

# WHAT IN THE WORLD?



LEVELS 1 & 2 (GRADES 5 AND UP)

## The Russia- Ukraine War



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**BREAKING NEWS**  
MAY 2022



A monthly current events resource for Canadian classrooms

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# WHAT IN THE WORLD?

## WHAT IN THE WORLD?

### Breaking News

May 2022 Issue 8

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### HAY'SXW'QA!

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

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

## MISSION STATEMENT

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



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

*K. Camelon, Grade 7/8 teacher Admaston, ON*



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**BEFORE READING**

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

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about <i>the ongoing Russia-Ukraine conflict and President Putin's determination to emerge the winner in this unprovoked war</i>. Please note that the article details and the supporting resources are difficult and touch on the topics of <i>human casualties, including children, and Ukrainian citizens who have either become refugees in other countries or been internally displaced</i>. The article also discusses the <i>ongoing international military and financial support for Ukraine, and the increased sanctions levied against Russia</i>. There are details of the <i>destruction of the city of Mariupol, the unknown number of civilian casualties there, and the struggle of survivors to either escape or defend their city</i>. 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"> <li>• The Russia-Ukraine war has been ongoing for almost three months.</li> <li>• In mid-May, the United Nations reported that Russian bombs and soldiers had killed over 3000 Ukrainian civilians, including 235 children.</li> <li>• Russia continues to ignore international rules of conflict, attacking civilian sites and targeting innocent people.</li> <li>• More than 5.1 million refugees have fled Ukraine, and another 7.7 million have left their homes and remain internally displaced.</li> <li>• Ukraine is determined to defend itself against Russia. The U.S., Canada, Europe, and others continue to provide military intelligence, weapons, and financial aid to Ukraine. They have also levied more sanctions. A number of high-ranking politicians and representatives have travelled to Ukraine to show their support.</li> <li>• The city of Mariupol has been destroyed. Many civilians were killed; some escaped with the help of the UN and Red Cross.</li> <li>• Russia continues to attack in the south and east of Ukraine and shows no sign of letting up.</li> </ul>	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> <li>• understand the most recent developments in the Russia-Ukraine war;</li> <li>• explain the devastating losses, both physical and human, suffered by Ukraine;</li> <li>• understand the importance of international aid and support for Ukraine during this unprovoked conflict;</li> <li>• understand that 1/4 of Ukraine's people have been displaced, either within the country or in foreign countries as refugees;</li> <li>• consider the importance of democracy, international cooperation, and national sovereignty.</li> </ul>



INTERNATIONAL

# THE RUSSIA-UKRAINE WAR DRAGS ON

## BEFORE READING

1. Share the title of the article with the class: "The Russia-Ukraine War Drags On".
2. Ask students if they can recall when the war began. (February 24, 2022)
3. May 8 marked Day 74 of the Russian invasion and CBC posted a series of 11 photos, all taken on Day 74, that can be found at: <https://www.cbc.ca/news/world/day-74-of-russia-s-invasion-of-ukraine-1.6446053>. Project each picture for 30 seconds while students record their thoughts, emotions, and ideas. (Alternatively, you could divide the class into pairs or triads, providing each with one photograph to analyse in depth.)
4. Have students share their ideas with the class. Note and record similarities.
5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.



Russia's assault on Ukraine began on February 24. Russian President Vladimir Putin falsely claimed Ukraine threatened Russia's security. In fact, the attack was entirely unprovoked. Now, the brutal war may be entering a dangerous new phase.

### **A TRAGIC HUMAN TOLL**

In mid-May, the United Nations (UN) made a sobering report. It said that Russian bombs and soldiers had killed over 3000 Ukrainian civilians. That includes 235 children. However, the actual number is likely much higher. How much higher? No one will know until the fighting stops.

What is known for certain? The Russians have been heartlessly breaking international rules of conflict. They have destroyed residences, schools, hospitals, factories, and shelters. Women,

children, and the elderly have all been targets.

To escape this horror, some 5.1 million people have fled Ukraine. They have been pouring into nearby countries, Europe, and North America. Another 7.7 million have left their homes but remain in the country. Ukraine's pre-war population was about 44 million. These **refugees** and displaced people make up more than one-quarter of that number.

### **MR. PUTIN'S MISTAKE**

Because the battlefield is in Ukraine, no Russian civilians have died. However, the Russian military has had extensive losses. About 40,000 of its soldiers have been wounded or killed out of an invasion force of around 150,000.

These losses are a major setback for Mr. Putin. He expected to be victorious in just days. His huge

army far outnumbers Ukraine's military. Russia also has more weapons – and more powerful ones, too.

### **DEFYING THE ENEMY**

Yet as the conflict wears on, Ukraine has shown great grit and resilience. It is determined to beat back the invaders.

“We are fighting for our children's freedom and therefore we will win,” declared Ukraine's **steadfast** president, Volodymyr Zelensky. He refuses to even consider the possibility of defeat.

Many Western nations have rallied behind Ukraine. They are providing **intelligence**, weapons, and financial aid to help the besieged country. They have also levied crippling **sanctions** against Russia, its leaders, and its **oligarchs**. These sanctions are devastating Russia's economy.

## **DEFINITIONS**

**INTELLIGENCE:** information that is collected about a foreign country, especially one that is hostile

**OLIGARCH:** an extremely powerful Russian who became rich in business after the end of the former Soviet Union

**REFUGEE:** a person forced to leave their country because there is a war or for political, religious, or social reasons

**SANCTION:** an order that limits trade or contact with a country

**STEADFAST:** not changing in your attitudes or aims



What's more, the Russian military has proven to be incompetent and unmotivated, say many observers. Its leaders have suffered **logistical** problems at every turn. Tanks have become stuck in mud. Supplies are slow to arrive.

### MARIUPOL'S LAST STAND

Yet make no mistake. Some areas of Ukraine have been effectively wiped out by Russian forces and bombs. For example, Mariupol, a city in southeastern Ukraine, has been all but destroyed. As of May 10, Russia controlled this city. Mariupol had about half a million people before the war.

"We were hungry [and] the child was crying when the shells were striking near the house," said one Mariupol resident. "We were thinking, this is it, the end."

The number of **casualties** there still can't be counted, but it is known to be high. The people of Mariupol had no food, medicine, and other necessities for weeks. Eventually, the UN and Red Cross helped some escape.

The Russians have two main motives for capturing Mariupol. First, they want to

create a land corridor between the Crimean Peninsula and the eastern part of Ukraine known as the Donbas Region. The Russians have **occupied** Crimea since 2014. And much of the Donbas is controlled by Russian-backed sympathizers.

Second, Mariupol is a port city on the Sea of Azov. It is where Ukraine's steel, coal, and corn is shipped to customers in the Middle East and beyond. By taking over this export hub, Russia hopes to strangle Ukraine's economy.

### IS WORSE TO COME?

Still, Mr. Putin has been denied the swift victory he'd hoped for. So he is doubling down. Military specialists believe he wants to strengthen his army's positions in southeastern Ukraine. They expect to see more strikes on civilian targets in this area. In the Donbas, he is focusing on two eastern sections. They are Luhansk and Donetsk. They run from Mariupol in the south to Ukraine's northern border.

However, President Zelensky says Ukrainian troops have had some success there in pushing back the Russians.

"We will fight for every metre of our land," he declared.

### THE WEST'S RESPONSE

Meanwhile, Europe, Canada, the U.S., and many other nations continue to support Ukraine. Most of Europe relied heavily on Russian oil and natural gas before the war. Now, the European Union wants to ban all imports of Russian oil by year's end. That would be a huge blow to Russia's economy and influence.

And Prime Minister Justin Trudeau recently visited the war-torn country. He re-opened the Canadian **embassy** in Kyiv, Ukraine's capital. It had been closed when the war broke out for safety reasons. He told Mr. Zelensky that Canada would impose more than 1500 new sanctions on Russia.

Foreign Affairs Minister Mélanie Joly also made the trip. She visited a once-pretty town where bombs had turned houses into rubble and ash. The Russians must be stopped, she stressed.

"Ukraine is fighting an **existential** war for all democracies," she said. ★

## DEFINITIONS

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

**EMBASSY:** a building where diplomats live or work

**EXISTENTIAL:** relating to human existence and experience

**LOGISTIC:** connected with the practical organization needed for a complicated plan involving a lot of people and equipment

**OCCUPY:** to enter a place in a large group and take control of it, especially by military force



## COMPREHENSION QUESTIONS

1. When did Russia invade Ukraine?

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2. What reason did Russia's president give for this 'Special Military Operation'?

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3. What was the population of Ukraine before the war began?

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4. How many Ukrainians fled their homes after the fighting started? Where did they escape to?

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5. Why did so many civilians leave their homes and communities? Explain.

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6. What did Russia expect would happen when it invaded Ukraine?

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7. Describe what actually happened. How many casualties has Russia suffered?

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8. How has the international community supported Ukraine during this conflict?

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9. In April, fighting shifted to eastern Ukraine. Which city did Russia focus its efforts on?

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10. Describe the damage this city suffered. What happened to many of its residents?

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# THE RUSSIA-UKRAINE WAR DRAGS ON

## QUESTIONS FOR FURTHER THOUGHT

1. The article states, "*In mid-May, the United Nations (UN) made a sobering report. It said that Russian bombs and soldiers had killed over 3000 Ukrainian civilians. That includes 235 children. However, the actual number is likely much higher.*"

What reasons can you suggest to explain why the actual death toll might be much higher than reported? Give examples to support your response.

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2. During a recent visit to Kyiv, Ukraine's capital, Canadian Foreign Affairs Minister Mélanie Joly said, "*Ukraine is fighting an existential war for all democracies, including the ones in Europe, but also across the Atlantic for us and the U.S.*" What do you think she meant by this statement? For what reasons could you agree with this statement? For what reasons could you disagree? Explain.

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# THE RUSSIA-UKRAINE WAR DRAGS ON

## QUESTIONS FOR ONLINE EXPLORATION

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

1. Watch this summary of the most recent events in Russia's war on Ukraine:

<https://www.yout-ube.com/watch?v=5fq7f-67nfY> [0:50-10:56]

What questions do you have about this report?

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2. Learn more about President Putin's comments during the May 9 Victory Day celebrations in Russia:

<https://www.yout-ube.com/watch?v=4aSuRGyAMxM> [6:28]

What observations can you make about his speech? What do you wonder?

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3. Despite continued attacks in the Donbas, Ukraine remains confident that it will emerge victorious:

<https://www.yout-ube.com/watch?v=VITKvrPV3F4> [7:05]

<https://www.yout-ube.com/watch?v=9Bao6I6oF2c> [3:34]

<https://globalnews.ca/video/8822021/we-will-win-zelenskyy-remains-confident-ukraine-will-emerge-victorious> [2:53]

How would you describe President Zelensky's role during this conflict? Explain.

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4. Mariupol has suffered the most devastation in this conflict. Learn more about the current situation in this port city:

<https://www.yout-ube.com/watch?v=qGaxZscYSE> [3:40]

<https://www.cbc.ca/news/world/russia-ukraine-war-genocide-1.6447550>

<https://www.cbc.ca/news/world/ukraine-russia-war-may8-1.6445839>

As you see it, why has Russia continued to focus its efforts in Mariupol?

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## INFOGRAPHIC

### Ukraine invasion – day 79



- Russian control before Feb 24
- Russian control
- Russian advances
- Cities controlled
- Claimed Ukrainian counter-offensives
- Heavy fighting

**1 Kharkiv:** Russian units withdrawn from near city, sent east for possible ground offensive on **Severodonetsk**

**2 Donbas:** Russian military take control of **Rubizhne** and advance to suburbs of **Severodonetsk**

Moscow loses an entire Battalion Tactical Group, which was attempting to cross **Donets** river near **Bilohorivka**

**3 Mariupol:** Mayor's office says occupying forces planning referendum on joining Russia

**4 Black Sea:** Russia strengthening positions on **Snake Island** and building up air defences in western **Crimea**

Ukraine claims direct hit on Russian supply ship **Vsevolod Bobrov** off Snake Island

Sources: Institute for the Study of War, UK Ministry of Defence, Reuters

© GRAPHIC NEWS



## INFOGRAPHIC

### Refugees fleeing war in Ukraine



Note: Many refugees have moved on to other European countries. Accumulated data is higher than total number stated as it includes people crossing border between Romania and Moldova

\*Not deducted from refugee total as does not necessarily indicate sustained returns

Source: UNHCR

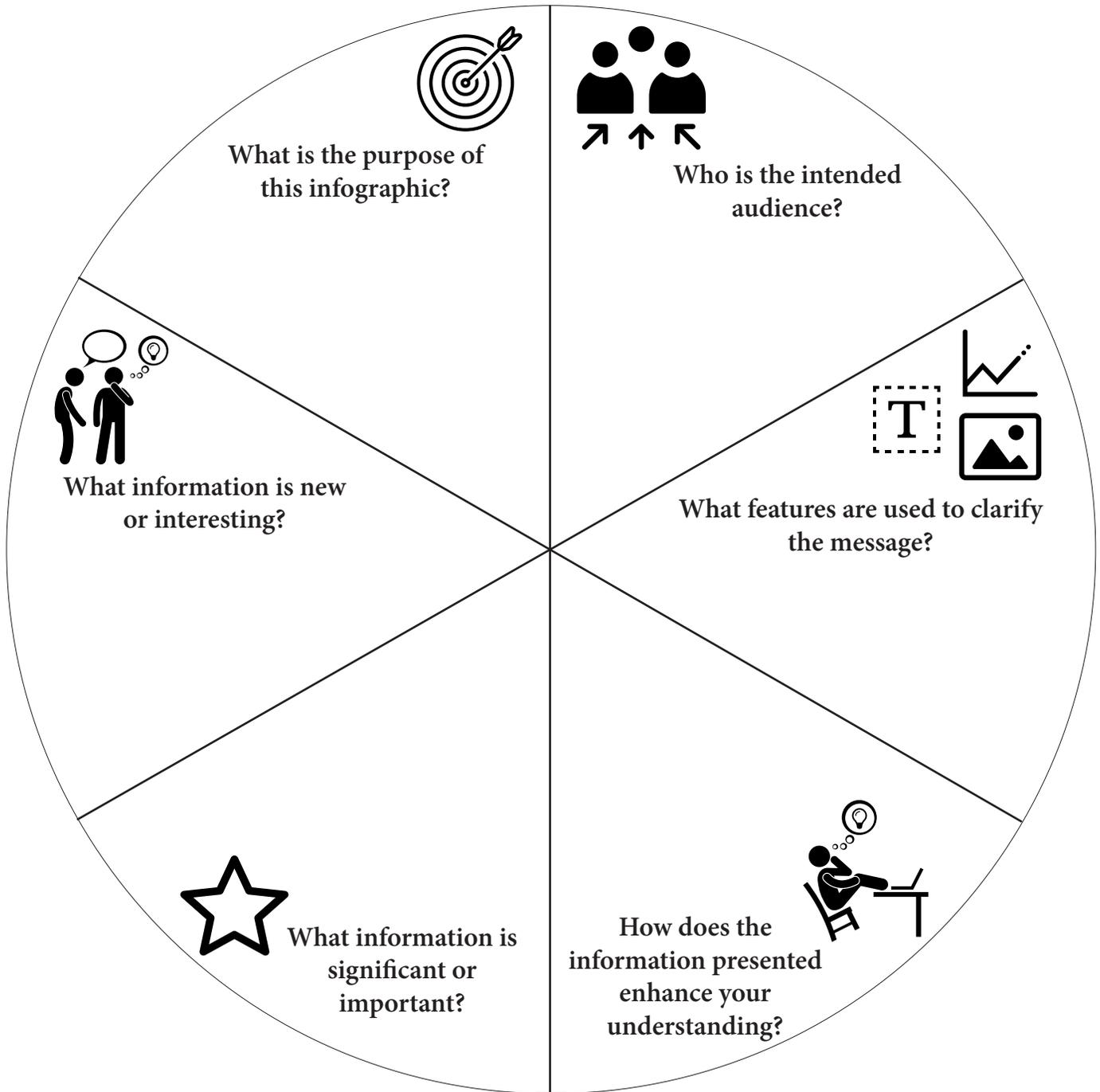
Data as of May 9, 2022

© GRAPHIC NEWS



# THE RUSSIA-UKRAINE WAR DRAGS ON

## ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

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## RUSSIAN MILITARY IN UKRAINE



### YOUR TASK:

Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

1. What do you *already know* about Russia's invasion of Ukraine and how the two sides are faring in the conflict?
2. Describe what you *see* and *read* in the cartoon.
3. As you see it, what might the cartoonist be saying about the war in Ukraine? Explain.
4. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★

Complete this map assignment to better understand the article *The Russia-Ukraine War Drags On*.

## INSTRUCTIONS

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

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

**Part A** Locate and label Ukraine and Russia in CAPITAL letters. Shade Ukraine yellow and shade Russia red.

**Part B** Locate and label the capital of Ukraine and underline this city name.

**Part C** Locate and label the disputed pro-Russian region of Trans-Dniester<sup>1</sup> and shade it dark purple.

**Part D** Locate and label Russian-controlled Crimea<sup>2</sup> and shade it dark purple.

**Part E** Locate and label the territory in east Ukraine<sup>3</sup> controlled by pro-Russian forces before Russia's 'Special Military Operation' began and shade it dark purple.

**Part F** Locate and label the territory in east Ukraine recently captured by Russian military forces and shade it pink.

**Part G** Locate and label the following countries in CAPITAL letters and shade each as indicated:

Belarus (green)	Poland (orange)	Slovakia (red)
Hungary (brown)	Romania (green)	Moldova (orange)
Bulgaria (orange)	Serbia (light purple)	Kosovo (yellow)
North Macedonia (red)	Turkey (brown)	Georgia (light purple)

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

Dnieper	Dniester	Danube
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**Part I** Locate and label the following Ukrainian cities:

Kharkiv	Donetsk	Odesa
Dnipro	Lviv	Mariupol

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

Black Sea	Sea of Azov
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**Part K** Shade all remaining territory grey.

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

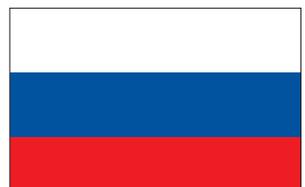
1. The pro-Moscow separatist region of Trans-Dniester broke away from Moldova in 1992.

2. Russia annexed the Crimean Peninsula by force in 2014.

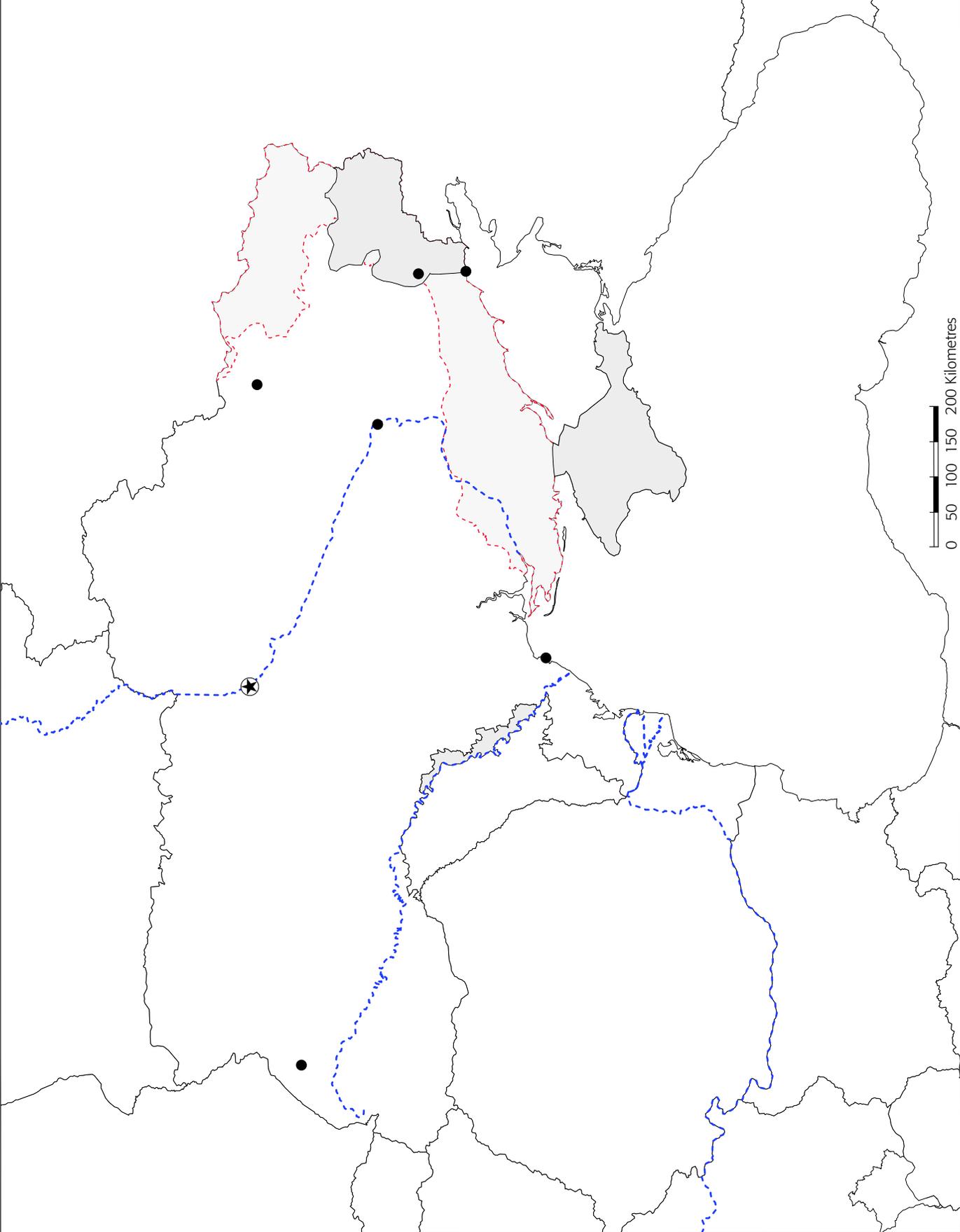
3. Moscow-backed separatists have controlled the Donetsk and Luhansk regions in east Ukraine since 2014.



Ukraine



Russia





**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.



# SETTING A PURPOSE BEFORE READING

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

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

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

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

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

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



# ASSESSMENT RUBRIC

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

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

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- ✓ Literacy-based lesson plans
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- ✓ Comics
- ✓ Map assignments



**Product details:** 8 issues. 36 pages. Available in English and in French for grades 3 and up.

### *Currents4Kids.com News4Youth.com*

- ✓ **Online** interactive resource
- ✓ Weekly news stories
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
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**Product details:** 38 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.  
*Currents4Kids/Infos-Jeunes:* Grades 3 and up.  
*News4Youth/Infos-Ados:* Grades 7 and up.

### *What in the World?*

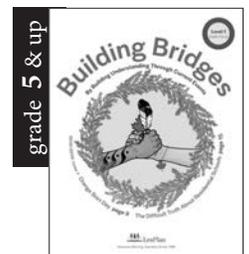
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### *Building Bridges*

- ✓ PDF/Word resource
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- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



**Product details:** 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

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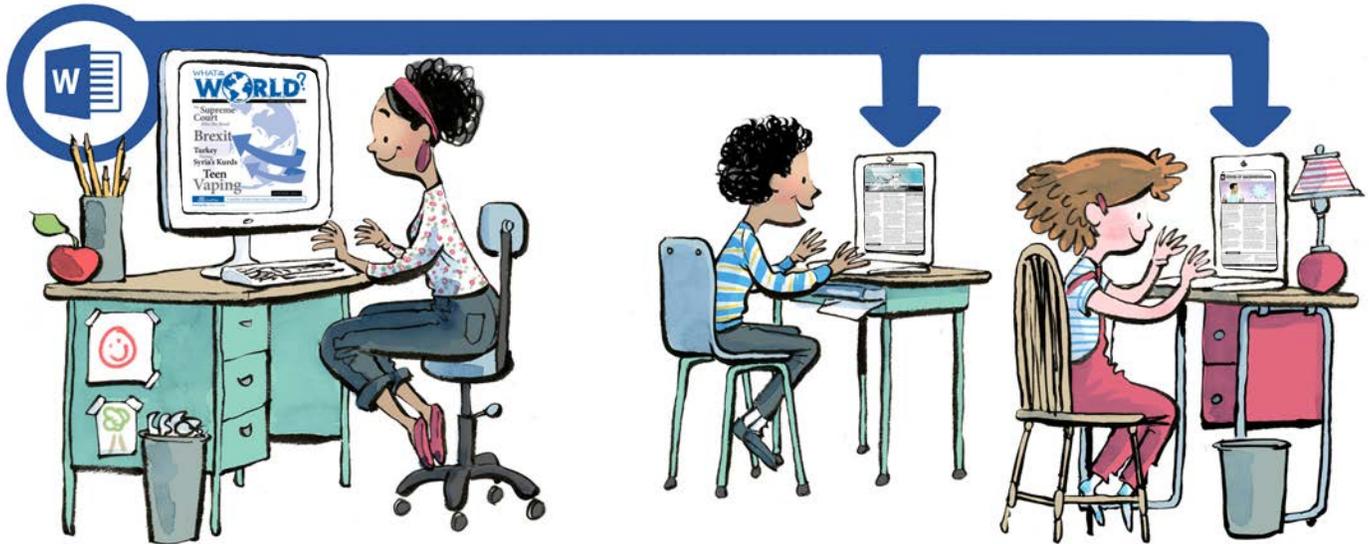
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# Students Can Work In Word/Google Docs...



## Did you know...

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

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

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

## Password Security

There are **three** ways to access data from a Word file that is password protected:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire Word file into **LibreOffice** (or another similar program) and then save as a new file
- 3) To remove the password from a protected Word file, use **Save As** to make a new copy of the file. You can then change the **Security** settings and remove the password.

## Google Docs and LibreOffice

- You can easily upload the Word file to **Google Docs** and share it with students or other teachers.
- You can translate **Google Docs** into another language (see *Tools>Translate document*) but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.
- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: [www.libreoffice.org](http://www.libreoffice.org)

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