

WHAT IN THE WORLD?



LEVEL 2 (GRADES 8 AND UP)

Alberta Votes

The Coronation of a King

Sudan on the Brink

Organ Donation: The Gift of Life

2022/2023: ISSUE 8



A monthly current events resource for Canadian classrooms

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Level 2, 2022/2023: Issue 8

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

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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. 54) 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.

**BEFORE READING**

1. Write the title of the article on the board: **Albertans Are Going to the Polls**.
2. Ask students to turn to a partner and share questions they have about the title. (E.g., *What are polls? Why are Albertans going there? Are residents in any other province or territory doing this? etc.*)
3. Share questions as a class. Clarify that the meaning of “Albertans are going to the polls” is that Alberta citizens will be voting in an election for the leadership of the province of Alberta.
4. Next, share the following acronyms that represent the two parties expected to receive the most votes in this election: UCP and NDP. Ask students to discuss and identify the full names of these parties.
5. Have students share what they came up with and the reasoning they used. [E.g., *They may be able to identify NDP (New Democratic Party) using their prior knowledge about the federal NDP; or the C in UCP (United Conservative Party) derived from the federal Conservative Party.*]
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



ALBERTANS ARE GOING TO THE POLLS



Albertans will head to the polls on May 29 to vote on who will form the next government and become the next premier of the province.

The contest for the top post is between **incumbent** Premier Danielle Smith, head of the United Conservative Party (UCP), and Rachel Notley, leader of the New Democratic Party (NDP) and a former premier of the province.

The UCP is considered be right of centre on the political spectrum, meaning its members prefer fewer government programs and support individual freedoms and responsibilities. The NDP is left of centre. Its members believe that government programs are needed to address issues such as poverty and inequality.

One party will need to win at least 44 of Alberta's 87 legislature seats to win. The province has a long history of conservative governments, and the UCP, which has been in power

since 2019, currently has a substantial **majority government** with 63 seats. The NDP has just 23.

AN ELECTION UP FOR GRABS

In early May, however, analysts were signalling that the race might be determined by just one or two seats.

"I think Albertans have a sense that this is going to be a really close one," said Bill Anderson, a long-time observer of Alberta's political scene.

What's making this election hard to predict? Polls suggest Albertans were unhappy over how the UCP handled the COVID-19 pandemic.

As the crisis wore on, critics say, the party waffled about lockdowns, vaccines, and mask **mandates**, causing spikes in the outbreak and triggering a healthcare emergency more severe than it needed to be. In 2022, Albertans' anger over the issue forced then-UCP Premier Jason Kenney to resign, with Ms. Smith taking over as

party leader. While all this played out, the NDP gained support.

DID YOU KNOW?

About 4.6 million people live in Alberta.

On the other hand, the UCP is entering the race with a \$2.4-billion provincial **budget surplus**, thanks to Alberta's rebounding oil and gas industry. The party has used some of these funds to make significant investments in health care and education – moves potentially popular with the **electorate**.

BIG ISSUES, TOUGH RACE

As Albertans ponder who to vote for, several concerns are shaping their decisions.

Top of mind for many? The economy. Albertans, like all Canadians, have been dealing with high **inflation**, making them especially sensitive

DEFINITIONS

BUDGET SURPLUS: when a body (such as the Alberta government) spends less money during an accounting period than it takes in

ELECTORATE: the people who can vote in an election

INCUMBENT: someone who holds an official post at a particular time

INFLATION: a fall in the value of money and a general increase in prices; the rate at which this happens

MAJORITY GOVERNMENT: a government formed by one party with a majority over all other parties in the legislature

MANDATE: an official order given to someone to perform a particular task



about how much they must pay the provincial government in taxes.

Ms. Smith says her party will reduce personal income taxes by \$760 a year for people making more than \$60,000 annually. She is also promising to extend until the end of 2023 Alberta's temporary policy of not collecting provincial tax on gas and diesel fuels.

"Taxes are the biggest cost for most Alberta families," she said. "This permanent billion-dollar tax cut will provide meaningful, timely tax relief to Albertans when they need it most."

For her part, NDP Leader Notley is warning that cutting taxes could quickly eat into government funds, causing economic instability.

To control future spending, she says her party will use formulas and rules established by economists. As well, she says she will further **diversify** Alberta's economy, making it less dependent on oil. She also pledged to restore rental supplements for those who need them.

HEALTH CARE IN FOCUS

The pandemic revealed major weaknesses in Alberta's healthcare system, many people say. Both leaders are vowing to fix its flaws.

Among Ms. Smith's proposals? More private clinics where people pay for treatment. She says that will reduce the long wait times Albertans have endured for surgical and other procedures. She adds that the UCP will cut **red tape** and revamp policies that currently cause ambulance **bottlenecks**. As well, her government

has put aside \$158 million to hire and retain health workers.

The NDP's Ms. Notley, meanwhile, says her party plans to recruit healthcare workers on a massive scale. She also pledges to oversee the creation of teams made up of family doctors, specialists, nurses, and mental health therapists so Albertans can get care quickly.

REDUCING CRIME

Calgary and Edmonton have seen an increase in crime, notably on city transit. Ms. Smith says her party will place 100 more street-level police officers in high-crime areas and will allot more money to help those with mental health and addiction issues.

Ms. Notley's plan? More money for police forces and 150 more street-level officers. She wants them to work in teams with social workers and mental health practitioners.

REVITALIZING CALGARY

The pandemic emptied many of Calgary's office towers, since more people than ever are now working from home permanently. That's putting pressure on businesses in the city's downtown core. Election watchers say that the policies the parties have for helping Alberta's largest city, where 26 seats are at stake, could determine the outcome of the election.

What do the leaders have in mind to address Calgary's downtown decline? Ms. Notley says her party will build a \$200-million post-secondary campus downtown that will promote innovation and diversification.

Ms. Smith wants to spend \$330 million on a new sports and entertainment arena that would replace the Saddledome, current home of the Calgary Flames hockey team.

A FASCINATING MATCH

Political **pundits** say this Alberta election is especially interesting for a number of reasons. First, it's encouraging to have two female candidates vying for the top provincial spot.

"Alberta has a strong history of female leadership," says Rajah Maggay who is part of a group that urges women to run for office. "We've had three women serve as premier, more than any other province."

Second, both Ms. Smith and Ms. Notley have already held the top job before. Both have also served as leader of the opposition. Ms. Notley and the NDP were in power from 2015 to 2019.

However, that also means that they come with baggage. For example, Ms. Smith is the focus of an ethics investigation for suggesting she could help someone facing criminal charges related to COVID-19 protests.

As for Ms. Notley, when her government was in power, Alberta's **budget deficit** soared at a time when **revenues** from the oil industry fell. That cost the NDP support in the last election.

So which party is going to come out ahead? And which leader will Albertans choose? It's anyone's guess.

Stay tuned for the outcome of this exciting race. ★

DEFINITIONS

BOTTLENECK: anything that delays development or progress, particularly in business or industry

BUDGET DEFICIT: when a body spends more money during an accounting period than it takes in

DIVERSIFY: to develop a wider range of products, interests, skills, etc. in order to be more successful or reduce risk

PUNDIT: a person who knows a lot about a particular subject and who often talks about it in public

RED TAPE: official rules that seem more complicated than necessary and prevent things from being done quickly

REVENUE: the money that a government receives from taxes or that an organization, etc. receives from its business



COMPREHENSION QUESTIONS

1. What will happen on May 29 in Alberta?

2. How many seats are in the Alberta legislature?

3. How many seats does a party need to win the election?

4. Name the current premier of Alberta. Which political party does she lead?

5. Where is this party on the political spectrum? What does this party stand for? Explain.

6. Name the current opposition leader. Which political party does she lead?

7. Where is this party on the political spectrum? What does this party stand for? Explain.

8. Explain why the ridings in Calgary are especially important in this election.

9. Describe the policies both major parties have put forward as their solution to revitalize downtown Calgary.

10. List and describe at least three other key election issues.



ALBERTANS ARE GOING TO THE POLLS

ORGANIZER

A. The two parties expected to receive the most votes in Alberta's provincial election are the UCP and the NDP.

Using the details provided in the article, complete the following chart with dot jot notes to compare the two parties and their positions on key election issues.

	UCP	NDP
Full party name		
Party leader		
Economy		
Health care		
Crime		
Revitalizing Calgary		
Other		

B. After gathering and considering the information in the above table, *if I were a registered Albertan voter, I would vote for the UCP / NDP (circle one) because:*

-
-
-



NATIONAL

ALBERTANS ARE GOING TO THE POLLS

INSTRUCTIONS

1. Use the link below to complete the table to show the results of the past eight Alberta elections (major parties only):

<https://www.elections.ab.ca/elections/election-results/historical-results/>

Party	1993	1997	2001	2004	2008	2012	2015	2019
Liberal		18						
NDP				4				
Progressive Conservative							10	
United Conservative								
Wildrose						17		

- Plot a bar graph to show each party's total seat count for each election from 1993 to 2019. Shade the bar segments using the colours indicated below for each party.
- Label your graph with a proper title.
- Carefully examine your graph. What observations can you make and what conclusions can you draw? Explain. ★



Liberal



NDP



Progressive Conservative

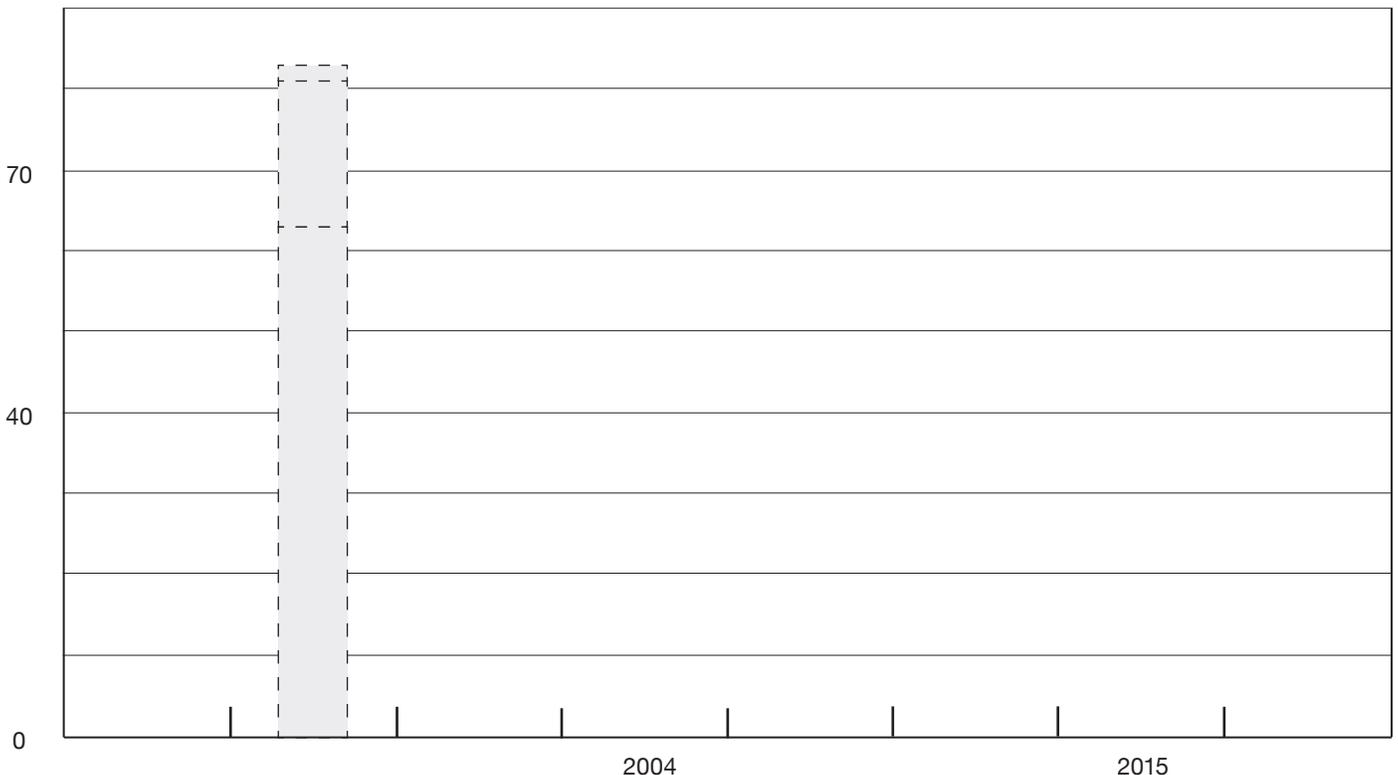


United Conservative



Wildrose

Seats





QUESTIONS FOR FURTHER THOUGHT

1. Pre-election polls suggest that Albertans were unhappy with the UCP's handling of the COVID pandemic. As you see it, what might Premier Danielle Smith need to do in this election to win back voters who were disappointed by her party's actions during the height of the pandemic? Support your ideas with examples.

2. During election campaigns, parties often run advertisements, many of which are referred to as "attack ads", that point out the reasons NOT to vote for their competition. Do you believe that attack ads are effective in influencing the way that people vote? Give reasons to support your response.

Note: These links may be helpful:

<https://www.cbc.ca/news/canada/calgary/alberta-election-ucp-ndp-attack-ads-1.6830991>

<https://www.cbc.ca/player/play/2203010115660> [7:36] (podcast)

3. Danielle Smith has been the subject of some controversy with respect to choices she has made during her leadership. For instance, she is the focus of an ethics investigation for suggesting she could help someone facing criminal charges related to a COVID-19 protest. She has also apologized for stating, during a recorded podcast, that the vaccinated fell for the 'charms of a tyrant', referencing Adolf Hitler. As you see it, how might these incidents impact Ms. Smith's chances in this election? Explain.

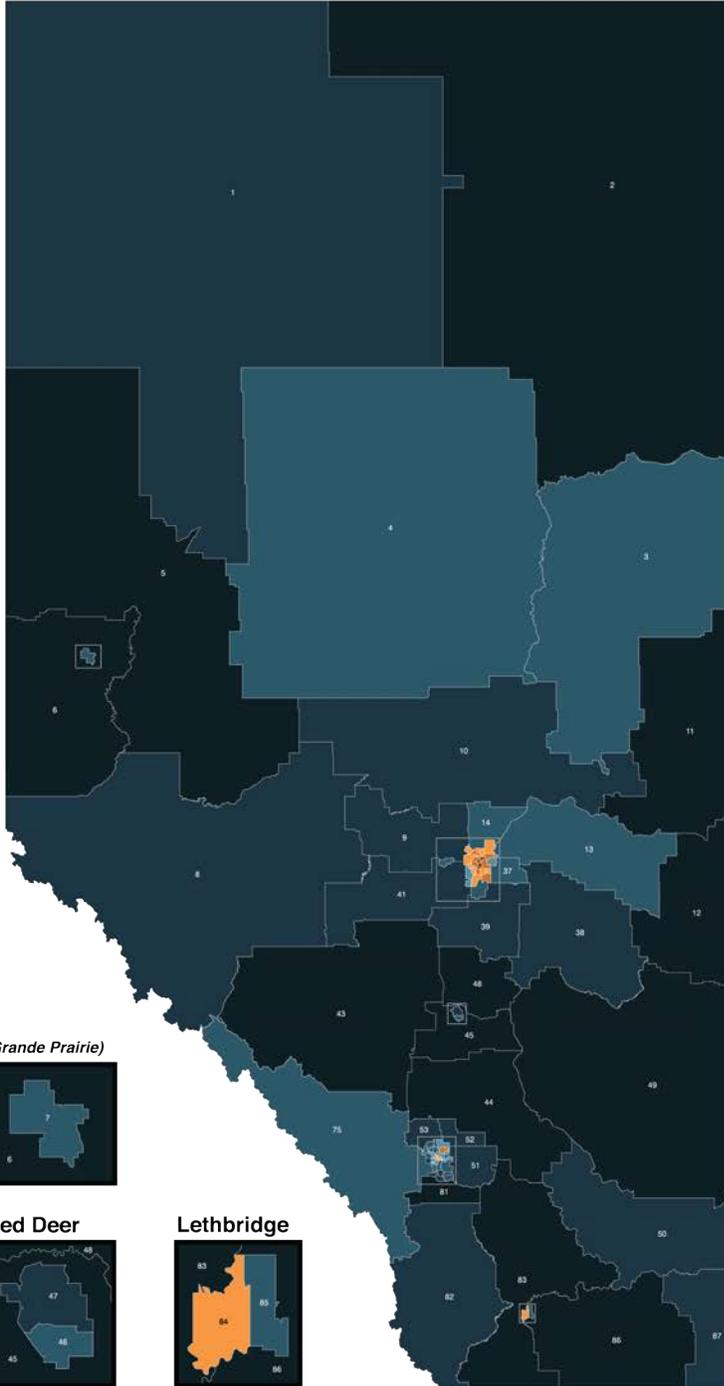
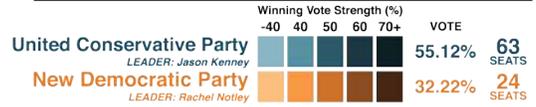


NATIONAL

ALBERTANS ARE GOING TO THE POLLS

INFOGRAPHIC

Alberta Provincial Election, 2019



(Grande Prairie)



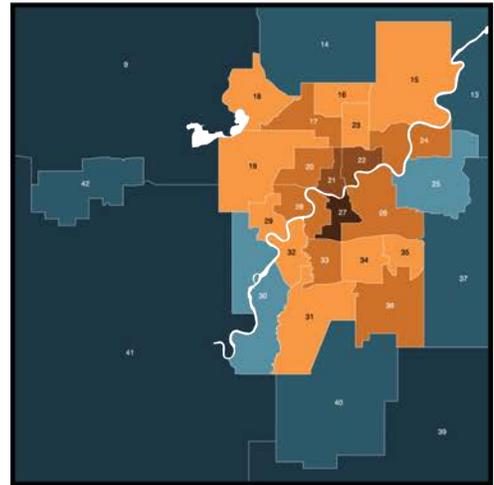
Red Deer



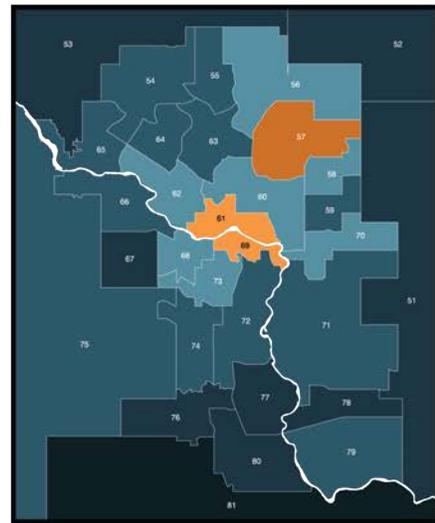
Lethbridge



Edmonton / Spruce Grove



Calgary



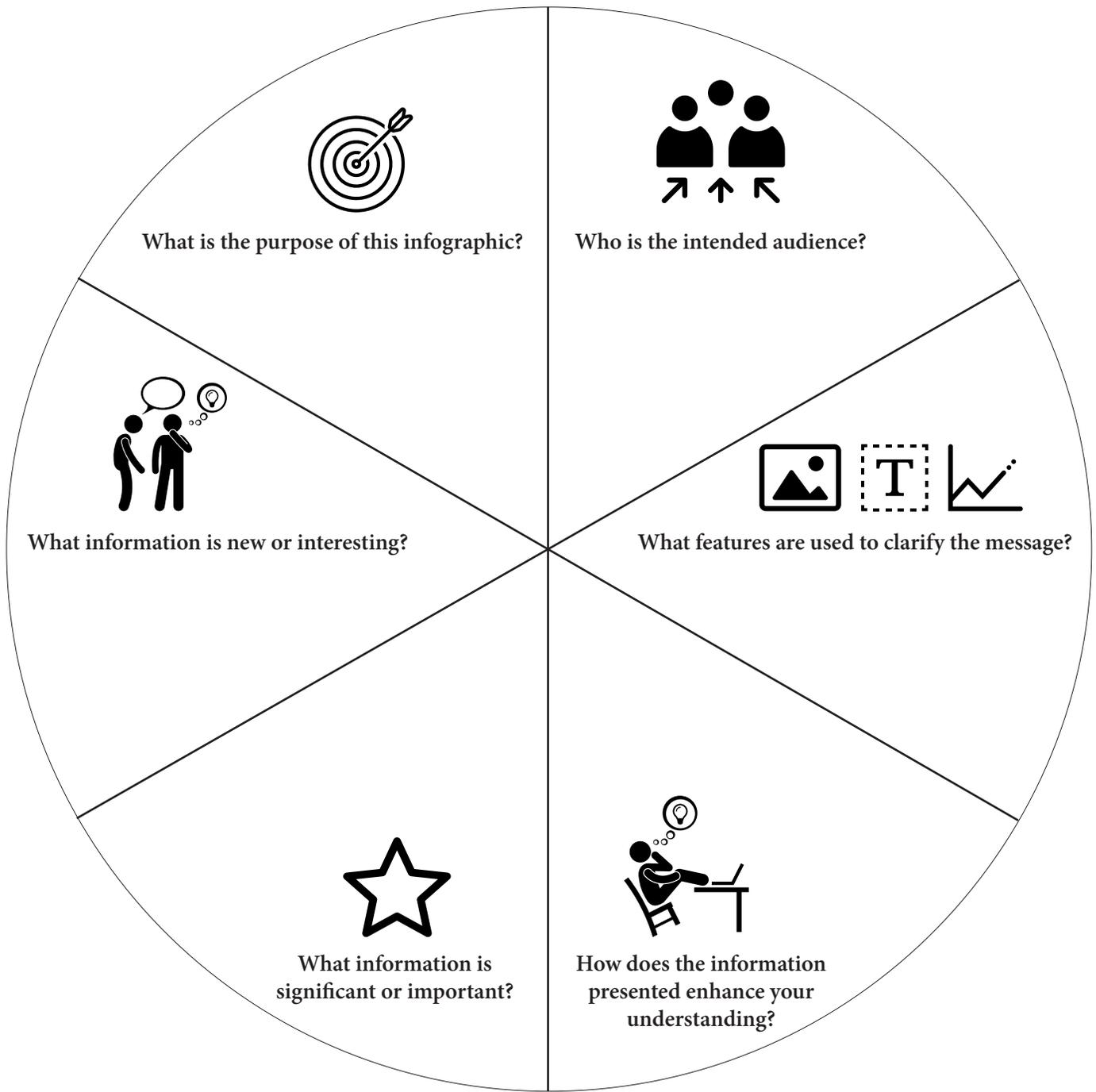
- | | | | | | |
|---------------------------------------|--------------------------------|---------------------------------|----------------------------|---------------------------|--------------------------|
| 1. Peace River | 16. Edmonton-Castle Downs | 31. Edmonton-South | 45. Innisfail-Sylvan Lake | 60. Calgary-Klein | 75. Banff-Kananaskis |
| 2. Fort McMurray-Wood Buffalo | 17. Edmonton-North West | 32. Edmonton-Whitemud | 46. Red Deer South | 61. Calgary-Mountain View | 76. Calgary-Lougheed (+) |
| 3. Fort McMurray-Lac La Biche | 18. St. Albert | 33. Edmonton-Rutherford | 47. Red Deer North | 62. Calgary-Varsity | 77. Calgary-Fish Creek |
| 4. Lesser Slave Lake | 19. Edmonton-West Henday | 34. Edmonton-Mill Woods | 48. Lacombe-Ponoka | 63. Calgary-Beedington | 78. Calgary-Hays |
| 5. Central Peace-Notley | 20. Edmonton-Glenora | 35. Edmonton-Meadows | 49. Drumheller-Stettler | 64. Calgary-Edgemont | 79. Calgary-South East |
| 6. Grande Prairie-Wapiti | 21. Edmonton-City Centre | 36. Edmonton-Ellerslie | 50. Brooks-Medicine Hat | 65. Calgary-North West | 80. Calgary-Shaw |
| 7. Grande Prairie | 22. Edmonton-Highlands-Norwood | 37. Strathcona-Sherwood Park | 51. Chestermere-Strathmore | 66. Calgary-Bow | 81. Highwood |
| 8. West Yellowhead | 23. Edmonton-Decore | 38. Camrose | 52. Airdrie-East | 67. Calgary-West | 82. Livingstone-MacLeod |
| 9. Lac Ste. Anne-Parkland | 24. Edmonton-Beverly-Clareview | 39. Maskwaicis-Wetaskiwin | 53. Airdrie-Cochrane | 68. Calgary-Currie | 83. Cardston-Siksika |
| 10. Athabasca-Barrhead-Westlock | 25. Sherwood Park | 40. Leduc-Beaumont | 54. Calgary-Foothills | 69. Calgary-Buffalo | 84. Lethbridge-West |
| 11. Bonnyville-Cold Lake-St. Paul | 26. Edmonton-Gold Bar | 41. Drayton Valley-Devon | 55. Calgary-East | 70. Calgary-East | 85. Lethbridge-East |
| 12. Vermilion-Lloydminster-Wainwright | 27. Edmonton-Strathcona | 42. Spruce Grove-Stony Plain | 56. Calgary-North East | 71. Calgary-Peigan | 86. Taber-Warner |
| 13. Fort Saskatchewan-Vegreville | 28. Edmonton-Riverview | 43. Rimbey-Rocky Mountain House | 57. Calgary-McCall | 72. Calgary-Acadia | 87. Cypress-Medicine Hat |
| 14. Morinville-St. Albert | 29. Edmonton-McClung | 44. Sundre | 58. Calgary-Falconridge | 73. Calgary-Elbow | |
| 15. Edmonton-Manning | 30. Edmonton-South West | 44. Olds-Didsbury-Three Hills | 59. Calgary-Cross | 74. Calgary-Glenmore | |

(+) Party Leader's Riding

https://en.wikipedia.org/wiki/2019_Alberta_general_election



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



QUESTIONS FOR ONLINE EXPLORATION

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

1. Observers are calling this election the “Battle for Alberta”. Learn more:

<https://www.cbc.ca/player/play/2201356355857> [1:39]

<https://www.cbc.ca/news/canada/edmonton/alberta-election-2023-provincial-five-things-to-watch-1.6817251>

<https://www.cbc.ca/news/canada/calgary/alberta-provincial-election-begins-1.6826423>

<https://www.yout-ube.com/watch?v=HtUJtVkJLqU> [12:21]

What questions do you have?

2. How close is this election expected to be? Very close, say analysts. Find out why:

<https://www.cbc.ca/radio/frontburner/why-the-alberta-election-race-is-neck-and-neck-1.6827594> [23:59] (podcast)

<https://www.cbc.ca/news/canada/calgary/rachel-notley-premier-approval-rating-jason-kenney-danielle-smith-poll-1.6648343>

Do you agree with the analysts? Why or why not?

3. Explore the key issues in this election and what is important to Alberta voters:

<https://www.cbc.ca/player/play/2200964163554> [13:23-18:35]

<https://www.cbc.ca/player/play/2190303299850> [3:33]

<https://www.cbc.ca/news/canada/calgary/vote-compass-calgary-flames-city-council-arena-deal-provincial-election-1.6833437>

4. A string of provincial wildfires have collided with the election campaign in Alberta. Learn how this disaster might impact the election:

<https://www.cbc.ca/news/canada/calgary/opinion-back-napkin-wildfire-alberta-election-delay-scenarios-1.6836678>

<https://www.cbc.ca/player/play/2204129347677> [8:58] (podcast)

<https://www.cbc.ca/news/canada/calgary/alberta-election-state-of-emergency-wildfire-1.6835093>

What did you learn?

5. The official election debate is scheduled for May 18. Find out what voters can expect to learn from the debate:

<https://www.cbc.ca/news/canada/calgary/ucp-ndp-alberta-election-2023-1.6836515>



PUTTING IT ALL TOGETHER

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

_____ 1. Who is the current leader of Alberta?

- a) Rachel Notley
- b) Jason Kenney
- c) Pierre Poilievre
- d) Justin Trudeau
- e) Danielle Smith

_____ 2. How many seats must a party win to form government in Alberta?

- a) 23
- b) 37
- c) 44
- d) 63
- e) 87

_____ 3. What did the UCP promise to build in Calgary if it wins the election?

- a) a new sports and entertainment arena
- b) a new teaching hospital for doctors and nurses
- c) a new rapid transit system
- d) a new university
- e) a new shopping district

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

_____ 4. **True or False?** Alberta has a long history of conservative governments.

_____ 5. **True or False?** Most Albertans were happy about how the province handled the COVID-19 pandemic.

_____ 6. **True or False?** Most election analysts expect the UCP will win a large majority of seats on May 29.

C. Fill in the blanks to complete each sentence.

7. Danielle Smith replaced _____ as premier in 2022. (2)

8. The largest city in Alberta is _____ .

9. Danielle Smith has promised to lower personal income _____ if the UCP wins the election.

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

10. Who do you predict will win the election? Give reasons to support your response.



INTERNATIONAL

KING CHARLES IS FORMALLY CROWNED

BEFORE READING

1. Poll the class to see how many students watched part or all of King Charles III's coronation.
2. Organize the class into small groups, strategically placing students who have some knowledge of the ceremony with students that don't.
3. Using either of the following two links, preselect a number of photos that depict key moments in the coronation and provide one or two photos to each group:
<https://www.bbc.com/news/uk-65506969>
<https://www.bbc.com/news/resources/idt-ode6e8ac-7a8a-4a6f-8748-89e874eb7bfa>
4. Have groups list key words that come to mind when they view their photos. Also have each group identify a question they have about each photo.
5. Share ideas as a class. Post photos in a gallery to refer to at a later time.
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



On Saturday, May 6, a dramatic ceremony in London’s historic Westminster Abbey captured the world’s attention. It drew hundreds of thousands of people from Britain and across the globe to the city. Millions more watched the event on TV.

THE CROWNING MOMENT

What caused all the excitement? The coronation of King Charles III. The event formalized his position as the reigning monarch of the United Kingdom and 14 other nations, including Canada. It was a unique moment of **pomp** and ritual, laden with 1000-year-old traditions and practices.

Charles has in fact been king since last fall. As eldest son and **heir** to the throne, he assumed the role when his mother, Queen Elizabeth II, died in September 2022, ending the very popular monarch’s 70-year reign. But the actual crowning takes place

after a period of mourning for the previous monarch.

The coronation is an important moment of transition, experts say – a solemn **rite** steeped in religion that uplifts, transforms, and confirms a monarch in the eyes of the people.

A ROYAL PROCESSION

Coronations are also occasions for true spectacle. Officials spent months planning this one using an ancient playbook dating to the 11th century.

The event began with a 2.3-kilometre procession from the King’s official residence, Buckingham Palace, to Westminster Abbey. The 754-year-old church has been the site of 39 coronations since the 1066 crowning of William the Conqueror.

The King and his wife, Camilla, slowly made their way to the church in a gilded wooden coach pulled by six grey horses. Flanking the couple were

1000 members of the British army, navy, and air force.

Nearly 30,000 police officers were stationed along the procession route and elsewhere. **Monarchists** and tourists lined the streets for hours – some camping out overnight – just to catch a fleeting glimpse of the couple.

“I just think it’s good to keep these traditions alive and pass it on to your children and hopefully they’ll remember it for the rest of their lives,” said one woman.

A HUGE BUILD-UP...

At the church, 2000 invited guests, including Prime Minister Justin Trudeau, other heads of state, stars, and **dignitaries** were on hand to celebrate the occasion.

The **Archbishop of Canterbury**, head of the **Church of England**, conducted the ceremony. First, the assembled group shouted “God Save the King” as trumpets heralded the moment.

DEFINITIONS

ARCHBISHOP OF CANTERBURY: the head of the Church of England, currently the Most Reverend Justin Welby

CHURCH OF ENGLAND: also called the Anglican Church, the primary state church in England

DIGNITARY: a person who has an important official position

HEIR: a person who has the legal right to receive somebody’s property, money or title when that person dies

MONARCHIST: a person who believes that a country should be ruled by a king or queen

POMP: the impressive clothes, decorations, music, etc. and traditional customs that are part of an official occasion or ceremony

RITE: a ceremony performed by a particular group of people, often for religious purposes



Next, Charles took an oath to uphold the law and to **venerate** the Church of England. The Archbishop **anointed** him with holy oil.

...TO AN EPIC CONCLUSION

King Charles then took his place on the Coronation Chair built in 1300 for his ancestor Edward 1. He was given two golden **scepters**, symbolizing good governance and allegiance to the Church. He also held the Royal Orb, a golden ball signifying his role as a Christian leader. At last, St. Edward's Crown, nearly a foot tall and weighing about 2.3 kilograms, was placed on his head. The 360-year-old solid-gold relic is embedded with 444 gleaming gems.

Camilla was crowned with a headpiece worn by Queen Mary in 1911. Like Mary, her official title is Queen Consort, the name given to the spouse of a reigning monarch.

A closing procession took them back to the palace travelling in an 18th-century coach. Thousands of soldiers yelled "three cheers." Members of the extended Royal Family then waved to well-wishers from a palace balcony.

Across Britain, people celebrated all weekend. The Royals attended a concert in their honour featuring singers Lionel Ritchie, Katy Perry, and others. May 8 was declared a holiday, and citizens were encouraged to spend it volunteering in their communities.

COLONIALISM AND THE COMMONWEALTH

Aside from being king, Charles heads the Commonwealth of Nations, a 56-country organization that today is committed to the values of democracy, gender equality, sustainable development, peace, and security.

Critics of the Commonwealth see it as a relic of **colonialism** and the British Empire – a period of time starting in the 16th century when British influence expanded across the globe. Britain took raw materials from far-flung territories for its own purposes, controlling them using trade and shipping policies.

One of Britain's most important colonies was India, which it ruled between 1858 and 1947. Prominent Indians today say the British looted their country, robbing it of priceless jewels and other goods that rightfully belong to them. They are demanding that they be returned. By one estimate, the British siphoned off \$45 trillion from India over a period of 200 years.

Among the treasures Indians claim is theirs? The Koh-i-Noor diamond, a stone the size of an egg valued at \$20 billion. The jewel was supposedly "gifted" to British Queen Victoria in 1849 by an Indian leader. It was placed in Queen Mary's crown, but because of the controversy, Queen Camilla replaced it with some of Queen Elizabeth's private gems before the coronation.

CRITICS AND CONTROVERSIES

For all the tradition, observers say Charles tried to modernize his coronation in a number of ways. For one thing, he invited leaders of other religions, including Hinduism, Islam, Sikhism, and Judaism, to play a big role in the proceedings. It was meant to show that he respects all faiths.

Another change? Some 8000 people attended his mother's coronation. Charles trimmed his guest list to 2000 because Britain is going through tough economic times and he wanted his event to be more modest. It still cost British taxpayers an estimated \$125 million, however – a sore point for many people just getting by.

As well, for the first time ever, members of the public were invited to pledge their allegiance to the king. In the past, only nobles were asked to do

so. The change proved controversial, however, at a time when only 55 percent of **Britons** fully support the monarchy. What's more, 14 percent of under 35-year-olds don't believe the monarchy is especially important.

"Asking us to chant our allegiance does seem an odd request when so many of us think that the monarchy is an outdated institution that needs drastic reform," said Baroness Jones of Moulsecoomb, a Green Party member. And I really think that the king is rich enough to pay for his own coronation."

Charles says he wants to bring the monarchy up to date, but his critics say that it may be too late to do so. Can he really bring effective change to a 1000-year-old institution – enough to make it relevant in the 21st century?

That remains to be seen. ★

DEFINITIONS

ANOINT: to put oil or water on somebody's head or body as part of a religious ceremony

BRITON: a person who comes from Great Britain.

COLONIALISM: the practice by which a powerful country controls another country or territory

SCEPTER: a decorated rod carried by a king or queen at ceremonies as a symbol of their power

VENERATE: to have and show a lot of respect for something that is considered to be holy or very important



COMPREHENSION QUESTIONS

1. What important event occurred in September 2022 that affected the United Kingdom and the British royal family?

2. When and where was King Charles III's coronation held?

3. Why is this ceremony important?

4. Why was the coronation delayed for eight months?

5. Describe the procession from the King's official residence to Westminster Abbey.

6. Who performed the coronation ceremony?

7. Briefly describe at least three of the traditional objects that were part of the coronation ceremony.

8. How did King Charles try to modernize his coronation? Explain.

9. As king, what does Charles III lead beside the United Kingdom?

10. Why has support for the monarchy decreased over the years? Explain.

11. Which former colony is asking for the return of treasures that were taken by the British during their rule? Explain.



INTERNATIONAL

KING CHARLES IS FORMALLY CROWNED

Imagine that you are an investigative reporter interviewing a person in this scene. Generate two powerful questions to ask in your interview. (A powerful question is not easy to answer, is specific to the situation, is open-ended and requires further research.) Then, record plausible answers – those that are most likely to be given, believable, and supported by evidence in the image.



King Charles III waves from the carriage beside Queen Camilla during the Royal Procession following the King's Coronation, in London on May 6, 2023. (THE CANADIAN PRESS/Nathan Denette)

**YOUR TASK:**

Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. *Note:* The **Editorial Cartoons** resource page (p. 56) may be useful.

INITIAL READING: What can an initial look reveal?

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

CLOSER LOOK: What's happening in the cartoon?

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

DRAW CONCLUSIONS: What overall impression can you draw?

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



INFOGRAPHIC

Coronation schedule

King Charles and Queen Camilla travel in *King's Procession* from Buckingham Palace to Westminster Abbey in *Diamond Jubilee State Coach*



King's Procession includes 200 members of armed forces, with another 1,000 service personnel lining route

King's grandson, **Prince George of Wales**, and Camilla's three grandsons are among eight *Pages of Honour* tasked with carrying King and Queen's robes in procession through Abbey



During ceremony, Charles is anointed and crowned with **St Edward's Crown** – only time he will ever wear it. Camilla will be crowned with **Queen Mary's Crown**

King and Queen return to Buckingham Palace in *Gold State Coach*. *Coronation Procession* will feature 4,000 members of UK armed forces

Charles and Camilla, with members of Royal Family, appear on Buckingham Palace balcony to witness six-minute flypast

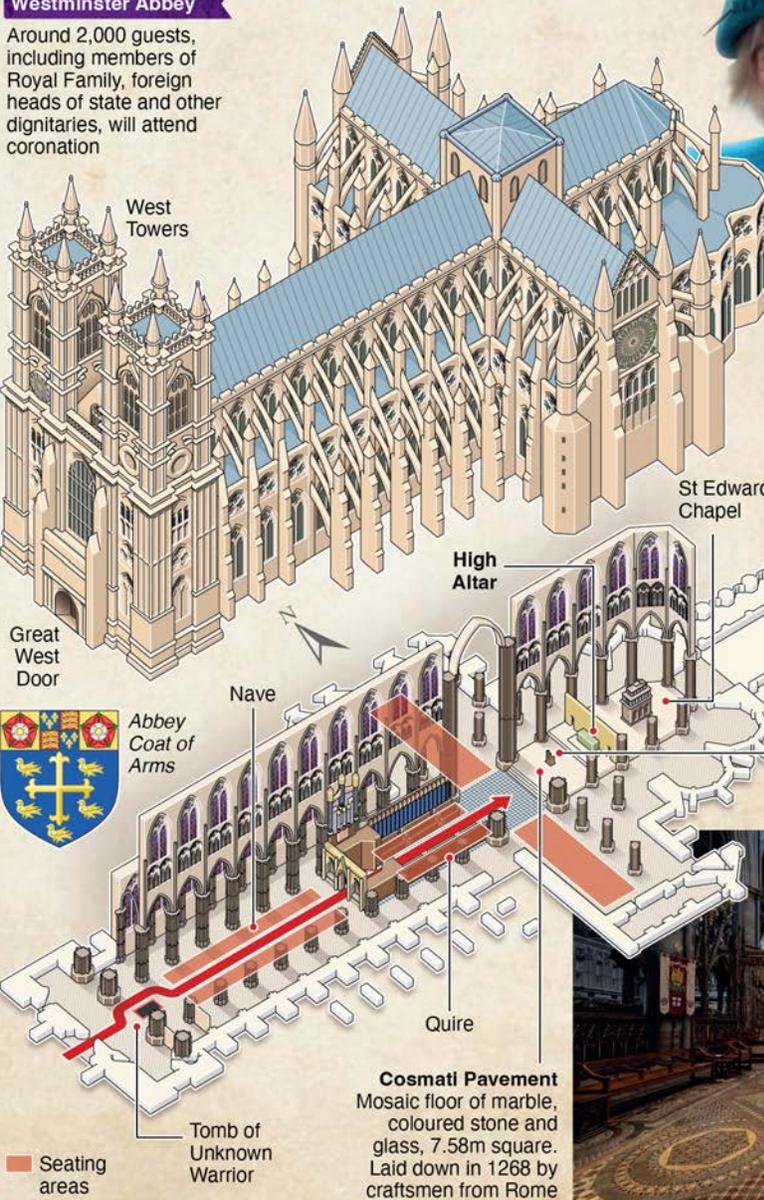
Further celebrations include Windsor Castle concert and two days of community events

Coronation ceremony

King Charles III will become the 40th reigning monarch to be crowned at Westminster Abbey since William I – William the Conqueror – in 1066

Westminster Abbey

Around 2,000 guests, including members of Royal Family, foreign heads of state and other dignitaries, will attend coronation



Charles: At 74, he is oldest monarch to be crowned king

Camilla: 29th Queen Consort to be crowned in Abbey



Coronation Chair
Made to house coronation stone of Scotland. In use at every coronation since 1308



Cosmati Pavement
Mosaic floor of marble, coloured stone and glass, 7.58m square. Laid down in 1268 by craftsmen from Rome

Sources: Westminster Abbey, The Royal Family

Pictures: Getty Images, Newscom, Dean and Chapter of Westminster

© GRAPHIC NEWS



INFOGRAPHIC

1 RECOGNITION

Sovereign is presented to those gathered in Westminster Abbey by **Archbishop of Canterbury**

Congregation shouts **God Save the King!** and trumpets sound

CORONATION CHAIR

St Edward's Chair used for every coronation since 14th century

Stone of Scone
Symbol of Scottish sovereignty seized by **Edward I** in 1296. It was returned to Scotland in 1996 on condition it would be used in future coronations



2 OATH

Only part of ceremony required by law – act passed in 1689

Monarch swears to uphold law and Church of England. Wording altered to reflect any changes in territorial composition of UK or Commonwealth



3 ANOINTING

Wearing plain white linen robe, monarch sits in Coronation Chair as hands, breast and head are anointed with holy oil. **Sacred moment will not be televised**

AMPULLA

Gold flask holds holy oil consecrated in Jerusalem. Secret recipe known to include orange flowers, roses, jasmine and cinnamon



CORONATION SPOON

Used to dispense oil. Oldest item in regalia, dating to 12th century



4 INVESTITURE

King dressed in **Supertunica** – gold silk robe – and presented with symbolic ornaments including **Jewelled Sword of Offering** (left)

After receiving **Stole** and **Imperial Mantle**, king receives **Sovereign's Orb** (left) – reminder that monarch's power is from God – **Sovereign's Ring** (above), **Sovereign's Sceptre with Dove** and **Sovereign's Sceptre with Cross**

Investiture culminates with **archbishop placing St Edward's Crown** on king's head

Coronation of King Charles III

The Coronation ceremony has remained largely unchanged for 1,000 years and comprises five main parts – the recognition, the oath, the anointing, the investiture, and the homage

Liber Regalis

Elements of coronation ceremony set out in manuscript of 1382



St Edward's Crown

Weighing 2.2kg, made of solid gold with 444 precious and semiprecious stones

Sovereign's Sceptre with Dove
Represents monarch's spiritual role



Sovereign's Sceptre with Cross
Linked to good governance

Cullinan I
530-carat diamond



Imperial Mantle
Woven in coloured threads, featuring crowns, fleur-de-lis, eagles, roses, thistles and shamrock. Made for coronation of **George IV** in 1821

Supertunica
Made for coronation of **George V** in 1911. Worn by **George VI** in 1937 and **Elizabeth II** in 1953

WESTMINSTER ABBEY

King Charles and **Queen Camilla** will be crowned in front of 2,000 guests, including members of Royal Family, foreign heads of state and other dignitaries

CROWNING OF QUEEN CONSORT

Simpler ceremony involves anointing queen's head with holy oil and investing her with regalia, including crown



QUEEN MARY'S CROWN

Controversial **Koh-i-Noor** diamond replaced by other Cullinan diamonds

Koh-i-Noor set in crown for coronation of **Queen Mary** in 1911

Once queen is crowned, she is enthroned

CORONATION PROCESSION

King Charles III, now wearing **Imperial State Robe** of purple velvet and **Imperial State Crown** (left), and **Queen Camilla** leave Abbey in **Gold State Coach**

King and Queen, with other members of Royal Family, make appearance on balcony of Buckingham Palace



Cullinan II
317-carat diamond

Stole
Embroidered band of gold silk, remade for late Queen in 1953

5 HOMAGE

King rises from Coronation Chair and sits on separate throne. Archbishop and other senior bishops kneel before him to swear allegiance, followed by peers of realm who pay respects in order of seniority, starting with **Prince of Wales**



Built in 1762, and notoriously uncomfortable

Sources: The Royal Family, Westminster Abbey, Encyclopaedia Britannica

Pictures: Newscom, Getty Images

© GRAPHIC NEWS



INFOGRAPHIC

King Charles III coronation procession

The King and Queen Consort will travel from Buckingham Palace in the new Diamond Jubilee Coach and return from Westminster Abbey in the Gold State Coach used for every coronation since 1831

DIAMOND JUBILEE COACH

Electric windows

Heating/air conditioning

Hydraulic suspension

Weight: 3 tonnes

Six horses

Built 2012 in Sydney, Australia including wood from HMS Victory, Mary Rose and Royal Yacht Britannia

CENTRAL LONDON

START: Buckingham Palace

THE MALL

ST JAMES'S PARK

Admiralty Arch

Whitehall

Westminster Abbey: Service begins 11am

Other landmarks: Green Park, Lancaster House, Clarence House, St James's Palace, Horse Guards Parade, 10 Downing Street, Houses of Parliament, Charing Cross.

Scale: 100m / 328ft

GOLD STATE COACH

Built 1762, giltwood – layer of gold leaf on wood

Eight horses required to pull coach at walking pace

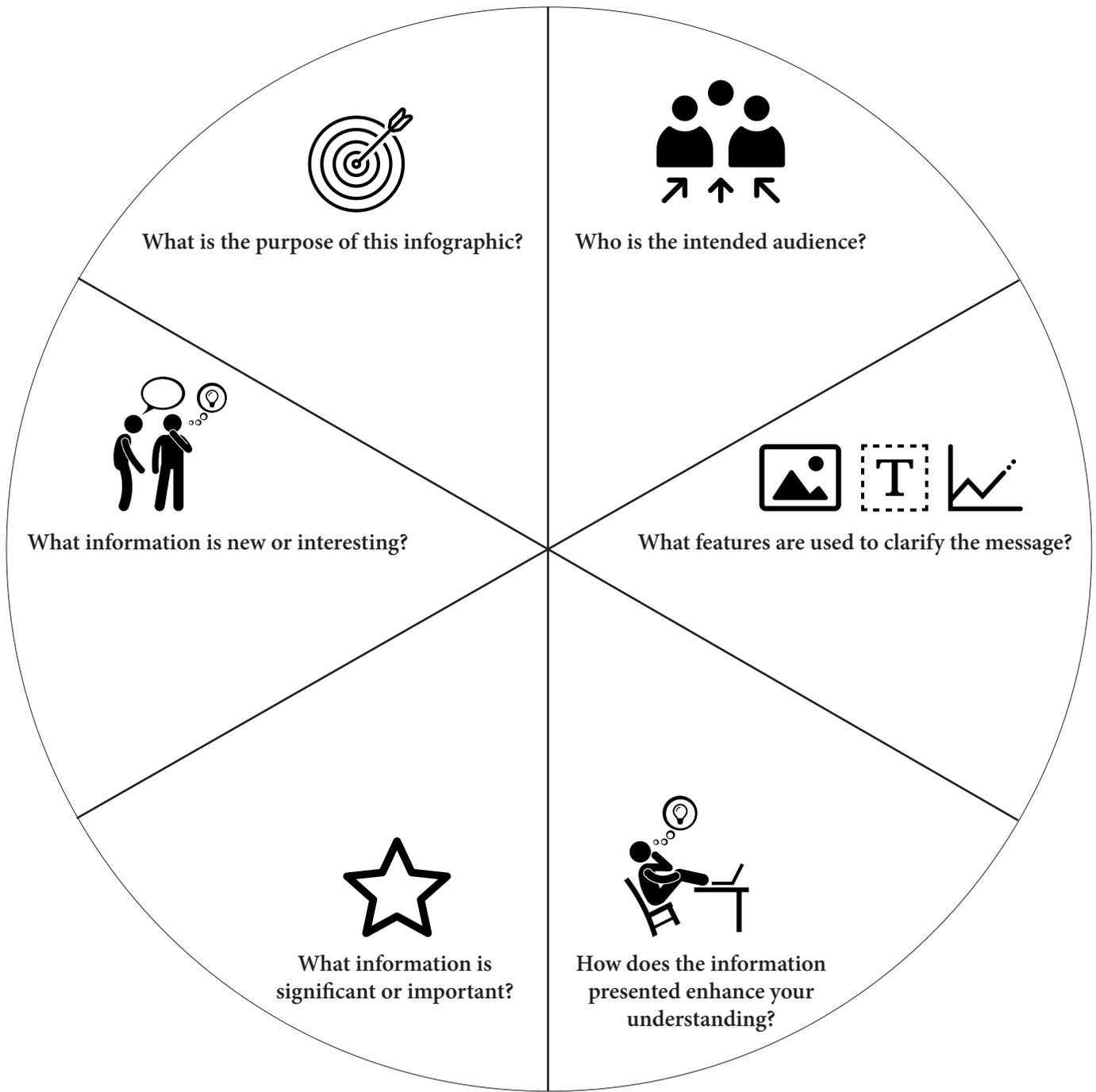
Leather strap suspension

Weight 4 tonnes

Source: Royal Collection Trust Pictures: Getty Images © GRAPHIC NEWS



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



KING CHARLES IS FORMALLY CROWNED

QUESTIONS FOR FURTHER THOUGHT

1. The article states that only 55 percent of British people fully support the monarchy and that 14 percent of under 35-year-olds don't believe the monarchy is especially important. In addition, King Charles III's popularity has not kept up with that of his mother, Queen Elizabeth II. In your opinion, what actions could King Charles take to boost his likability? Give examples.

2. The article tells us that a number of changes were made to modernize and scale down the coronation, such as inviting fewer guests. Despite these changes, British taxpayers footed the \$125-million bill for the ceremony, at a time when many of them are just getting by. As you see it, should the royal family pay for its own activities and events? Why or why not? Explain.

3. The article quotes Green Party member Baroness Jones of Moulsecoomb, who says, "*Asking us to chant our allegiance does seem an odd request when so many of us think that the monarchy is an outdated institution that needs drastic reform.*" Do you agree or disagree with her statement? What kinds of reforms can you suggest that might make the monarchy more relevant? Give reasons to support your response.

**QUESTIONS FOR ONLINE EXPLORATION**

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

1. Did you miss the coronation? Watch it, in its entirety, or in part, at these links:

<https://www.youtube.com/watch?v=cAFChVw-g7c> [3:00:24] (full coverage)

<https://www.yout-ube.com/watch?v=MdbW9tAIyO8> [2:15]

<https://www.yout-ube.com/watch?v=ajGRV5ZS9uQ&feature=youtu.be> [4:12]

2. View the key moments in the ceremony:

The procession to Westminster Abbey: <https://www.bbc.com/news/av/uk-65507470> [1:02]

The crowning of the King: <https://www.cbc.ca/player/play/2203201603814> [0:42]

Prince William pledges his loyalty: <https://www.cbc.ca/player/play/2203257923937> [0:29]

Camilla is crowned: <https://www.cbc.ca/player/play/2203210819712> [0:38]

The procession to Buckingham Palace: <https://www.bbc.com/news/av/uk-65511789> [1:03]

Waves from the balcony: <https://www.cbc.ca/player/play/2203237955513> [0:58]

As you watch the ceremony, what questions come to mind?

3. Take a closer look at the coronation regalia and special clothing designed for this event:

<https://www.theglobeandmail.com/canada/article-coronation-regalia-visual-guide/>

<https://www.bbc.com/news/av/uk-65231561> [1:22]

<https://www.bbc.com/news/uk-65507923>

4. How will the reign of King Charles III differ from that of his mother, Queen Elizabeth II?

<https://www.bbc.com/news/av/uk-65515302> [1:27]

https://www.yout-ube.com/watch?v=TbCo_jQQ_UE [23:46]

What key differences did you take note of?

5. Which countries are part of the Commonwealth of Nations and which recognize King Charles III as their sovereign?

<https://www.bbc.com/news/uk-43715079>

6. Not everyone feels favorably towards the British monarchy, given its history of colonialism and treatment of its colonies and their peoples. Learn more:

<https://www.cbc.ca/player/play/2070815299734> [25:13] (podcast)

<https://www.cbc.ca/player/play/1979285059726> [7:05]

What do you predict will be the future of the Commonwealth?

7. Will Canadian currency change now that King Charles III is the new monarch?

<https://www.cbc.ca/player/play/2203301955885> [7:09] (podcast)

<https://www.cbc.ca/news/canada/king-charles-image-money-1.6835006>



KING CHARLES IS FORMALLY CROWNED

PUTTING IT ALL TOGETHER

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

- _____ 1. **What event led to Charles becoming King?**
 a) his older sister stepped down from the throne b) Charles' marriage to Camilla
 c) the death of Queen Elizabeth II d) a royal election
 e) Charles' 75th birthday
- _____ 2. **Where was the new British King crowned?**
 a) Buckingham Palace b) Parliament
 c) Westminster Abbey d) Windsor Castle
 e) Tower of London
- _____ 3. **The Koh-i-Noor is an extremely valuable:**
 a) painting b) diamond
 c) sculpture d) book
 e) emerald

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?** Buckingham Palace is the King's official residence.

_____ 5. **True or False?** King Charles III is the head of state of 56 countries.

_____ 6. **True or False?** The coronation cost British taxpayers over \$100 million.

C. Fill in the blanks to complete each sentence.

7. Someone who supports being ruled by a King or Queen is called a _____ .

8. The coronation ceremony was conducted by the _____ of Canterbury.

9. Great Britain controlled and ruled _____ from 1858 to 1947.

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

10. As you see it, was the significance of King Charles III's coronation ceremony? Give reasons to support your response.

**BEFORE READING**

Please note: *This article contains sensitive content.* Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 52-53) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about the civil war in the African nation of Sudan that began on April 15. Please note that the article details and the supporting resources are difficult and touch on the topics of human civilian casualties, the displacement of nearly 860,000 Sudanese, and the challenging living conditions that survivors have been subjected to since the fighting began. The article also discusses the recent history of this trouble-plagued country including the overthrow of the previous leader, President al-Bashir, a cruel dictator accused of genocide and other crimes by the international criminal court. There are details of the reasons behind this conflict and the tense relationship between the opposing leaders, President al-Burhan and General Mohamed Hamdan Dagalo ‘Hemedti’, one-time allies, who worked together to end a 16-year civil war that began in 2003 and caused the deaths of some 300,000 people. It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.</p>	<ul style="list-style-type: none"> • The civil war in Sudan began on April 15, 2023; • The two sides in this conflict are led by Sudanese President Abdel Fattah al-Burhan and General Mohamed Hamdan Dagalo; • Since the beginning of the conflict, about 160,000 Sudanese have fled to neighbouring countries such as Egypt and Chad; another 334,000 have been displaced within Sudan; • The 5.2 million residents of Sudan’s capital, Khartoum, are facing food, water, and electricity shortages; • Looters are roaming the streets, and fighters have taken over homes and hospitals to use as military bases; • Sudan has a troubled history: <ul style="list-style-type: none"> - a 16-year-long civil war that started in 2003 caused the deaths of approximately 300,000; - in 2019, President Omar al-Bashir, a cruel dictator who had ruled for over 30 years, was overthrown. He is now in jail and accused of genocide and other crimes by the international criminal court; - the current president, General Abdel Fattah al-Burhan and his one-time ally, General Dagalo, lead the two sides in this conflict; - General Dagalo heads a paramilitary organization (RSF) which opposes President al-Burhan’s plan to integrate the RSF into the regular army; - observers believe that this conflict began because General Dagalo wants the RSF to remain independent of the regular army in order to retain his power over the lucrative gold mines in Sudan. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the current situation in Sudan and the troubled history behind this conflict; • explain the humanitarian losses and devastation suffered by Sudanese civilians; • consider the importance of international cooperation during crises that require humanitarian aid.

**BEFORE READING**

1. Indicate to students that the article they will be reading describes a civil war in the country of Sudan. Write the term "civil war" on the board.

2. Use a think-pair-share strategy to have students:

- consider what civil war means them;
- share their ideas with a partner;
- share their ideas with another pair.

Note: Depending on the students' understanding of a civil war, you may need to provide clarification. (E.g., a war between citizens of the same country; an example would be the U.S. Civil War; etc.)

3. Next, have students brainstorm the potential reasons behind a civil war, then share their ideas aloud. (E.g., *political control, financial control, humanitarian reasons like slavery, etc.*) Make note of common ideas.

4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



A humanitarian catastrophe is playing out in the troubled country of Sudan, as competing generals and their fighters strive to gain control of the government. By mid-May, at least 600 people had been killed and more than 5000 had been wounded in the conflict. The true number is believed to be far higher, since the clashes have made it difficult to count casualties.

“There have been dead bodies that were in the streets for days and also the morgues are full with the dead,” one woman reported.

CIVILIANS IN THE CROSSFIRE

The fighting began April 15. Since then, more than 160,000 people have been forced to flee this African nation for neighbouring Egypt, Chad, and elsewhere. Another 700,000 people have been displaced within the country. The 5.2 million residents of Khartoum, the country’s capital, are facing food, water, and electricity shortages.

As chaos takes over, looters roam city streets, fighters **commandeer** private homes, and hospitals are shuttered,

ABOUT SUDAN

Sudan, located in northeast Africa, is about the size of Nunavut – nearly two million square kilometres. It is bordered by Egypt to the north, Eritrea and Ethiopia to the southeast, South Sudan to the south, Central African Republic to the southwest, Chad to the west, and Libya to the northwest. The Red Sea makes up much of its eastern border. Most of Sudan’s population of around 47 million is Muslim, with a small Christian minority. Arabic is the main language.

About 80 percent of Sudanese are farmers, growing crops such as peanuts, sorghum, millet, wheat, sugarcane, tapioca, mangos, bananas, sweet potatoes, and sesame. In 2021, Sudan’s main export was oil, which brought in \$395 million (US), making the country the world’s 54th largest exporter of this resource.

Because of ongoing political instability, Sudan is a very poor country. On average, people earn an annual income of just over \$1000 (Canadian). Even before this crisis, nearly 16 million people needed humanitarian aid and about 3.7 million people were already internally displaced. According to the United Nations, more than 19 million people will be facing acute food insecurity this year as a result of this latest conflict.

looted, or bombed, leaving people to fend for themselves.

“Some hospitals are used as military bases. They have thrown out the staff [and] patients,” an aid worker said.

COUP AFTER COUP

What’s causing this latest outbreak of crushing violence? The conflict this time has its roots in events four years ago, when the government of then-President Omar al-Bashir was

overthrown. The Sudanese people were happy to see the end of him. Mr. al-Bashir, a cruel dictator, ruled for 30 years and is now in a Sudanese jail. He is also wanted on charges of **genocide** and other crimes by the **international criminal court**.

In 2019, huge protests called for him to step down, and for the nation to transition to democracy. At the time, the country’s military, the

DEFINITIONS

COMMANDEER: to take control of a building, a vehicle, etc. for military purposes during a war, or by force for your own use

GENOCIDE: the murder of a large number of people from a particular nation or ethnic group

INTERNATIONAL CRIMINAL COURT: the body that investigates and tries those charged with genocide, war crimes, crimes against humanity, and the crime of aggression



Sudanese Armed Forces (SAF), took advantage of those demands to oust Mr. al-Bashir. Its leader, General Abdel Fattah al-Burhan, became president. But demonstrations for democracy only intensified. So he agreed to form a civilian-military partnership called the Sovereign Council and to hold elections in 2022. The partnership didn't last long, however. The army soon blamed the government's civilian wing for Sudan's struggling economy and it staged another **coup** in 2021.

Observers say there's a more likely reason for the 2021 coup. Army leaders have a lot of economic power in Sudan. They control – and profit from – enterprises such as gold mining and military contracting. A transition to democracy could have eroded these undeserved perks of power.

A BATTLE OF THE GENERALS

In any event, infighting began between President al-Burhan and another leader of the 2021 coup, General Mohamed Hamdan Dagalo, who is better known as Hemedti. The two were one-time allies. They both originally supported former president al-Bashir. And they both played a key role in brutally quelling a 16-year-long **civil war** starting in 2003 in the vast western region of Darfur that mainly pitted Arabs against non-Arabs. Roughly 300,000 people died as a result of the conflict; another two million were displaced.

During the Darfur conflict, General Burhan moved up the ranks to run the army. Meanwhile, General Dagalo commanded the Arab **militias** there known as the Janjaweed. They

cooperated, using brutal tactics to squash the rebellion of poorly-treated non-Arabs, but now disagree on how the country should be run.

The big issue? General Dagalo is head of a **paramilitary organization** called the Rapid Support Forces (RSF), which grew out of the Janjaweed. President al-Burhan wanted to integrate the RSF into the regular army, under his charge. That didn't sit well with General Dagalo, who saw his own hold on a **lucrative** business threatened. The RSF has a big stake in the gold mines of Darfur, which help fund RSF troops. If General Dagalo's forces amalgamate with those of the regular army, he would likely give up power over the gold mines – and his fighters – to President al-Burhan. That would weaken his influence significantly.

DID YOU KNOW?

In 2011, South Sudan broke away from Sudan after over 20 years of guerrilla warfare. Some two million people are estimated to have died and four million displaced as a result of the war, and the famine and disease it caused.

A CEASEFIRE – AGAIN

The two groups are equally matched. General al-Burhan's troops command the air and have more weapons, but General Dagalo's fighters are more effective on the ground, so there's no telling who might prevail. Fighting has been especially intense in Khartoum, where bombings and gun battles have shattered the peace. Analysts say the RSF has a slight edge over the regular army in the city.

The conflict is also severe in Darfur, where 20,000 civilians have fled to Chad. Thousands more have been forced from their homes and police are asking civilians to arm and defend themselves.

On May 2, both parties agreed to extend a temporary ceasefire to seven days, but air strikes and shooting in Khartoum continued. Previous short-term ceasefires didn't last either

IS THERE A WAY OUT?

Observers fear the fighting may widen into tribal warfare.

“Before the war started, we saw both Hemedti and General al-Burhan stoking ethnic divisions, addressing their own **constituencies**,” said one expert.

Meanwhile, ordinary Sudanese, who had great hopes for democracy, are despairing. Millions already live in refugee camps and about one-quarter of the population barely has enough to eat. That's forcing some to make a terrible choice.

“We didn't have food,” said one man who had been trapped by the fighting in his home for almost a week. “[But] we preferred to die of hunger [to] getting hit by a bullet on the street,”

Diplomats are trying to negotiate with the two leaders, but sadly, no one expects a quick end to the fighting.

“They have had a year and a half after the coup where they failed to run the country. What sort of deal could these two men reach?” asked BBC analyst Mohanad Hashim. ★

DEFINITIONS

CIVIL WAR: a war between groups of people in the same country

CONSTITUENCY: a group of people in society who are likely to support a person, an idea or a product

COUP: a sudden change of government that is often violent

LUCRATIVE: producing a large amount of money

MILITIA: a group of people who are not professional soldiers but who have had military training and can act as an army

PARAMILITARY ORGANIZATION: an illegal group that is organized like an army



COMPREHENSION QUESTIONS

1. What is the population of Sudan? How many are farmers?

2. Describe this country's economy.

3. List at least four other important facts about Sudan.

4. Who was the leader of Sudan from 1989 until 2019?

5. Where is he now?

6. Explain how and why he ended up there.

7. Explain what the Rapid Support Forces are. Who is the leader of this armed group?

8. When did the latest fighting start in Sudan? What was the reason for the outbreak of violence?

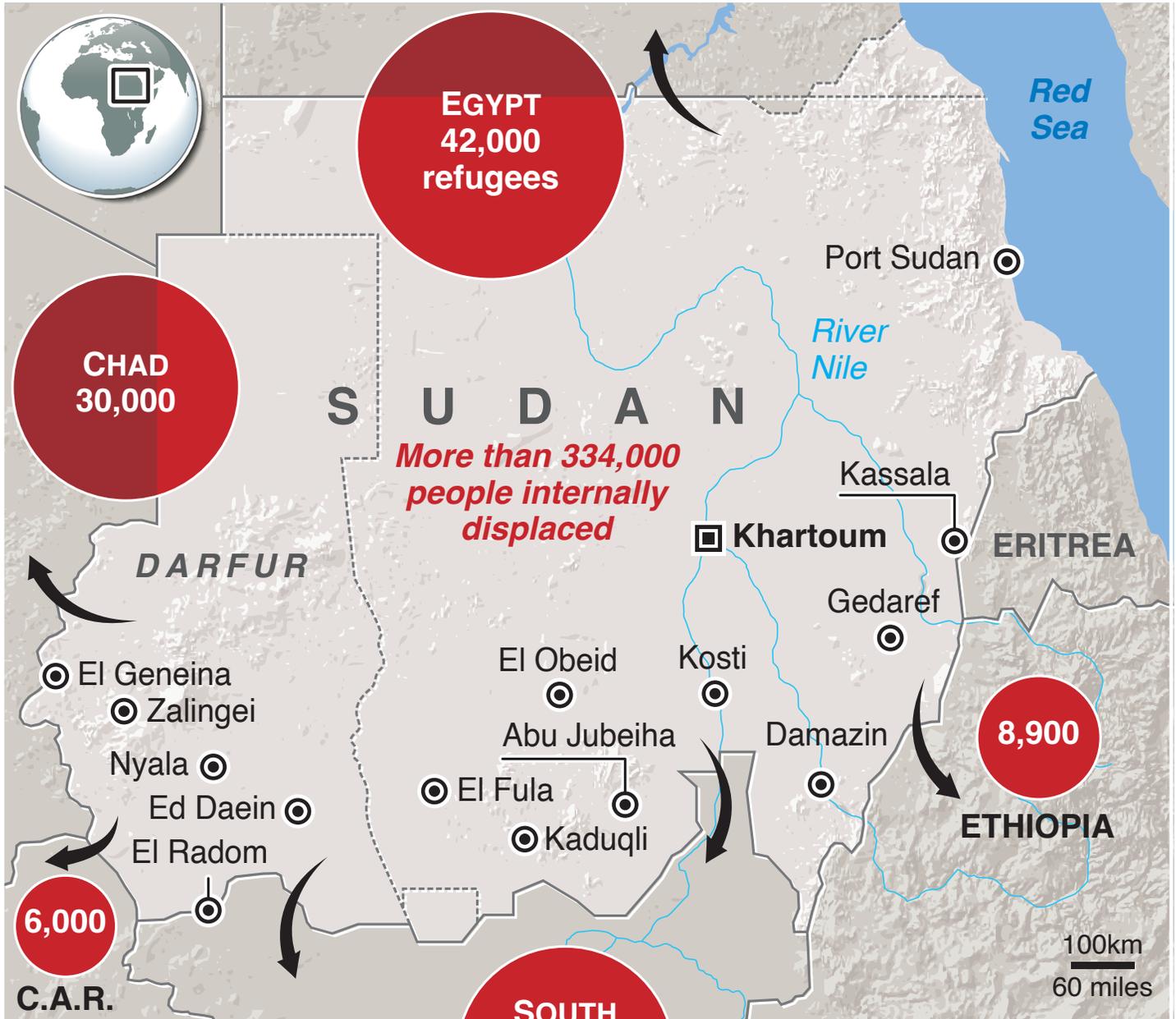
9. Describe how many of Sudan's civilians have been affected by this conflict.



INFOGRAPHIC

Sudan conflict forces 100,000 to flee

The war has driven 100,000 people across Sudan's borders, with the fighting rapidly creating a humanitarian crisis



■ UN predicts over 800,000 people could try to escape conflict by end of year

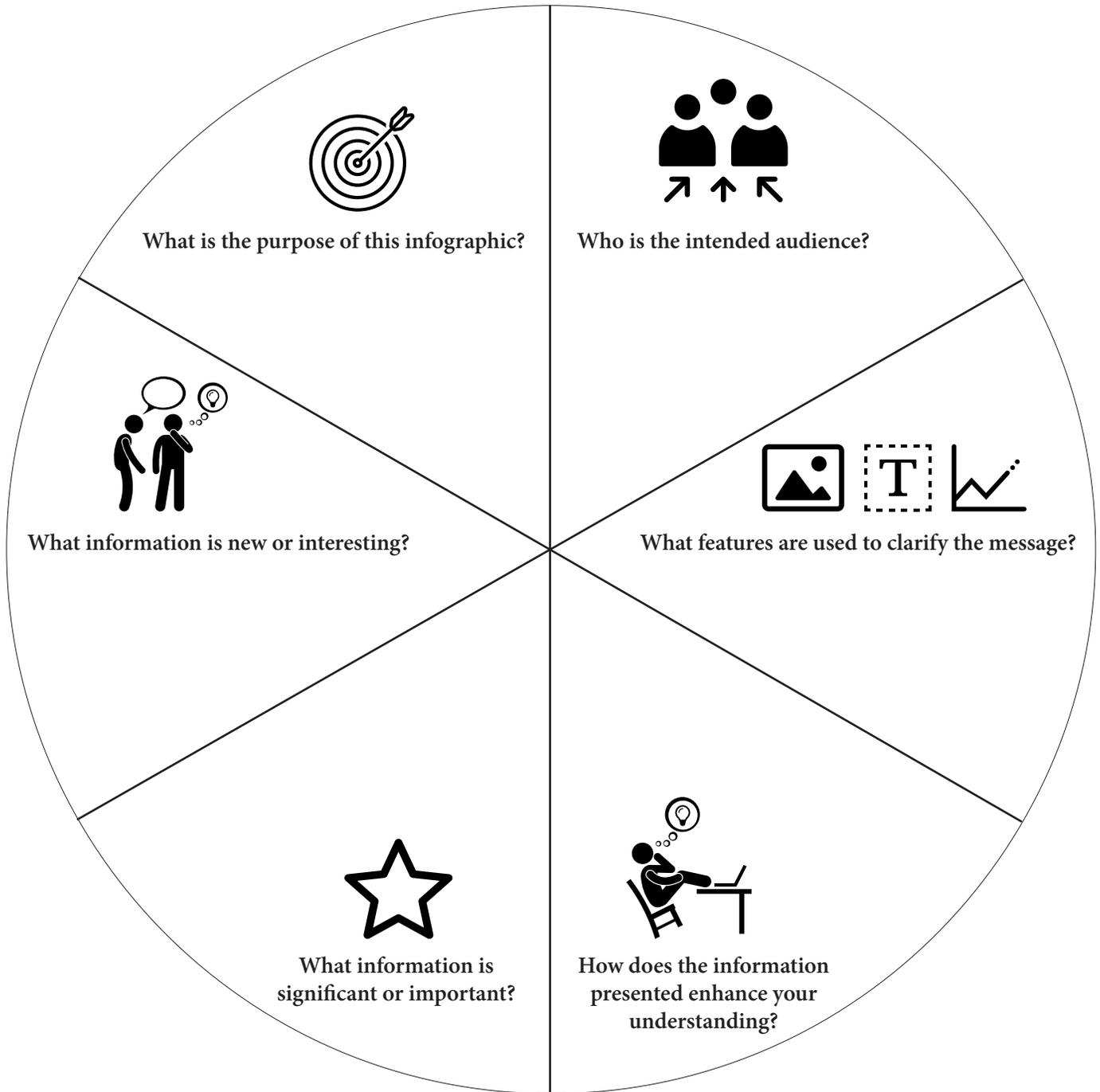
■ More than 450 people have died and over 4,000 injured – WHO estimates

Source: UNHCR

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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



SUDAN ON THE BRINK OF DISASTER

QUESTIONS FOR FURTHER THOUGHT

1. Before this conflict, President al-Burhan and General Dagalo worked together as allies to oust Sudan’s former leader, President al-Bashir, from office. As you see it, how might the former relationship and cooperation between these two men influence their choices and actions as rivals during this civil war? Support your ideas with examples.

2. The article describes the terrible living conditions for many Sudanese citizens during this dangerous conflict. As you see it, what is the role of the international community in supporting Sudan and its citizens during this devastating civil war? Explain.

3. Since Sudan gained independence in 1956, there have been 35 coup attempts to overthrow the government. What might this tell you about Sudan’s government and the Sudanese people’s trust in its ability to run the country? Give examples to explain your thinking.



QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the situation in Sudan and the failed attempts at securing a ceasefire to get help to innocent civilians:

<https://www.youtube.com/watch?v=GSkWmYfXFYI> [4:58]

<https://www.cbc.ca/player/play/2201443907994> [2:06]

<https://www.cbc.ca/player/play/2202531395940> [2:07]

What did you learn?

2. Learn about the Canadian connection to Sudan and its efforts to evacuate Sudanese Canadians and Canadian nationals from the country:

<https://www.cbc.ca/player/play/2204153411552> [19:32] (podcast)

<https://www.cbc.ca/news/world/sudan-canada-evacuation-flights-1.6827327> [2:25]

<https://www.cbc.ca/player/play/2198807619662> [3:06]

<https://www.cbc.ca/player/play/2197833795710> [2:03]

<https://www.cbc.ca/news/world/sudan-conflict-exodus-1.6828034> [2:06]

<https://www.cbc.ca/news/politics/sudan-civil-war-evacuation-1.6833712>

Do you feel that Canada is doing enough to provide assistance during this conflict? Explain.

3. Explore the relationship between President al-Burhan and General Dagalo and the details of Sudan's troubled history:

<https://www.cbc.ca/player/play/2203036739519> [6:25] (podcast)

<https://www.youtube.com/watch?v=vJhWguVJm3o> [4:35]

<https://www.youtube.com/watch?v=EHvL8Mgh2SY> [1:31]

What questions do you have?

4. How has the United Nations responded to this conflict?

<https://news.un.org/en/story/2023/04/1135857>

5. Discover how this conflict might impact the international community:

<https://www.youtube.com/watch?v=gJ4lNyb-Pbg> [2:38]



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.

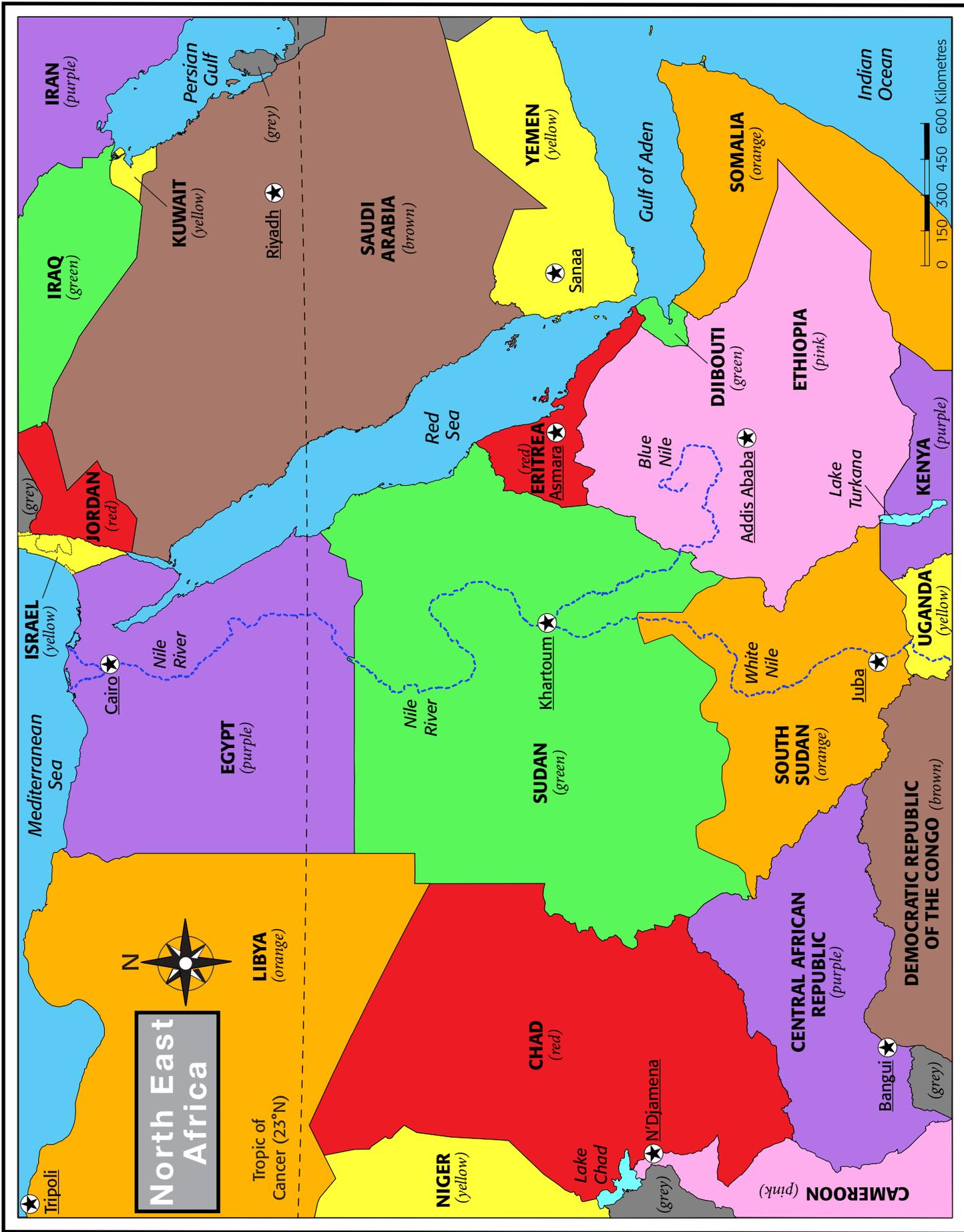
5. How is distance communicated on the map? Give an example.

6. What is the capital of Sudan?

B. Analyzing the map:

1. Describe the location of Sudan relative to other features on the map. Aim for 5-10 descriptors. (*E.g., Sudan is located to the south of Egypt.*)

2. In what ways does this map help you to better understand the context of the conflict in Sudan? Explain.





THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

BEFORE READING

1. Write "organ donation" on the board along with the following two questions:

Do you know or know of someone who needs/needed an organ donation?

Which organs are people able to donate/have transplanted?

2. Have students share what they know in small groups, then with the class. Clarify the answer to the second question if needed (*heart, kidneys, liver, lungs, pancreas, small intestines, eyes, bone, skin, and heart valves*).

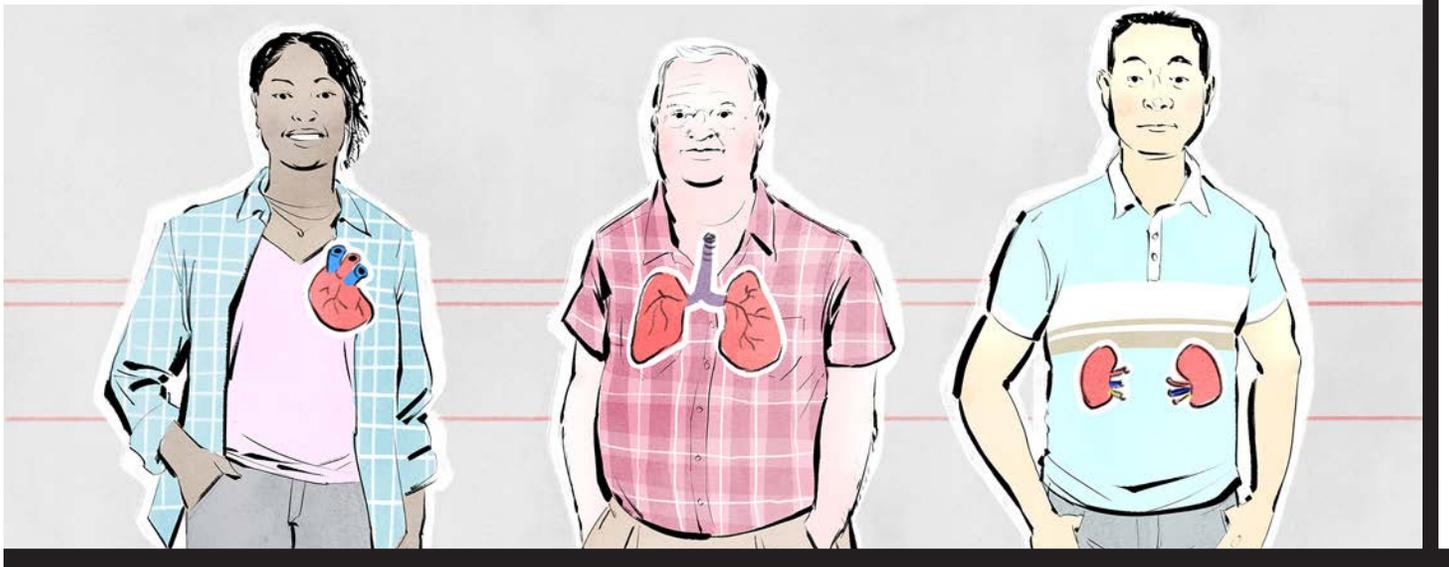
3. Divide the class in two. Have one group consider the reasons why people would choose to donate their organs. (E.g., to help others; once you've died you don't need them anymore; etc.) Have the other group consider the reasons why people would choose not to donate their organs. (E.g., for reasons of faith; they may have pre-existing conditions they don't want to pass to a recipient; etc.)

4. Invite students to share their thinking with the class.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.

**THE GIFT OF LIFE**

- ORGAN DONATION IN THE SPOTLIGHT



Brandy Hehn of Regina, Saskatchewan, is alive today because people donated their organs.

Ms. Hehn is a two-time organ transplant recipient. As a teenager, she was diagnosed with a rare liver disease. In 2009, she received a liver transplant from a deceased donor. But then, her kidneys failed. She went on dialysis; that bought her some time. A dialysis machine removes toxins from the body when kidneys can't.

"Dialysis is zero, zero, zero fun," says Ms. Hehn.

She was put on the transplant list for a kidney in 2020. As a former liver recipient, she was not sure she would be fortunate enough to receive a second donation. As it turned out, she waited only a few months on the list.

Maybe it was just luck, but Ms. Hehn doesn't think so. She believes it was the "Logan Boulet Effect" that helped her get a kidney in such a short time.

A TRAGIC EVENT

Five years have passed since the Humboldt Broncos bus crash shocked Canada. The Broncos are a Junior hockey team from Saskatchewan. On April 6, 2018, the team was on its way

to a playoff game when a transport truck hit the bus. Thirteen passengers survived; sixteen died. One of the deceased was 21-year-old defenseman Logan Boulet.

Just weeks before the crash, on his birthday, Logan had signed his organ donor card. He had been inspired by his coach, Ric Suggit, an organ donor who died in 2017 of a cerebral hemorrhage. Mr. Suggit's death was a tragedy, but he saved lives, and Logan told his family he wanted to do the same one day.

So on April 7, after his life was cut short, Logan's heart, lungs, liver, kidneys, pancreas, and corneas were donated. Officials later told his family that all the transplants were successful and all of the recipients were still alive.

INSPIRED TO GIVE

Logan's generosity became part of the story of the tragic bus crash. Word spread across Canada and in the days and weeks that followed the accident, almost 150,000 people registered to become organ donors.

Five years after the tragedy, the "Logan Boulet Effect" continues to inspire Canadians to sign up. Logan's parents, Toby and Bernadine Boulet, travel

widely, sharing his story and hoping to inspire others to give the gift of life.

"As we approach five years, we still get people who come and tell us, 'I registered because of Logan's story,'" Logan's mother said.

Logan's father, Toby Boulet, sometimes refers to the "Logan Boulet Effect" movement as their silver medal. It's the best thing to come out of their worst loss.

AN EVER-PRESENT NEED

Every April 7, Canada celebrates Green Shirt Day in Logan's honour. Green is the official colour of organ and tissue donation. It represents the hope donors provide to patients in need. As it happens, April is also Donor Awareness Month.

In 2021, there were 2782 organ transplants in Canada. According to Canadian Blood Services, more than 4000 Canadians are on the waitlist for an organ transplant each year, and about 250 of these patients die before they can receive the organs they need.

A 2022 poll showed that 84 percent of Canadians are in favour of the donation of human organs and tissue after death. However, only 68 percent



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

said they would want their organs and tissue donated. According to the Canadian government, less than one quarter of Canadians are registered organ donors.

DID YOU KNOW?

Living donations are also possible. One kidney, or part of the liver, lung, small bowel, or pancreas can be donated. The most common living donations are one kidney or part of the liver.

HOW A TRANSPLANT WORKS

The process to become a donor varies from province to province. It usually involves filling out a form, on paper or online. (The exception is Nova Scotia, where by law any person who has lived in the province for a year or more is a potential organ donor after death, unless they opt out.)

Even if they register, most people will not end up being organ donors. Less than two percent of people die in such a way that their organs can be considered for transplanting.

Generally, donors will have suffered a brain injury that has led to brain death. Brain death is not the same as a coma where some brain function is present. A person who is brain dead has lost all brain function. The person is dead even though the heart continues to beat and a breathing machine maintains breathing.

However, because blood can still be flowing to other body organs after brain death, if these organs are healthy and working well, they can be transplanted into another person. Organs that can be donated include the heart, liver, kidneys, lungs, pancreas, small intestine, eyes, bone, skin, and heart valves. It's possible for one donor to save up to eight lives, and benefit over 75 people.

Donated organs are matched to recipients based on blood type, height, weight. Recipients are prioritized based on how sick they are, and how long they have been waiting for a transplant. Once a recipient is chosen, that person gets a call to come right away to the transplant centre where the transplant team is assembling. Meanwhile, surgeons remove and package the donor organs for delivery to the transplant centre.

Time is of the essence. Transplants usually occur within the same province. Cross-province transplants can take place if the medical team is sure they can get the organ to where it needs to be in time.

Once it arrives, the organ is put into the patient, then attached to the patient's arteries or veins so that blood can start flowing through it.

An organ recipient will be on anti-rejection drugs for life. Rejection is a normal reaction of the body to a foreign object or tissue. The body's immune system reacts to what it thinks is a threat and the immune cells attack the cells of the new organ. Anti-rejection medications trick the immune system into accepting the transplant.

The patient's transformation can be amazing, says James Breckenridge of the Canadian Transplant Association. Someone can start out in a coma and "on a computer, complete life support, ventilated, just an incredible amount of wires and stuff hanging inside and out of them" before a transplant.

"When you see a person like that go from that to, within a week, walking and standing up and being bright pink colour and healthy, it's an amazing miracle to see."

USING HER SKILLS

In the past, Brandy Hehn found it difficult to talk about her organ transplants. Remembering her illness can be painful – but gratitude has brought her forward.

Ms. Hehn is a multimedia designer. She wanted to find a way to thank Logan's parents for the work they do in promoting organ donation, and for the hope they provide for so many people.

So, she designed the 2023 Green Shirt Day logo. Her design was inspired by the Pittsburgh Penguins logo, since Logan loved Sidney Crosby. The logo includes two hockey sticks, as a nod to the sticks that people put on their front porches after the Humboldt crash. It also incorporates 29 stars, honouring all the passengers on the Broncos bus—those who died and those who lived.

The logo also features calls to action: "Register" and "Tell your family."

Ms. Hehn hopes her design will help encourage people to consider—and talk about—organ donation.

"My hope is that people will see this design, wear the shirt and spread awareness about Green Shirt Day and the #LoganBouletEffect and what the Boulet's continue to do for all of us needing an organ transplant." ★



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

COMPREHENSION QUESTIONS

1. Which organs can a living person donate?

2. List at least five other organs can be transplanted.

3. How many transplants were performed in Canada in 2021?

4. Where do the Humboldt Broncos play hockey? What kind of a team are they?

5. What tragic event did this team experience five years ago?

6. Who was Logan Boulet? Describe the circumstances surrounding how he came to be an organ donor.

7. What is the "Logan Boulet Effect"? Explain why it is still continuing.

8. When is **Green Shirt Day**? What is the purpose of this 'green' day?

9. Who designed the Green Shirt Day logo?

10. Explain and describe the reasons behind the design.



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

QUESTIONS FOR FURTHER THOUGHT

1. The article tells us the organ transplant story of Brandy Hehn and the components of her 2023 Green Shirt Day logo design. As you see it, how has Green Shirt Day impacted the lives of Ms. Hehn and other organ recipients and their families? Support your ideas with examples.

2. The province of Nova Scotia has a 'presumed consent' model of organ donation. This means that a person who has lived there for at least a year, and who dies, is presumed to be an organ donor unless they've opted out of this consent. Do you agree or disagree with this model? Give reasons to support your response.

3. A 2022 poll found that 84 percent of Canadians are in favour of organ and tissue donation. Yet according to the federal government, less than one quarter of Canadians are registered organ donors. As you see it, why might Canadians be hesitant to register for organ donation despite being supportive of it? Give reasons to support your response.



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about organ donor Logan Boulet and how his parents are honouring his legacy:

<https://www.cbc.ca/news/canada/calgary/humboldt-broncos-organ-donation-increase-1.4612143>

<https://www.cbc.ca/news/canada/manitoba/bronco-defenceman-organ-heartbeat-1.5976702>

What did you learn?

2. Discover how Green Shirt Day was established and how it has inspired the "Logan Boulet Effect":

<https://www.cbc.ca/news/canada/saskatchewan/loganbouleteffect-and-green-shirt-day-still-inspire-organ-donors-5-years-after-bus-crash-1.6804507>

<http://www.cbc.ca/player/play/1481041987835> [2:08]

<https://greenshirtday.ca/>

What questions do you have?

3. Visit the Canadian Transplant Association and check out the ambassador tool kits for Green Shirt Day:

<https://www.canadiantransplant.com/green-shirt-day>

4. Explore some of the medical and ethical questions concerning organ donation:

<http://www.cbc.ca/player/play/1882209347572> [4:01]

5. Hear from doctors and families why we should consider organ donation:

<https://www.cbc.ca/player/play/2020297795989> [44:57] (podcast)

<https://www.cbc.ca/player/play/2197544515597> [6:51] (podcast)

<https://www.cbc.ca/player/play/2198622787675> [8:09] (podcast)

What impressions do you take away from these discussions?

6. Learn more about the presumed consent model of organ donation that is the law in Nova Scotia:

<http://www.cbc.ca/player/play/1470401091800> [2:22]

<https://www.cbc.ca/news/canada/nova-scotia/ns-presumed-consent-organ-donation-one-year-later-1.6322816>

7. What does the federal government say about organ donation across Canada?

<https://www.canada.ca/en/health-canada/services/healthy-living/blood-organ-tissue-donation/organ-tissue.html>



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. 49. 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. 50);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.

5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!



INQUIRY PROJECT PLANNER

Topic: _____

Inquiry question:

This question is important to me because ...

Research questions:

-
-
-
-
-
-

Resources I'll use:

How I will document my findings:

How I will share what I've learned:

Due:



INQUIRY RESEARCH ORGANIZER

HINTS:

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

NOTE:

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

Check Your Sources



Identify the source

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

Analyze the information

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

Inquiry Question: _____

Q:	Q:
A:	A:



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.

**ASSESSMENT RUBRIC**

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).

**ALBERTANS ARE GOING TO THE POLLS**

1. What will happen on May 29 in Alberta?

An election will decide which party will form the next government.

2. How many seats are in the Alberta legislature?

There are a 87 seats. (The legislature is located in the capital Edmonton.)

3. How many seats does a party need to win the election?

A party needs 44 of 87 seats. (Analysts predict a close race.)

4. Name the current premier of Alberta. Which political party does she lead?

Danielle Smith is the premier and she leads the United Conservative Party. (The UCP held 63 seats at dissolution.)

5. Where is this party on the political spectrum? What does this party stand for? Explain.

The UCP is on the right of the political spectrum. It is conservative – it prefers less government programs and it supports individual freedoms and responsibilities. (Conservatives often favour tough-on-crime measures and low taxes.)

6. Name the current opposition leader. Which political party does she lead?

Rachel Notley is the leader of the New Democratic Party and a former premier. (The NDP held 23 seats at dissolution.)

7. Where is this party on the political spectrum? What does this party stand for? Explain.

The NDP is left of centre. The NDP supports a mixed economy and believes government programs are needed to address issues such as poverty and inequality. (Left of centre parties usually favour public programs and government involvement in society – e.g. public health care and public education.)

8. Explain why the ridings in Calgary are especially important in this election.

Analysts say the results in Alberta's largest city (26 seats) could determine the election. (The pandemic emptied much of Calgary's downtown and businesses in the downtown core are hurting.)

9. Describe the policies both major parties have put forward as their solution to revitalize downtown Calgary.

Ms. Notley says an NDP government will build a \$200-million post-secondary campus downtown to promote innovation and diversification. Ms. Smith wants to spend \$330 million on a new sports and entertainment arena to replace the Saddledome, current home of the Calgary Flames.

10. List and describe at least three other key election issues.

1) **Anger over how the UCP government handled the pandemic.** As the crisis wore on, officials waffled about lockdowns, vaccines, and mask mandates, and some people believed this worsened the healthcare emergency.

2) **Government spending.** Alberta has a \$2.4-billion budget surplus, thanks to a rebounding oil and gas industry. The UCP government used some of this money to invest in health care and education – moves fairly popular with voters.

3) **Taxes and the economy.** The UCP promised to lower personal income taxes by \$760 a year for people making over \$60,000. It also promised to extend the policy of not collecting provincial tax on gas and diesel fuels. NDP Leader Notley warned that cutting taxes could harm government revenue and cause economic instability. She said the NDP would use formulas and rules established by economists to control future spending. She also promised to further diversify Alberta's economy and lessen oil dependence.

**ALBERTANS ARE GOING TO THE POLLS**

- 4) The pandemic revealed major weaknesses in Alberta's healthcare system. Ms. Smith proposed more user-pay private clinics and reduced wait times for medical procedures. She also promised the UCP would decrease ambulance bottlenecks. As well, her government has put aside \$158 million to hire and retain health workers. The NDP promised to recruit many healthcare workers. It also pledged to oversee the creation of teams made up of doctors, specialists, nurses, and mental health therapists so Albertans can get care quickly.
- 5) Crime in urban areas. Ms. Smith says her party will put 100 more police in high-crime areas and will spend more to help those with mental health and addiction issues. Ms. Notley's plan is for more money for police and 150 more street-level officers. She wants them to work in teams with social workers and mental health practitioners.

Quiz:

1. e; 2. c; 3. a; 4. True; 5. False; 6. False;
7. Jason Kenney; 8. Calgary; 9. taxes; 10. *Answers will vary.*

INSTRUCTIONS

1. Use the link below to complete the table to show the results of the past eight Alberta elections: (major parties only)

<https://www.elections.ab.ca/elections/election-results/historical-results/>

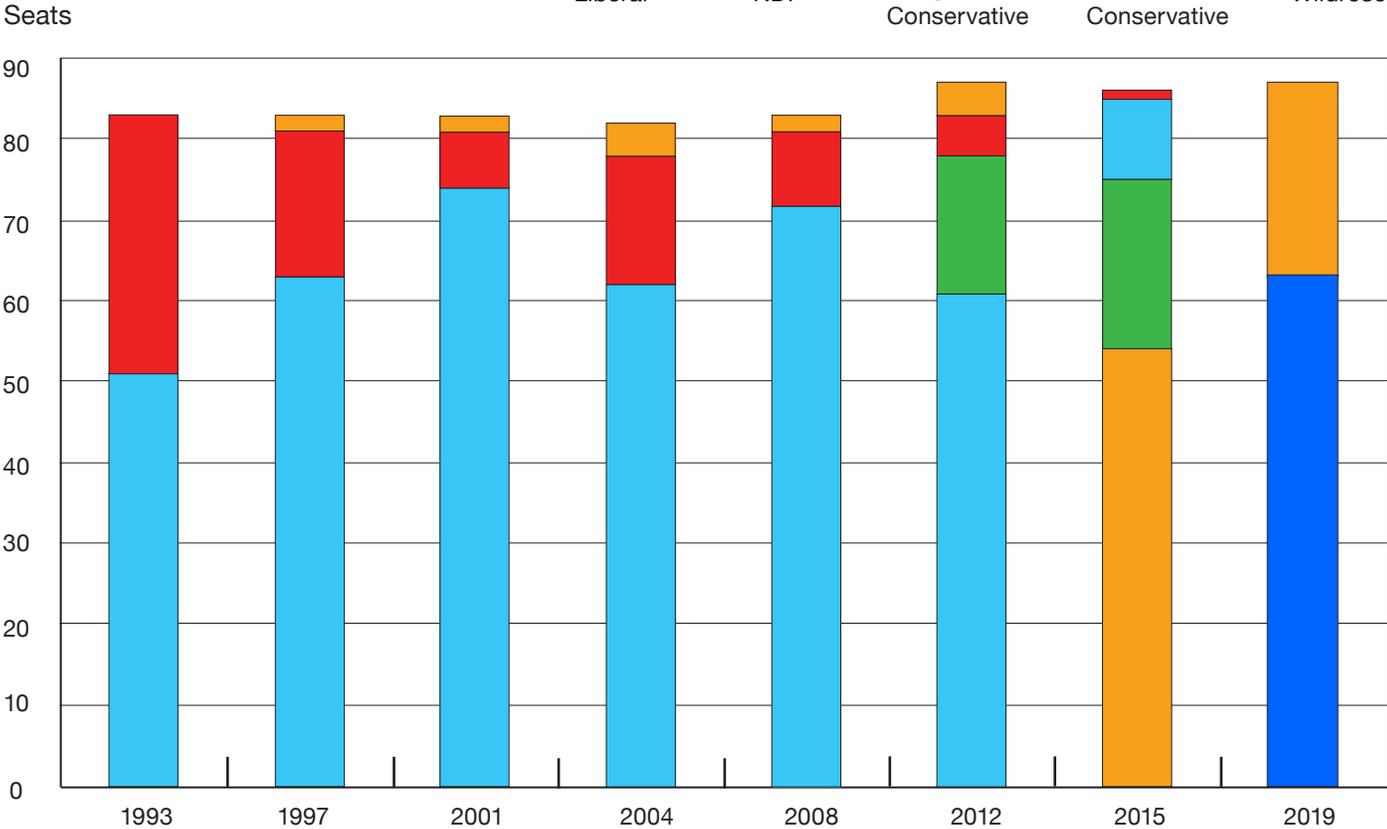
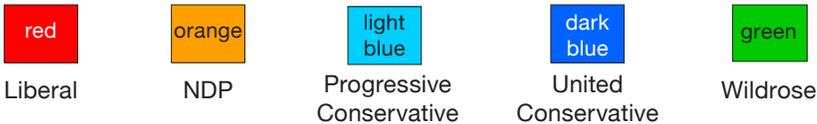
Party	1993	1997	2001	2004	2008	2012	2015	2019
Liberal	32	18	7	16	9	5	1	0
NDP	0	2	2	4	2	4	54	24
Progressive Conservative	51	63	74	62	72	61	10	
United Conservative								63
Wildrose					0	17	21	

2. Plot a bar graph to show each party's total seat count for each election from 1993 to 2019. Shade the part of each bar using the colours indicated below.

3. Label your graph with a proper title.

4. Carefully examine your graph. What observations can you make and what conclusions can you draw? Explain. ★

Alberta Election Results (1993 - 2019)





KING CHARLES IS FORMALLY CROWNED

1. What important event occurred in September 2022 that affected the United Kingdom and the British royal family?

Queen Elizabeth II passed away. (She had ruled the UK and headed the Commonwealth of Nations since 1952.)

2. When and where was King Charles III's coronation held?

King Charles' coronation was held on May 6 in London, England. (He was the eldest son and heir to the throne.)

3. Why is this ceremony important? **Experts say the coronation is an important transition – a solemn rite steeped in religion that uplifts, transforms, and confirms a monarch in the eyes of the people.**

4. Why was the coronation delayed for eight months?

The crowning of a new monarch takes place after a period of mourning for the previous ruler. (Another reason for the delay is because an event of this scale requires much planning.)

5. Describe the procession from the King's official residence to Westminster Abbey.

The King and his wife Camilla (Queen Consort) travelled from Buckingham Palace to the 754-year-old Anglican church in a gilded wooden coach pulled by six grey horses. Flanking the couple were 1000 members of the British army, navy, and air force. Nearly 30,000 police officers were stationed along the route and elsewhere. (This was the 40th coronation. Prime Minister Trudeau and many other heads of state, politicians, and dignitaries also attended.)

6. Who performed the coronation ceremony?

The Archbishop of Canterbury, head of the Church of England, conducted the ceremony.

7. Briefly describe at least three of the traditional objects that were part of the coronation ceremony.

- 1) **The Coronation Chair – built in 1300 for Charles' ancestor Edward I;**
- 2) **Two golden scepters – symbolizing good governance and allegiance to the Church;**
- 3) **The Royal Orb – a golden ball signifying Charles' role as a Christian leader;**
- 4) **St. Edward's Crown – nearly a foot tall and weighing 2.3 kilograms, was placed on King Charles' head.**

8. How did King Charles try to modernize his coronation? Explain.

The new King invited leaders of other religions to participate in the proceedings to show that he respects all faiths. He also trimmed the guest list to 2000 (8000 attended his mother's coronation). He invited members of the public to pledge their allegiance (in the past only nobles were asked to do so).

9. As king, what does Charles III lead beside the United Kingdom?

King Charles III heads the Commonwealth of Nations, a 56-country organization that is committed to democracy, gender equality, sustainable development, peace, and security. He is also head of state of 15 Commonwealth countries, including Canada, Australia, and New Zealand.

10. Why has support for the monarchy decreased over the years? Explain.

Many believe that the monarchy is an outdated institution. Critics see it as a relic of colonialism, a period in history when Britain took control of less powerful countries and their riches and resources.

11. Which former colony is asking for the return of treasures that were taken by the British during their rule? Explain.

Britain ruled India from 1858 to 1947. Many Indians now say Britain looted their country, robbing it of priceless jewels and other valuable goods. They are demanding these be returned. By one estimate, the British siphoned off \$45 trillion worth of treasures including the Koh-i-Noor diamond, a stone the size of an egg valued at \$20 billion. The jewel was reportedly “gifted” to Queen Victoria in 1849.

**KING CHARLES IS FORMALLY CROWNED****Editorial Cartoon:**

1. *Answers will vary.*
2. On May 6, the coronation of King Charles III took place at Westminster Abbey. Charles became King when his mother, Queen Elizabeth II, passed away last September. Charles faces some obstacles as King. While 55 percent of Britons full support the monarchy, almost as many do not. Meanwhile, 14 percent of under-35-year-olds don't believe the monarchy is especially important. Added to this, Queen Elizabeth II was a very popular monarch – while many people do not particularly like Charles as a person.
3. The cartoon shows King Charles, dressed in coronation regalia and holding coronation symbols, standing in very large women's shoes – presumably those of his mother.
4. The perspective is that of the cartoonist.
5. The cartoonist may be suggesting that King Charles III has some very large shoes to fill. He will struggle to be as popular as his mother in his role as the UK's new monarch, during a time when there is less support for the monarchy in general.

Quiz:

1. c; 2. c; 3. b; 4. True; 5. False; 6. True;
7. monarchist; 8. Archbishop; 9. India; 10. *Answers will vary.*



SUDAN ON THE BRINK OF DISASTER

1. What is the population of Sudan? How many are farmers?

The population is about 47 million. About 80 percent of the population are farmers.

2. Describe this country's economy.

The crops farmers grow include peanuts, sorghum, millet, wheat, sugarcane, tapioca, mangos, bananas, sweet potatoes, and sesame. In 2021, Sudan's main export was oil, which was valued at just under \$400 million (US). Sudan is one of the world's poorest countries. The average annual income is just over \$1000 (CA).

3. List at least four other important facts about Sudan.

- 1) It is located in northeast Africa.
- 2) At nearly two million square kilometres, it's about the size of Nunavut.
- 3) Most of Sudan's population is Muslim, with a small Christian minority.
- 4) The capital is Khartoum, which has a population of over five million.
- 5) Arabic is the main language.
- 6) President Abdel Fattah al-Burhan is the head of state.
- 7) In 2011, South Sudan broke away from Sudan after 20+ years of guerrilla warfare.

4. Who was the leader of Sudan from 1989 until 2019?

President Omar al-Bashir.

5. Where is he now?

Mr. al-Bashir is in a Sudanese jail. He is also wanted by the international criminal court on charges of genocide and other crimes.

6. Explain how and why he ended up there.

Mr. al-Bashir was a cruel dictator who ruled for 30 years. He was president during a 16-year-long civil war that began in 2003 in the eastern region of Darfur. Some 300,000 people died during this war and over two million were displaced. In 2019, huge protests called for Mr. al-Bashir to step down and for the nation to transition to democracy. Sudan's Armed Forces (SAF) ousted Mr. al-Bashir. The head of the military, General Abdel Fattah al-Burhan, became president.

7. Explain what the Rapid Support Forces are. Who is the leader of this armed group?

General Mohamed Hamdan Dagalo (a.k.a. Hemedti) commanded the Arab Janjaweed militias in Darfur. During the war, General Dagalo worked with the regular army and used brutal tactics to squash the rebellion of poorly-treated non-Arabs. The Janjaweed have now evolved into the Rapid Support Forces (RSF) and are still led by General Dagalo.

8. When did the latest fighting start in Sudan? What was the reason for the outbreak of violence?

Hostilities broke out on April 15. President al-Burhan wanted to merge the RSF into the regular army, under his command. General Dagalo was opposed. The RSF has a big stake in the gold mines of Darfur, which help fund RSF troops. If General Dagalo's forces amalgamate with the regular army, he would likely give up power over the gold mines – and his fighters – to President al-Burhan. That would weaken his influence significantly.

9. Describe how many of Sudan's civilians have been affected by this conflict.

By mid-May, at least 600 civilians had died and another 5000 were wounded. About 160,000 people fled Sudan. Another 700,000 people have been displaced within Sudan. The five million residents of the capital, Khartoum, are facing food, water, and electricity shortages. Private homes and hospitals are being looted or bombed. In the Darfur region, police asked civilians to arm and defend themselves. The situation is critical. (Most countries closed their embassies and evacuated their staff. Many foreigners also left Sudan, including relief workers.)

Quiz: 1. d; 2. c; 3. a; 4. True; 5. False; 6. True; 7. coup; 8. Janjaweed; 9. Rapid; 10. Answers will vary.



THE GIFT OF LIFE – ORGAN DONATION

1. Which organs can a living person donate?

A living person can donate a kidney, or a portion of their liver, lung, small bowel, or pancreas. The most common living donations are one kidney or part of the liver.

2. List at least five other organs can be transplanted.

Organs that can be donated include the: 1) heart; 2) lungs; 3) pancreas; 4) small intestine; 5) eyes; 6) bone; 7) skin; and 8) heart valves. (It's possible for one donor to save up to eight lives, and benefit more than 75 people.)

3. How many transplants were performed in Canada in 2021?

In Canada, 2782 life-changing transplants occurred in 2021. (However, there over 4000 patients on the waiting list.)

4. Where do the Humboldt Broncos play hockey? What kind of a team are they?

The Humboldt Broncos are from Saskatchewan. They are a 'Junior A' hockey team. (Junior hockey is a level of competitive ice hockey for amateur players between 16 and 21 years old.)

5. What tragic event did this team experience five years ago?

On April 6, 2018, a bus carrying the Humboldt Broncos Junior Hockey team was struck by a transport truck at an intersection. Thirteen passengers survived; sixteen died. (The victims included 10 players, two coaches, a statistician, a broadcaster, the bus driver, and an athletic therapist.)

6. Who was Logan Boulet? Describe the circumstances surrounding how he came to be an organ donor.

21-year-old defenceman Logan Boulet died in the crash. Just weeks before the accident, his coach had inspired him to sign an organ donation card. One day after the crash, Logan's heart, lungs, liver, kidneys, pancreas, and corneas were transplanted successfully. (Health officials announced that all of the transplants were successful.)

7. What is the "Logan Boulet Effect"? Explain why it is still continuing.

The Logan Boulet Effect is the inspiration that Logan gave to Canadians as a young organ donor. In the days and weeks that followed the accident, almost 150,000 people registered to become organ donors. Five years after the tragedy, the "Logan Boulet Effect" continues to inspire Canadians to sign up. Logan's parents travel widely, sharing his story and hoping to inspire others to give the gift of life. Canadians are still telling Logan's parents that they registered for organ donation after hearing Logan's story.

8. When is Green Shirt Day? What is the purpose of this 'green' day?

Green Shirt Day is celebrated on April 7 across Canada in Logan's honour. The purpose is to create awareness and inspire Canadians to register as organ donors. Green is the official colour of organ and tissue donation. It represents the hope donors provide to patients in need.

9. Who designed the Green Shirt Day logo?

Brandy Hehn of Regina, Saskatchewan, is a two-time organ transplant recipient and a graphic designer.

10. Explain and describe the reasons behind the design.

Logan loved Sidney Crosby so the design was inspired by the Pittsburgh Penguins logo. The logo includes two hockey sticks, to remember the sticks people put on their porches after the Humboldt tragedy. It also includes 29 stars, to honour all the people on the bus – those who died and those who lived. The logo also features calls to action: "Register" and "Tell your family." Ms. Hehn hopes her design will help encourage people to consider – and talk about – organ donation.

Quiz: 1. d; 2. e; 3. c; 4. True; 5. True; 6. False; 7. dialysis; 8. immune; 9. green; 10. *Answers will vary.*

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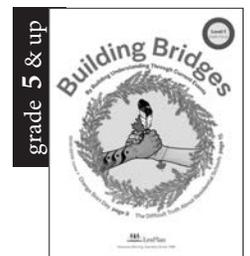
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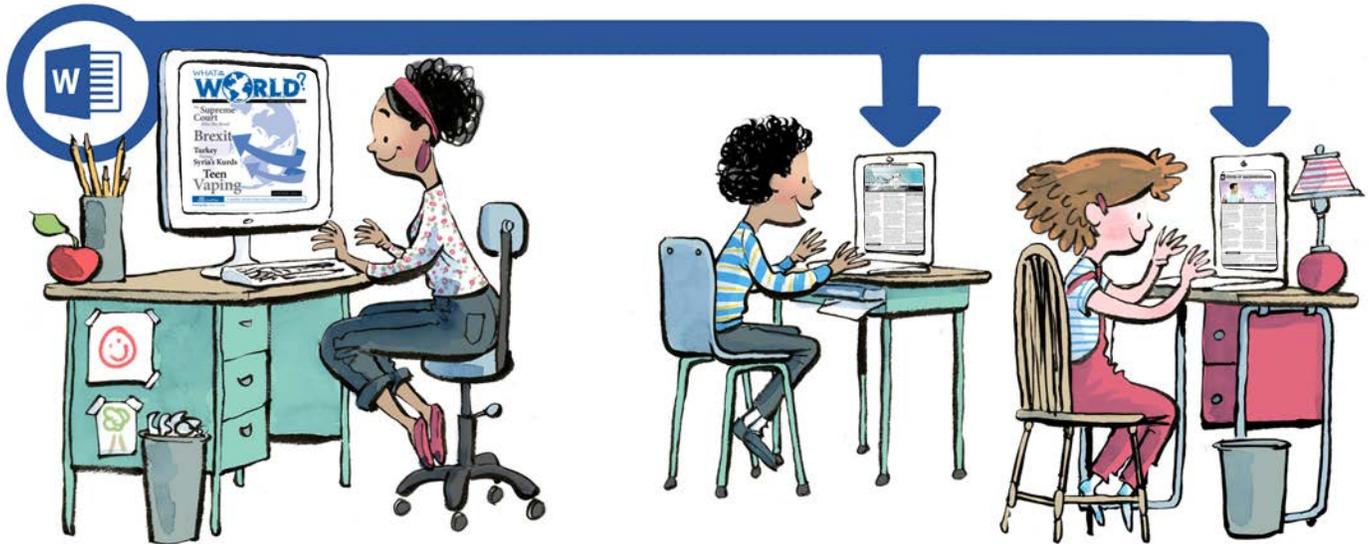
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Issue 1: August 25
Issue 2: September 26
Issue 3: October 24
Issue 4: November 28
Issue 5: January 9
Issue 6: February 21
Issue 7: April 3
Issue 8: May 15

Level 1

Issue 1: August 29
Issue 2: September 28
Issue 3: October 26
Issue 4: November 30
Issue 5: January 11
Issue 6: February 23
Issue 7: April 5
Issue 8: May 17

The Canadian Reader

Issue 1: August 30
Issue 2: September 30
Issue 3: October 28
Issue 4: December 2
Issue 5: January 13
Issue 6: February 24
Issue 7: April 11
Issue 8: May 19

Le Monde en Marche Niveau 2

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Numéro 2 : 3 octobre
Numéro 3 : 31 octobre
Numéro 4 : 5 décembre
Numéro 5 : 16 janvier
Numéro 6 : 27 février
Numéro 7 : 11 avril
Numéro 8 : 23 mai

Niveau 1

Numéro 1 : 1^{er} septembre
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Numéro 3 : 2 novembre
Numéro 4 : 7 décembre
Numéro 5 : 18 janvier
Numéro 6 : 1^{er} mars
Numéro 7 : 12 avril
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Numéro 3 : 4 novembre
Numéro 4 : 9 décembre
Numéro 5 : 20 janvier
Numéro 6 : 3 mars
Numéro 7 : 14 avril
Numéro 8 : 26 mai

Building Bridges Level 2

Issue 1: August 23
Issue 2: November 14
Issue 3: January 16
Issue 4: March 13
Issue 5: May 8

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Issue 1: August 26
Issue 2: November 16
Issue 3: January 18
Issue 4: March 15
Issue 5: May 10

Bâtir des ponts Niveau 2

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Numéro 2 : 21 novembre
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Numéro 4 : 20 mars
Numéro 5 : 15 mai

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• <i>Amazing Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Animals and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Endangered Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Health</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$42 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>O Canada - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$30 each	
• <i>O Canada - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Ocean Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Our Great Outdoors</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Reduce, Reuse, Recycle</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Technology</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$33 each	
• <i>The Environment and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$24 each	
What in the World?	English	Français	Level 1	Level 2	Price Per Product	Amount
• <i>Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$27 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$18 each	
• <i>Legislation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>O Canada</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Technology - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
• <i>Technology - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
					ON add 13% HST NB, NL, NS & PEI add 15% HST	
					All others add 5% GST	
					TOTAL	



BILLING OPTIONS

Invoice school Invoice **Bill To** address

Purchase Order _____

Please charge to: MasterCard VISA

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

CARD NUMBER _____

CARDHOLDER NAME _____ EXPIRY DATE (MM/YY) _____

21.5