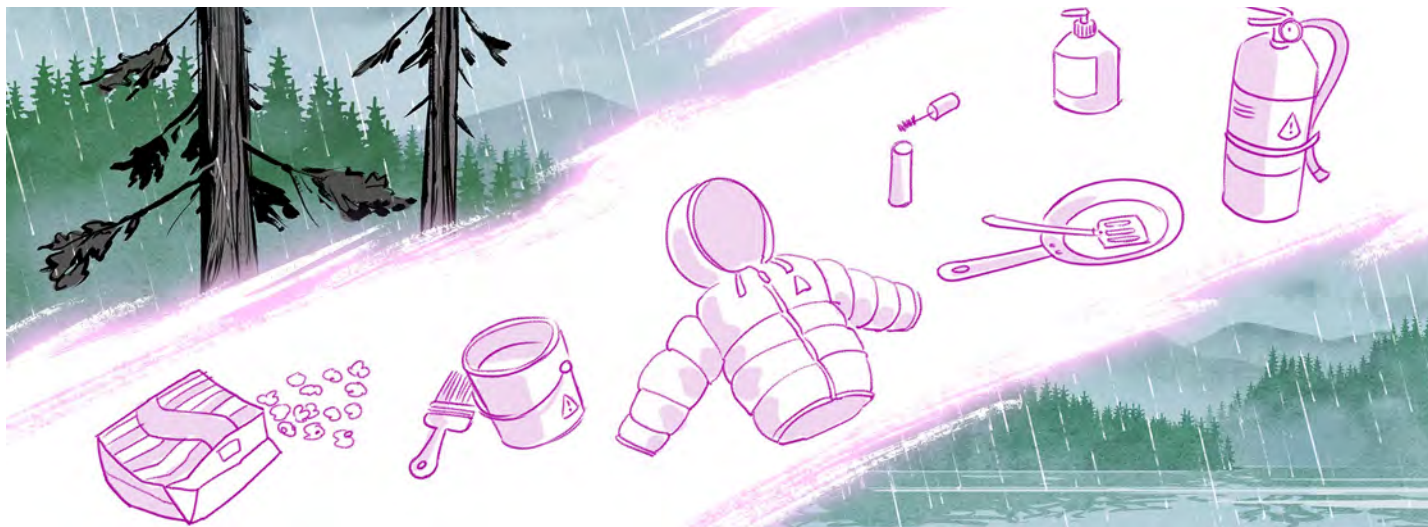
BEFORE READING

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 Hazelbrook residents with bottled water.

The reason? **Health Canada** says drinking water should contain no more than 30 **nanograms** per litre of certain human-made chemicals called PFAS. Yet some nearby wells contain over 700 nanograms per litre. A nearby abandoned dump may be to blame. Groundwater tests showed levels of over 2000 nanograms per litre. Those figures are worrisome!

ABOUT PFAS CHEMICALS

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 synthetic substances resist heat, grease, and water which makes them highly **versatile**. That's why, since the 1950s, they have been used to manufacture a huge range

of products—everything from cookware to takeout containers, carpets, firefighting products, and even makeup. In all, some 9000 PFAS compounds are used in various industries and consumer goods.

PFAS are so tough, they're called forever chemicals. They have a unique structure that contains chains of carbon atoms fused to fluorine atoms, forming what's known as a carbon-fluorine bond—one of the strongest bonds in chemistry. It is almost impossible for this bond to be damaged by heat, sunlight, or biological activity. That means PFAS can stay intact for thousands of years.

TOXIC – AND EVERYWHERE!

Since so many products made with PFAS are used and discarded every day, these chemicals end up in landfills where they leach into the soil and enter the environment and 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 types of PFAS in fish caught across North America; in the air, rain, and water of the Great Lakes; in makeup, paper-based food packaging, and hygiene products; and in clothing, such as school uniforms, rain jackets, and kids' winter gloves.

Almost all Canadians have PFAS in their bodies and many scientists are growing concerned about serious PFAS-related health hazards. Health Canada warns PFAS can impact the liver, the kidneys, and the thyroid gland. PFAS can also interfere with the immune and nervous systems, and the chemicals can even impact a person's **metabolism** and body weight.

"They attach to the proteins in our blood and can accumulate in our bodies, particularly in the liver and the kidneys," said Université Laval researcher Dr. Amira Aker. "The older you are, the more PFAS you have in your body. We can also pass

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

VERSATILE: useful for doing a lot of different things

the chemicals to a growing fetus, so even newborn babies have PFAS in their bodies.”

Studies have shown that two types of PFAS are linked to liver disease and unsafe pregnancies. The first is perfluorooctane sulfonate (PFOS), a chemical that repels stains, grease, soil, and water. Perfluorooctanoic acid (PFOA), used to make non-stick coatings on cookware and to protect carpets and fabrics, is also dangerous. Both have been banned in Canada.

That’s a step in the right direction, but experts worry that the ban doesn’t go far enough. A 2019 study showed that 98.5 percent of Canadians already have some PFAS in their blood.

REMOVING THEM ‘FOREVER’

There are ways to protect against PFAS. One widely used solution is granular activated carbon (GAC) filtration, which works by passing water through carbon that traps PFAS particles. This method is used in home filtration units to remove PFAS like PFOA and PFOS.

Other advanced methods include ion exchange resins which are tiny beads that help clean water by attaching onto harmful chemicals like PFAS. These chemicals have a negative charge and the resin beads have a positive charge—so when water flows through, the PFAS sticks to the beads, sort of like magnets. The clean water keeps going, while the dangerous chemicals stay behind. This approach works well, especially for getting rid of hard-to-remove PFAS that other filters might miss.

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

For land contamination—a concern near airports, firefighter training sites, and industrial zones—authorities sometimes use soil **excavation** and high-temperature **incineration** to eliminate PFAS. However, this approach is costly and it still leaves some PFAS in the environment.

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 strange, waxy substance he created and it was inert—it didn’t react to other chemicals. Dupont was soon using it to make Teflon pans.

None of these techniques destroy PFAS, however—they just keep some out of our bodies. But that may soon change. Researchers at the University of British Columbia have developed a silica-based material for a novel water treatment system that captures PFAS and actually destroys the chemicals. This system combines an activated carbon filter with a **catalyst** derived from forest or agricultural waste that breaks down PFAS into harmless components. Their work is still in early stages, however.

ON THE LEGAL FRONT

But what are authorities doing now to control the use of PFAS? Fe de Leon, a senior researcher at the Canadian Environmental Law Association, says that restricting each individual PFAS isn’t effective.

“You go one chemical at a time, and it doesn’t work because those chemicals are replaced,” she said. For example, PFOA was replaced with another PFAS called GenX. Now GenX has also been linked to liver-related health issues.

The federal government recently took an unusual step. Last March, it added the entire class of PFAS chemicals to the official list of toxic substances. Only one subset of PFAS was excluded—fluoropolymers. These are used to coat products like clothing, furniture, cookware, and food packaging. The risks from fluoropolymers are lower than from other PFAS.

Classifying all PFAS as toxic starts a process that will allow Canada to restrict their use in the future.

“The government can [then] move ahead with regulations. And those would involve removing [PFAS] from products... like firefighting foam and from industrial uses,” said Elaine MacDonald, of the environmental law charity Ecojustice.

SAFETY TIPS

Meanwhile, Canadians can try to reduce exposure to harmful PFAS. Ingredient lists on products with PFAS often start with “perfluoro.” Avoid these if possible. Look for “PFAS-free” labels on clothes, cosmetics, fast food wrappers, and microwave popcorn bags.

Other measures include not using non-stick pans when they’re old or scratched, since they can release PFAS. And if your family uses well water or lives near an industrial area, consider buying a certified water filter that uses activated carbon or reverse osmosis to reduce PFAS in drinking water.

It’s going to take time to figure out how to remove and avoid PFAS. Canadians don’t need to panic, but being aware of where these chemicals show up helps people make smarter, safer choices every day. ★

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 three ways people can protect themselves from PFAS chemicals.

7. What is the problem with all current filtration techniques? What new system is being developed at UBC to fight PFAS?

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.

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.

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.

4. The article concludes with the message: “**You don’t need to panic, but being aware of where these chemicals show up helps you make smarter, safer choices every day.**” Why do you think the author included this message? Did it change the way you felt after reading the article?



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 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.

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?

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.

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?

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?

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.



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



CLEAN WATER FUND

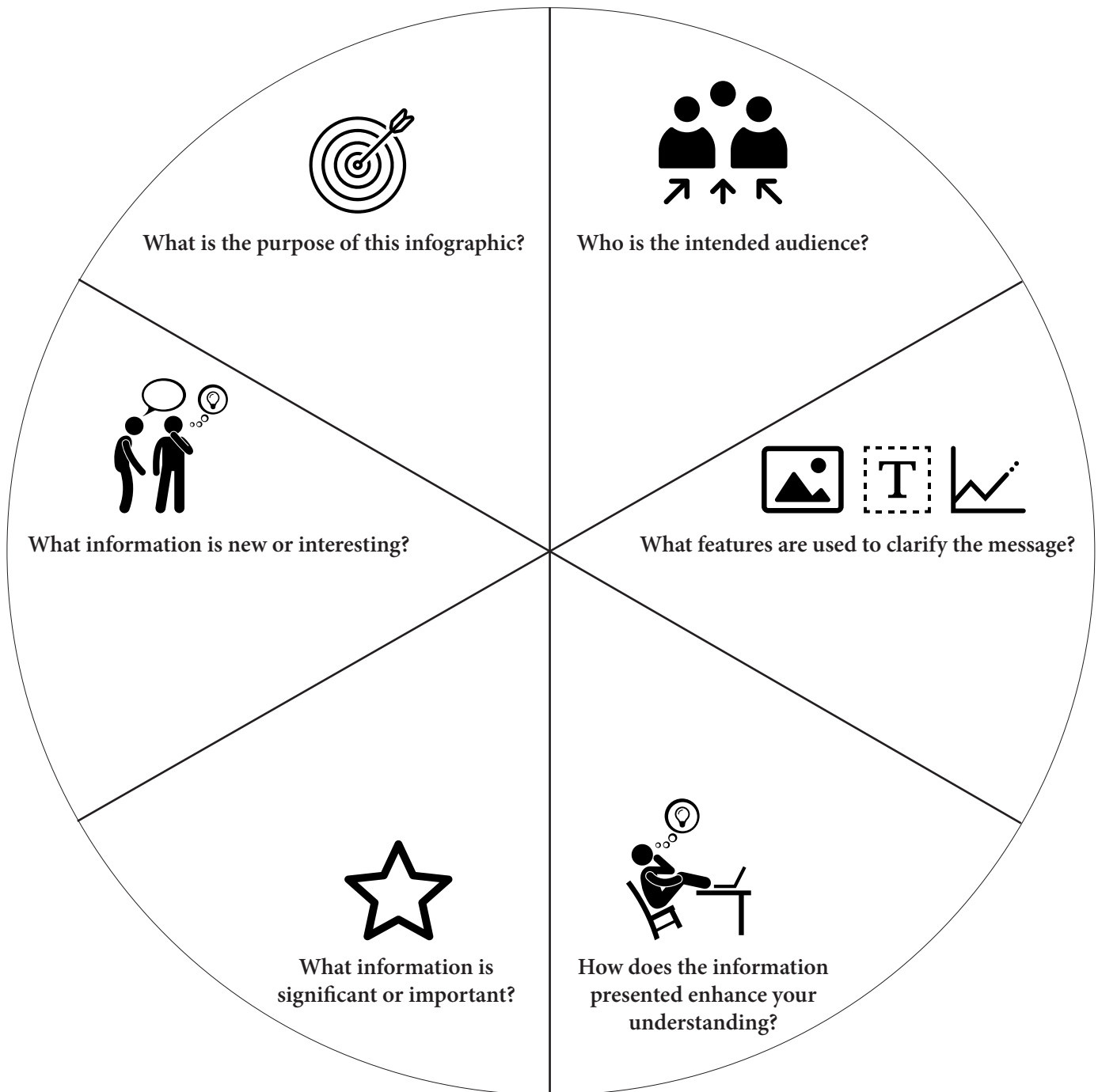
This fact sheet was developed under a grant from the Toxics Use Reduction Institute at UMass Lowell.



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?



FIGHTING BACK AGAINST 'FOREVER CHEMICALS'

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

PUTTING IT ALL TOGETHER

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

_____ 1. PFAS are called “_____ chemicals”

- a) forbidden
- c) durable
- e) reliable

- b) permanent
- d) forever

_____ 2. When did manufacturing companies begin to use PFAS chemicals?

- a) 1920s
- c) 1950s
- e) 1980s

- b) 1940s
- d) 1960s

_____ 3. A unit of mass equal to one billionth of a gram used to measure very tiny amounts of substances is called a:

- a) centigram
- c) milligram
- e) mammogram

- b) nanogram
- d) microgram

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 provinces are responsible for regulating PFAS chemicals.

_____ 5. **True or False?** PFAS chemicals can impact a baby before it is born.

_____ 6. **True or False?** All PFAS substances have been added to an official toxic substances list.

C. Fill in the blanks to complete each sentence.

7. The first PFAS product was the _____ frying pan made by Dupont.

8. Carbon-fluorine bonds are some of the _____ bonds in chemistry.

9. There are various methods used to _____ drinking water to avoid PFAS chemicals.

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

10. What steps would you recommend that someone who was concerned about PFAS chemicals take to reduce their exposure to these substances? Give reasons to support your response.



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. 45. Use the following steps to guide you:

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

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

A good inquiry question should have these 4 components:

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

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

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

Here are other examples of inquiry questions:

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

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

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

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



RESOURCE PAGE FOR STUDENTS

INQUIRY PROJECT

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

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

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

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

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

- keep a written journal;
- create a note making template (like the one included on p. 46);
- 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:



RESOURCE PAGE FOR STUDENTS INQUIRY PROJECT

INQUIRY RESEARCH ORGANIZER

HINTS:

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

NOTE:

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

Check Your Sources



Identify the source

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

Analyze the information

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

Inquiry Question: _____

Q:	Q:
A:	A:



RESOURCE PAGE FOR STUDENTS

INQUIRY PROJECT

HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

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

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

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

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

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

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

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

* Note: All links in this document are listed at www.lesplan.com/links for easy access.

**SETTING THE TONE**

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

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

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

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

BEFORE READING

1. Know the topic:

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

2. Know yourself:

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

3. Know your students:

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

4. Find out what your students know:

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

5. Gather student ideas and questions:

- examine student ideas together.
- determine commonalities.

6. Help students make connections:

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

7. Introduce the article:

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

**DURING THE DISCUSSION**

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

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

AFTER THE DISCUSSION

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

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



This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically.

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



SETTING A PURPOSE BEFORE READING

There are a number of reasons we read: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

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

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

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

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading.

What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The following chart provides a summary of the main purposes for reading and what each entails.

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

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

**WHAT ARE EDITORIAL CARTOONS?**

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

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

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

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

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

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

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

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

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

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

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



LIBERALS WIN A ROLLER COASTER ELECTION

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

There are 343 MPs in the House of Commons.

2. Name the five largest political parties in Canada 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.

4. Why was this result disappointing for this party?

This result leaves the Liberals two seats short of the 172 needed to form a majority government. (The Liberals will likely need to rely on the NDP or the BQ to pass legislation.)

5. How many seats did the other four political parties win, and 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%.

6. Which two leaders lost their seats? Which party leader resigned and which leader will continue as party leader?

The 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 as leader and he will run in an Alberta by-election. (Conservative MPs selected Andrew Scheer to be interim leader of the Official Opposition until Mr. Poilievre can return to Parliament.)

7. 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 tried to block the other major party from winning a majority. As a result, many 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 only 'loaned' their votes to a major party and would return to the fold in the next election.)

8. Who did the prime minister meet with in early May? Where did this meeting occur and what was the result?

Mr. Carney met President Trump in Washington, D.C. Accompanied by key ministers, the Prime Minister pushed back against tariffs and defended Canada's independence. The meeting was cordial but important issues were not discussed in detail.

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

1) Mr. Carney promised to kickstart the "biggest transformation" of the economy since World War II (e.g., there was discussion about ramping up housing starts and removing interprovincial trade barriers); 2) A new cabinet needed to be named; 3) Parliament needed to restart and new laws needed to be enacted (King Charles III was scheduled to read the throne speech which sets out the government agenda for the coming session); 4) Mr. Carney signalled that he'd "borrow" popular Conservative ideas, like taking a tougher position on crime and reforming 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. b; 4. False; 5. False; 6. True; 7. 343; 8. Bloc Québécois; 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 - Stephen Harper (Conservative)

2015 - Justin Trudeau (Liberal)

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.

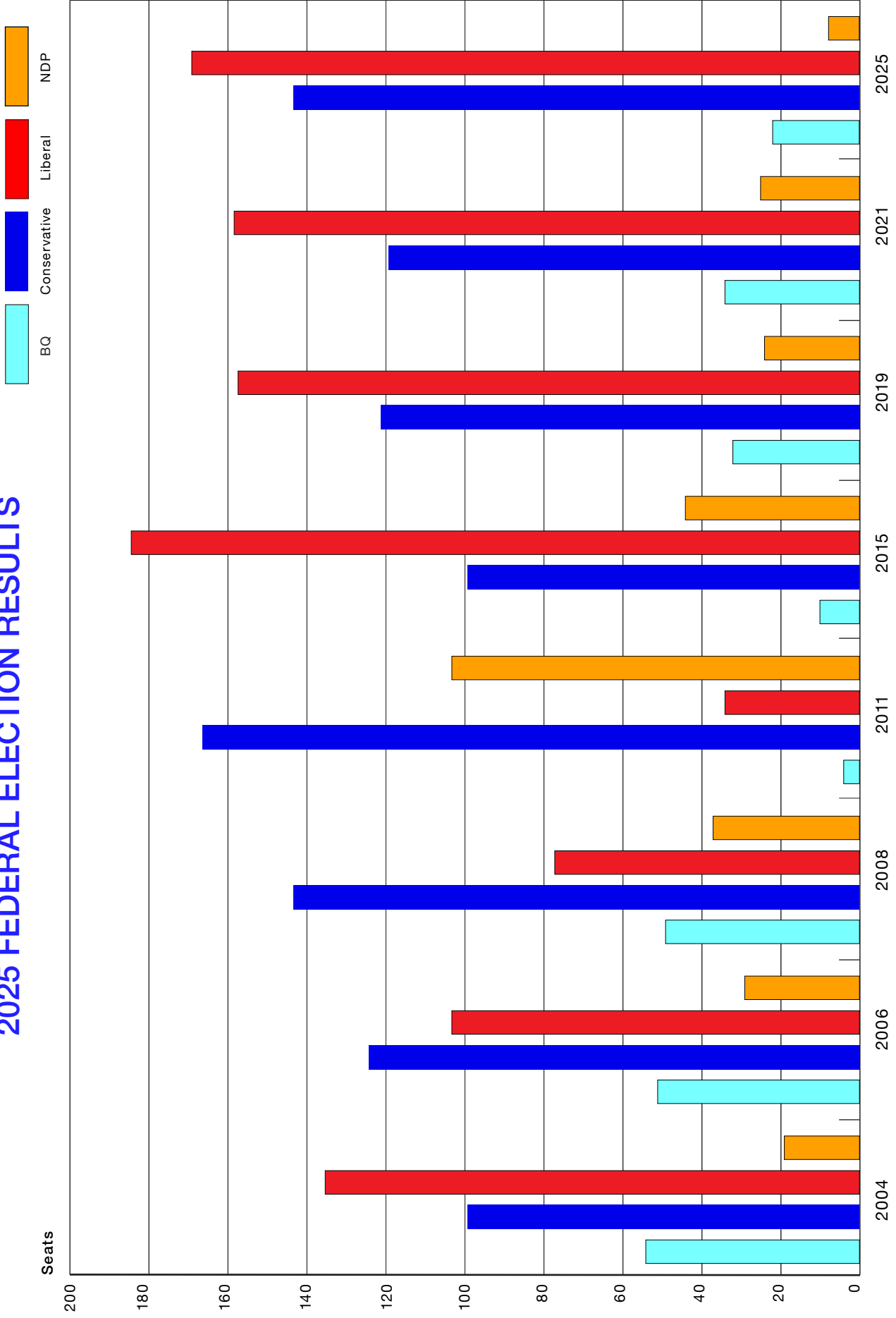
The federal Liberals have now won four elections in a row. Under their new leader Mark Carney, the Liberals won a minority government in 2025 with 170 seats. (This is two seats short of a majority.) In 2021 and 2019, the Liberals under Justin Trudeau also won minority governments. In 2015, Mr. Trudeau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

The UK, the U.S., and the Soviet Union (Allies) fought against Germany, Italy, and Japan (Axis).

2. When did this global war start? When did it end in Europe? When did it end in Asia?

World War II started on September 1, 1939 when Nazi Germany invaded Poland. Germany surrendered in May 1945, and Japan surrendered in September 1945 after atomic bombs were dropped on Hiroshima and Nagasaki. (WWII was the deadliest and most destructive war ever. An estimated 70 to 85 million people lost their lives.)

3. When did the Allied forces invade Fortress Europe? What was the name of this invasion?

American, British, and Canadian forces landed on D-Day in Normandy, France on June 6, 1944. (The invasion [Operation Overlord] was the largest maritime invasion ever. A huge amphibious assault landed over 156,000 troops.)

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

The First Canadian Army. (In June 1944, the force, commanded by Lt.-Gen. H.D.G. "Harry" Crerar, went into battle on the left flank in France, Belgium, and the Netherlands, clearing the Channel coast after the Normandy invasion.)

5. 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, cities had been destroyed beyond recognition, and despair was a daily reality. (The Dutch faced widespread hardship, including forced labour, severe rationing, and the persecution of Jews, leading to a devastating famine called the "Hunger Winter".)

6. Describe the conditions faced by Canadian soldiers who wanted to liberate the Dutch. How many Canadians were killed?

Eighty years ago in 1945, as the war was winding down, Canadian soldiers helped free the Netherlands. They faced fierce obstacles as they fought their way through strong resistance to liberate Dutch towns and cities, and deliver desperately needed food and aid. The price was high. Some 7600 Canadian soldiers lost their lives. (German forces in the Netherlands gave up on May 5, 1945. Three days later [May 8, 1945] all German forces surrendered.)

7. How many years have passed since the Netherlands was liberated and World War II ended? **80 years**

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

The Dutch have never forgotten what the Canadians endured during this tough campaign. 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 World War II veterans returned to the nation they helped set free. 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 veterans 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 red maple leaves, and clamoured to take photos with the vets, eager to express their appreciation.

Quiz:

1. c; 2. b; 3. e; 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 1.4 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. Name the leader of the Roman Catholic Church who recently passed away. How old was he when he died?

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

4. How long had he held this position?

He became the 266th pope in March, 2013. (He was from Argentina. He was the first Jesuit pope and the first from the Americas.)

5. When did he visit Canada? What was the purpose of his visit?

He came to Canada in 2022. The visit followed an earlier meeting in Rome with Indigenous delegates from Canada. 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. “I humbly beg forgiveness for the evil committed,” Pope Francis told Residential School Survivors in Alberta. He added that he wanted to ensure that “every child is treated with love, honour, and respect.”

6. Briefly describe the legacy of this man.

His papacy was defined by a focus on mercy, inclusion, and social justice. He chose the name 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 chose to live in a small guest house rather than the lavish residence where other popes had lived. From the start, he signalled a new leadership style. He wore simple vestments and often mingled with crowds. He was known for washing prisoners’ feet, visiting refugees in distant lands, and calling for a “Church of the poor, for the poor.” He also opposed climate change and he often called for economic systems that served people rather than profit. (Some felt his words of regret didn’t go far enough. And he preserved some of the Church’s conservative policies, such as not allowing women to be ordained and maintaining a hard line on reproductive rights. Many also felt his attempts to deal with Church child abuse scandals fell short. But few doubted his sincerity.)

7. Explain the process used to select a new pope.

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. Only cardinals under the age of 80, of whom there are 135, can vote. They gather for a special Mass, then mark secret ballots. To be elected, a candidate must receive a two-thirds majority. After each round of voting, the ballots are burned. Black smoke from the Sistine Chapel chimney signals no decision. White smoke means a new pope was chosen.

8. 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.

9. List at least two other important facts about the new pope.

1) Pope Leo is 69 years old. 2) He is the first pope from the United States. 3) He is a member of the Order of St. Augustine – known for its community work. (He is also said to be humble and committed to the poor and migrants. Observers say he will likely continue the Church’s focus on social justice and inclusivity.)

Quiz: 1. c; 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 is short for perfluoroalkyl and polyfluoroalkyl substances.

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

First discovered 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—from cookware to takeout containers, carpets, firefighting products, and even makeup. 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. They have a unique structure that contains chains of carbon atoms fused to fluorine atoms, forming a carbon-fluorine bond—one of the strongest bonds in chemistry. It is almost impossible for this bond to be damaged by heat, sunlight, or biological activity. That means 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. These chemicals end up in landfills where they leach into the soil and enter the environment and the food chain. Every day, PFAS are flushed down drains and into waterways. 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 in fish across North America; in the air, rain, and water of the Great Lakes; in makeup, paper-based food packaging, and hygiene products; and in clothing, such as school uniforms, rain jackets, and kids’ winter gloves.)

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

Almost all Canadians have PFAS in their bodies and there is growing concern about serious health hazards. Health Canada warns PFAS can impact the liver, the 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. (A 2019 study showed that 98.5 percent of Canadians already have some PFAS in their blood. “They attach to the proteins in our blood and can accumulate in our bodies, particularly in the liver and the kidneys.”)

6. List at least three 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 water 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? What new system is being developed at UBC to fight PFAS?

None of the methods destroy PFAS—they just keep some out of our bodies. UBC researchers have developed a silica-based material that captures PFAS and actually destroys them. This new system combines an activated carbon filter with a catalyst that breaks down PFAS into harmless components. (But this work is still in 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. c; 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.

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

Contact us for a sample copy or free demo.

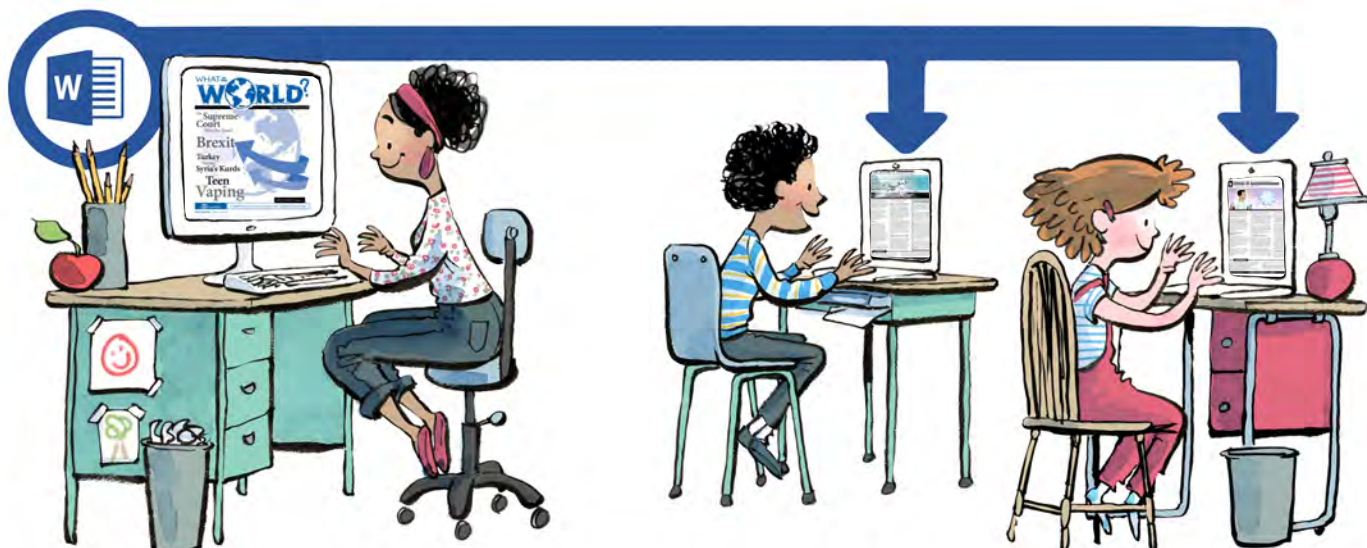
LesPlan Educational Services Ltd.

visit: www.lesplan.com

email: info@lesplan.com

call toll free: 888 240-2212

Students Can Work In Word/Google Docs...



Did you know...

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

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

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

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

LesPlan Educational Services Ltd.

Visit: www.lesplan.com

email: info@lesplan.com

call toll free: 888 240-2212

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.

Order Form - Subscriptions

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



DELIVER TO (please print clearly)

TEACHER _____

SCHOOL _____

EMAIL () _____

ADDRESS _____


PHONE _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

PDF/WORD SUBSCRIPTIONS: 2025-2026

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

ONLINE INTERACTIVE SUBSCRIPTIONS: 2025-2026

Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. – Jan.)	40 issues (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 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Infos-Ados</i> - Niveaux 1, 2, et 3	Français	À partir de la 5 ^e année	<input type="checkbox"/> 220 \$	<input type="checkbox"/> 440 \$	
Subtotal B					\$
			NB, NL, PEI add 15% HST NS add 14% HST ON add 13% HST		HST
			All others add 5% GST		GST
			TOTAL		\$

BILLING OPTIONS

☐ Invoice school ☐ Invoice **Bill To** address ☐ Bill in the fall
☐ Purchase Order _____
Please charge to: ☐ MasterCard ☐ VISA

CARD NUMBER _____ EXPIRY DATE (MM/YY) _____

CARDHOLDER NAME _____ CVV CODE _____

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____

PROVINCE/TERRITORY _____ POSTAL CODE _____

LESPLAN OFFICE USE

_____	<input type="checkbox"/> INVOICE # _____
_____	<input type="checkbox"/> C4K / I-J _____
_____	<input type="checkbox"/> N4Y / I-A _____

LesPlan Educational Services Ltd.

info@lesplan.com

www.lesplan.com

Toll free 888 240-2212

#1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7

Order Form - Collections


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

DELIVER TO (please print clearly)



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

Publication	English	Français	Level		Price Per Product	Amount
Lesson Collections						
Critical Literacy	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
News Literacy	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
Note-Making	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
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	
• Ocean Animals	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• Our Great Outdoors	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• Reduce, Reuse, Recycle	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• Space	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• Technology	<input type="checkbox"/>	<input type="checkbox"/>			\$33 each	
• 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
• Animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• 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	
• Legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• O Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• Technology - Volume 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
• Technology - Volume 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
					NB, NL, PEI add 15% HST NS add 14% HST ON add 13% HST HST	
					All others add 5% GST GST	
TOTAL						



Canadian Content
Contenu canadien



BILLING OPTIONS

☐ Invoice school ☐ Invoice **Bill To** address

☐ Purchase Order _____

Please charge to: ☐ MasterCard ☐ VISA

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CARD NUMBER _____ EXPIRY DATE (MM/YY) _____ CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

CARDHOLDER NAME _____ CVV CODE _____

LesPlan Educational Services Ltd.

info@lesplan.com

www.lesplan.com

Toll free 888 240-2212

#1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7