India's COVID Nightmare

Includes
- A News Story
- Assignments
- A Quiz

Subscribe to receive 3 additional articles, answer keys, and more!
WHAT YOU’RE MISSING

National
CENSUS 2021: COUNT YOURSELF IN

It’s already been delivered to your mailbox or front door: a letter from Statistics Canada about the 2021 Census of Population. May 11, 2021 was Census Day across Canada and all Canadians are being asked to count themselves in. That includes YOU...

Subscribe to read the full article. www.lesplan.com

International
WORLD HUNGER

Next time you’re about to throw out a full container of yogurt just because it has passed its “best before” date, consider this: Nearly 700 million people in the world are desperate for any food they can find. And if the current trend continues, acute hunger will affect 840 million people...

Subscribe to read the full article. info@lesplan.com

Science, Technology, and the Environment
MAKE WAY FOR ELECTRIC VEHICLES

Have you ever driven in an electric vehicle (EV)? Let’s go for a ride. In some ways, this car drives much like a gas-powered vehicle. But in other ways, it’s very different. Instead of a gas tank, it has a big lithium-ion battery. Instead of an engine, there’s an electric motor. Instead of a tailpipe...

Subscribe to read the full article. 1 (888) 240-2246

* SUBSCRIBE TODAY & GET IT ALL *

With a subscription, you’ll receive eight full issues. Each issue includes four articles, a political cartoon, a news photo assignment, maps, questions, quizzes, and answer keys – everything you need to help your students understand current Canadian and international events and issues.

“Of the reams of educational resources out there, What in the World? is easily one of my favourites.”
- G. Shuley, Nanaimo, BC

“I love this publication! It is an excellent complement to my Social Studies curriculum and the activities enable me to cover many provincial outcomes.”
- S. Giffin, Dartmouth, NS

www.lesplan.com • 1-888-240-2212 • info@lesplan.com
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. Cameron, Grade 7/8 teacher
Admaston, ON

---

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.

---

TO THE TEACHER

WHAT IN THE WORLD?
FREE ARTICLE
Level 2, 2020/2021: Issue 8

PUBLISHER
Eric Wieczorek

EDITOR-IN-CHIEF
Janet Radschun Wieczorek

ILLUSTRATOR
Mike Deas

CONTRIBUTORS
Vivien Bowers
Denise Hadley
Rosa Harris
Jacinthe Lauzier
Alexia Malo
Heather O’Connor

WHAT IN THE WORLD? © is published eight times during the school year by:
LesPlan Educational Services Ltd.
#1 - 4144 Wilkinson Road
Victoria BC V8Z 5A7
www.lesplan.com
info@lesplan.com

PHONE: (toll free) 888 240-2212
FAX: (toll free) 888 240-2246
TWITTER: @LesPlan

SUBSCRIBE to WHAT IN THE WORLD? ©
at a cost of $26.25 per month per school.

COPYRIGHT AND LICENCE
These materials are protected by copyright.
Subscribers may copy each issue for use by
all students and teachers within one school.
Subscribers must also ensure that the materials are
not made available to anyone outside their school.

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

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

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

MISSION STATEMENT

GET BREAKING NEWS STORIES FREE ONLINE
Articles and supplementary materials for
breaking news stories are posted at
Download as many as you’d like!
1. Write the title of the article on the board: "India's COVID Nightmare - The Crisis Tragically Escalates." Ask students to consider the title and brainstorm what it suggests. (For example, many COVID cases, many deaths, lack of resources, etc.) Have the class share ideas aloud.

2. Next, have students view the news report found at https://www.youtube.com/watch?v=7cSJn_MjUwg [2:39] with no sound. As they watch, have half the students pay attention to the text and half to the images. Invite students to share their observations with the class. (Examples of text observations: 300K cases for 11th straight day, scientists say the government ignored warnings, science was not taken into account to drive policy, etc.; Examples of images observations: funeral pyres burning constantly, people carrying oxygen tanks, patients laying on the floor of a hospital, bodies wrapped in sheets, airplanes arriving with supplies, citizens being vaccinated, etc.)

3. Watch the report a second time, this time with sound. After viewing the report, invite students to share any new information they learned from the soundtrack. (Examples of soundtrack observations: bodies taken to parking lots, the world’s worst coronavirus surge, people dying after having one jab, new variant, botched response from government, 3000 lives lost each day, India was surprised by this surge, the United States has promised to send vaccine, India is the world’s largest producer of vaccine, etc.)

4. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading as needed.
A devastating scene is playing out in New Delhi, capital of the Asian nation of India. There, scores of mourners in protective gear watch as mass funeral pyres burn 24 hours a day. The fires are cremating the remains of the thousands of people in the city of 31 million who are dying of COVID-19 every day. Similar solemn rituals are taking place with horrifying speed and frequency throughout this nation of nearly 1.4 billion.

**Critical Supply Shortages**

Meanwhile, those battling the disease in India must deal with a system ill-equipped to provide care. For example, there is just one doctor for every 1456 people in the country. In Canada, by comparison, there are nearly three physicians for every 1000 Canadians. India spends just 1.3 percent of its gross domestic product (GDP) on healthcare. Canada spends 11.5 percent of its GDP for the same purpose.

As a result, many Indian hospitals can’t contain the overflow of patients, and they have run out of basic medical supplies. There is not even enough oxygen available to help those struggling to breathe. Relatives have been forced to drive from clinic to clinic, desperate to find care for their loved ones.

**A Scourge and a Surge**

In the spring of 2021, nations around the globe were coping with new waves of the COVID-19 pandemic with varying degrees of success. Some with high vaccination rates, such as Singapore, the United Kingdom, and Israel, seemed to be gaining control over the deadly virus. Others – including Canada – were struggling to inoculate their citizens before COVID-19 variants overtook efforts to keep the disease at bay.

But nowhere are conditions more dire than in India. Cases surged in April and by early May, over 400,000 new cases were being reported every day, breaking global records. By mid-May, over 24 million people were infected and over 270,000 had died.

Those are shocking statistics – yet experts fear that the actual numbers are much higher. The reason: Only about 34 percent of deaths are occurring in hospitals and clinics, according to Hemant Shewade, a doctor specializing in community medicine. So deaths at home or elsewhere are being missed.

**A False Sense of Security**

Just a month before cases started rising exponentially in March, daily cases in the nation had fallen by nearly 90 percent from the peak of the first wave of the pandemic in September 2020. What went so terribly wrong?

Observers say India’s second COVID wave caught people by surprise because the country had navigated the first wave so successfully.

**Definitions**

**Cremate**: to burn the body of a person who has died

**Exponential**: very fast: increasingly rapid

**Gross Domestic Product**: the total value of the goods and services produced by the people of a nation during a year not including the value of income earned in foreign countries

**Pyre**: a pile of wood for burning a dead body

In March 2020, when the pandemic first began to spread in India, Prime Minister Narendra Modi ordered the entire population to stay home for
INDIA'S COVID NIGHTMARE – THE CRISIS TRAGALLY ESCALATES

three weeks, without exception. At the time, it was the toughest lockdown on the planet.

That effort paid off. By November 2020, India accounted for only 10 percent of all COVID deaths despite having the second-largest population in the world. The U.S., by comparison, which has the world’s third-largest population, accounted for nearly 25 percent of all deaths. What’s more, only two percent of people in India treated for coronavirus were dying, one of the globe’s lowest COVID death rates. Then, in January 2021, the Indian government rolled out the world’s largest vaccination drive. The ambitious program boosted hopes further.

All that made people believe the country had tamed the COVID beast. By March 2021, the nation’s health minister declared that India was “in the endgame” of the pandemic. So citizens relaxed safety protocols, such as social distancing and mask-wearing. Stores and businesses opened without restrictions. Crowds gathered freely.

VACCINE SHORTFALLS

India is the world’s largest manufacturer of coronavirus vaccines and until mid-April, it had been shipping the precious commodity to countries far and wide. Now vaccine exports have stopped while the country tries to deal with overwhelming demand for the shots at home. Low-income nations, which had been counting on India’s vaccine exports, could face severe spikes in COVID-19 as a result.

India’s own vaccination program got off to a slow start, facing issues with supply and some vaccine hesitancy among citizens. As a result, by early May, just over two percent of India’s population had been fully immunized, compared to 30 percent in the U.S. and 27 percent in Canada.

SUPERSPREADER GATHERINGS

Some authorities did prepare for a second wave, but their efforts were not adequate.

“No one saw the extent of the surge,” said Dr. K. VijayRaghavan, principal scientific adviser for the Indian government. “As the previous wave came down, there was in all of us a feeling that this was something which had been dealt with substantially. We saw signs of a next surge, but the scale and the intensity of it was not clear.”

Complicating matters, a religious festival called Kumbh Mela was held in India throughout the winter and spring. For this occasion, observant Hindus gather in the northern city of Haridwar, wading into the Ganges River to wash away their sins and be freed from the circle of life and death. An estimated nine million people have come to Haridwar since the beginning of the year. Most of those – some six million – converged in April, just as COVID-19 was escalating.

The government could have postponed or cancelled the event, but it didn’t. Tirath Singh Rawat, the Chief Minister of the northern state of Uttarakhand where the festival was held, stated: “Faith in God will overcome the fear of the virus.”

Others, however, expressed deep concerns.

“Religious festivals like the Kumbh that involve bathing and [communal] eating and living conditions are very dangerous for spreading this deadly illness,” said Tulasi Srinivas, an anthropology professor at Emerson College in Boston, Massachusetts.

Election campaigns held in some states also attracted large crowds.

A LEADER FACES ANGER

Many Indians accuse Prime Minister Modi and his party of abandoning them during the crisis.

“People are angry. Families of COVID patients have been asking: ‘Where is the government? What is it doing,” said one Indian journalist. “Many are asking why the military and disaster response teams have not been pulled in to build field hospitals.”

India’s government has been scrambling to find more oxygen for hospitals, and many countries have been answering the nation’s call for help. In recent weeks, India has been receiving medical supplies and equipment from nations able to share. Canada has pledged $10 million to help India acquire essential items, including oxygen cylinders, and has sent a shipment of 350 ventilators and key medicines for treating COVID.

“Canada stands with the people of India as they go through these difficult times,” said Minister of International Development Karina Gould. “This funding will help [India] meet some of the most urgent medical needs.”

DEFINITIONS

COMMODITY: something or someone that is useful or valued
OBSERVANT: careful to follow religious teachings or customs
PROTOCOL: code of correct conduct
VACCINE HESITANCY: a reluctance to be vaccinated, usually because of a misguided fear or mistrust of vaccines or their efficacy
1. How many people live in India? Explain how poverty has affected this country.

_____________________________________________________________________________________

2. How does India’s healthcare system compare to Canada’s? Explain.

_____________________________________________________________________________________

3. How did India manage the first wave of the pandemic? Explain.

_____________________________________________________________________________________

4. How did many people feel after the first wave of the pandemic had passed?

_____________________________________________________________________________________

5. List at least three other reasons why the second pandemic wave has been so destructive.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

6. List the most recent COVID statistics in India.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

7. Why do experts fear that the actual COVID numbers are higher?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

8. Why are many Indian citizens upset at Mr. Modi and his government? Explain what they want the government to do.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

9. How has the current COVID situation in India affected the distribution of vaccines from India to other countries?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
1. Some countries, including Canada, have begun sending help and supplies to India. As you see it, what is the responsibility of wealthier nations to help poorer countries struggling to deal with the pandemic? Give reasons to support your ideas.

2. The article discusses the fact that some authorities in India did prepare for a second wave, but they did not anticipate how intense this wave would be. Other countries’ governments have also been criticized for their response to this pandemic, with some citizens saying that measures have been too strict and others that measures haven’t been strict enough. As you see it, what priorities do governments need to consider when making these decisions? Give reasons to support your ideas.

3. How might you use the information about the current situation in India to influence someone who chooses not to follow COVID health guidelines? What questions might you ask to better understand their perspective? Explain.

4. In response to India’s current situation, several countries, including Canada, France, Australia, and the United Kingdom, have banned travelers from India. As you see it, how might these restrictions impact international travel in the future? Explain.
1. The article discusses the potential spread of COVID-19 that may have occurred during the gathering of millions of observant Hindus during the religious festival Kumbh Mela. Along with religious gatherings, large sporting events in India and other countries have been the subject of debates. On one side, there are those who defend personal freedoms and the need for spiritual supports and social diversions; on the other are those who defend the need to protect public health and safety from the effects of the coronavirus.

Visit any of the links below to learn more about these hot topics. Choose one topic and identify the concerns of both sides of the debate. With which side do you agree? Explain.

Kumbh Mela
- https://www.youtube.com/watch?v=TxllewZvELE [8:37]
- https://www.youtube.com/watch?v=g5bk575y-tQ [2:43]

Premier League Cricket in India
- https://www.youtube.com/watch?v=_hm-z8-B-YQ&t=4s [3:17]

Tokyo Olympic Games
- https://www.youtube.com/watch?v=8mCbg6sTFVo [2:22]

IIHF Women's Hockey tournament cancelled
- https://www.youtube.com/watch?v=4fzjpyY4BOA [4:48]

Churches in Manitoba challenge coronavirus restrictions

2. India’s population of 1.4 billion people represents approximately 1/6 of the world’s population. The statistics related to COVID-19 infections and deaths in India are shocking to countries whose populations are much smaller, given the sheer number of citizens living there.

Visit any of the links below to learn more about the global impact of COVID-19. Share and discuss two points of comparison between India and another country that resonate with you. What considerations might impact India moving forward? Explain.

- https://coronavirus.jhu.edu/map.html
- https://covid19.who.int/
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. 51) 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 and read in the cartoon.
4. In the cartoon, what do you suppose the labels ‘North’ and ‘South’ refer to?

DRAW CONCLUSIONS: What overall impression can you draw?
5. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?
6. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is specific and detailed.)

Prepared with assistance from TC², The Critical Thinking Consortium. © 2021
The saying *A picture is worth a thousand words* refers to the idea that complex stories can be described with a single, still image. By examining the content of photographs viewers can often, at a glance, ‘see’ who was involved, what happened and perhaps even determine where and when the event happened. Careful consideration of the less obvious details is equally important as they give additional clues that can be used to infer more about what is going on in the photograph. For example, tears rolling down a young girl’s cheek show how upset she is or wet streets help explain why the driving conditions were more dangerous.

**Directions:** First, label everything you see in the photograph on page 11. Be specific. Include obvious and less obvious details. For example, if there is a person in the photo, label everything you see on him or her, such as *facial features* (blue eyes, crooked nose, toothless smile, graying hair); *clothing* (torn black pants, rubber boots, plaid, long-sleeved shirt); *actions* (sitting, holding a puppy); *surroundings* (street, sidewalk, bench, trees, grass). If you do this thoroughly, the photograph will be covered with words.

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

---

**Adapted from** *Caring for Young Peoples’ Rights.* Permission granted from TC², The Critical Thinking Consortium. © 2021
Devotees take holy dips in the Ganges River during Kumbh Mela, or pitcher festival, one of the most sacred pilgrimages in Hinduism, in Haridwar, northern state of Uttarakhand, India on April 12, 2021. (AP Photo/Karma Sonam)
INSTRUCTIONS

1. Complete the table below to show the current number of coronavirus cases for the five countries listed.

<table>
<thead>
<tr>
<th>COVID-19</th>
<th>May 1</th>
<th>July 1</th>
<th>Sept. 1</th>
<th>Nov. 1</th>
<th>Jan. 1</th>
<th>Mar. 1</th>
<th>May 1</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. (blue)</td>
<td>1,035,400</td>
<td>2,573,400</td>
<td>5,936,600</td>
<td>8,952,100</td>
<td>19,578,200</td>
<td>28,244,600</td>
<td>31,948,800</td>
<td></td>
</tr>
<tr>
<td>India (green)</td>
<td>35,000</td>
<td>585,500</td>
<td>3,691,200</td>
<td>8,184,100</td>
<td>10,286,700</td>
<td>11,112,200</td>
<td>19,165,000</td>
<td></td>
</tr>
<tr>
<td>Brazil (orange)</td>
<td>78,200</td>
<td>1,368,100</td>
<td>3,862,300</td>
<td>5,516,700</td>
<td>7,619,200</td>
<td>10,517,200</td>
<td>14,590,700</td>
<td></td>
</tr>
<tr>
<td>France (purple)</td>
<td>128,100</td>
<td>157,200</td>
<td>265,000</td>
<td>1,331,800</td>
<td>2,576,400</td>
<td>3,690,400</td>
<td>5,529,800</td>
<td></td>
</tr>
<tr>
<td>Turkey (red)</td>
<td>120,200</td>
<td>199,900</td>
<td>514,000</td>
<td>1,021,400</td>
<td>2,208,600</td>
<td>2,701,700</td>
<td>4,820,600</td>
<td></td>
</tr>
</tbody>
</table>

2. Use the table above to plot a line graph. Draw a line for each country using the colour indicated to show the number of coronavirus cases on the eight specified dates.

3. Complete your graph with a proper title.

4. After completing your graph, what observations can you make and what conclusions can you draw? Explain.

5. What is your understanding of the phrases: ‘virus variant’ and ‘second wave / third wave’? Explain.

6. What predictions can you make about the number of cases going forward? Give reasons to support your predictions. ★
Complete this map assignment to better understand the article COVID in India.

**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 India in CAPITAL letters and shade this country pink.

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

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

- Afghanistan (red)  Pakistan (yellow)
- Sri Lanka (orange)  Myanmar [Burma]* (red)
- Thailand (yellow)  Philippines (pink)
- Malaysia (orange)  Indonesia (green)

**Part D** Locate and label the capital of each country and underline each city name.

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

- China (green)  Iran (brown)
- Nepal (orange)  Bhutan (yellow)
- Bangladesh (purple)  Taiwan (red)**
- Vietnam (purple)  Laos (brown)
- Cambodia (pink)  Brunei (yellow)
- Singapore

**Part F** Locate and label the following and shade all ocean water dark blue.

- Indian Ocean  Arabian Sea
- Bay of Bengal  Andaman Sea
- Gulf of Thailand  South China Sea
- East China Sea  Pacific Ocean

**Part G** Draw and label the Tropic of Cancer (23° N).

**Part H** Shade all remaining territory grey.

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

*Note 1: Since 1989 authorities in Burma have promoted the name ‘Myanmar’. The country is known as either Myanmar or Burma.

**Note 2: Taiwan is an island that has for all practical purposes been independent since 1950. However, China regards the island as a rebel region that is part of the People’s Republic of China and must be reunited with the mainland.*
A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. What is the population of India?
   a) 340 million  
   b) 765 million  
   c) 1.1 billion  
   d) 1.4 billion  
   e) 2.7 billion

_____ 2. Why was India so successful in fighting off the first COVID wave?
   a) travel in and out of India was restricted  
   b) the vaccination program achieved herd immunity  
   c) the whole country shut down for three weeks  
   d) social distancing practices were successful  
   e) all religious festivals were cancelled

_____ 3. What did many Indian hospitals run out of to treat COVID and other patients?
   a) stretcher beds  
   b) pain killers  
   c) nurses  
   d) vaccines  
   e) oxygen

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? India has three doctors for every 1000 people in the country.  

_____ 5. True or False? India has now stopped vaccine exports to try to vaccinate more of its own population.  

_____ 6. True or False? The government of India invests heavily in its healthcare system.

C. Fill in the blanks to complete each sentence.

7. The Indian subcontinent is one of the _______________________ regions in the world.

8. Kumbh Mela participants wade into the _______________________ river in northern India to wash away their sins.

9. Many Indian citizens say the government _______________________ them during the second COVID wave.

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

10. As you see it, what can Canada learn from the COVID situation in India? Give reasons to support your response.
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.

<table>
<thead>
<tr>
<th>Purpose for Reading</th>
<th>What does it look like</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enjoyment</td>
<td>Usually student-selected.</td>
</tr>
<tr>
<td></td>
<td>Allows students to choose a variety of genres and forms.</td>
</tr>
<tr>
<td></td>
<td>Allows students to pursue what interests them while developing reading skills.</td>
</tr>
<tr>
<td>To experience something new</td>
<td>Students make connections between their personal experiences and those of people around the world.</td>
</tr>
<tr>
<td>To learn more about themselves and others</td>
<td>Students reflect on what they’ve read and express opinions and perspectives.</td>
</tr>
<tr>
<td></td>
<td>Students develop a sense of their personal values and make sense of the world around them.</td>
</tr>
<tr>
<td>To gain information</td>
<td>Students use the features of informational texts to gather, analyse and apply what they’ve learned.</td>
</tr>
<tr>
<td>To understand issues</td>
<td>Students develop a sense of perspective.</td>
</tr>
<tr>
<td></td>
<td>Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.</td>
</tr>
<tr>
<td>To appreciate writing</td>
<td>Students respond to text in ways other than written answers to apply what they’ve learned in new contexts.</td>
</tr>
<tr>
<td>To appreciate use of media to communicate</td>
<td>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.</td>
</tr>
</tbody>
</table>

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.
Students want to know what’s happening in their world – but the news can be difficult and time-consuming to teach.

**WE HAVE THE SOLUTION.** (Five, actually.)

**The Canadian Reader**  
PDF/Word resource  
✓ Clearly written, leveled Canadian current events articles  
✓ Literacy-based lesson plans  
✓ Engaging, original illustrations  
✓ Comics  
✓ Map assignments  
**Product details:** 8 issues. 36 pages. Available in English and in French for grades 3 and up.

**What in the World?**  
PDF/Word resource  
✓ National and international news stories  
✓ Key vocabulary  
✓ Background information  
✓ Varied assignments that build content-area knowledge and enhance critical thinking  
✓ Maps and illustrations  
**Product details:** 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 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  
✓ Extension activities  
**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.

**Building Bridges**  
PDF/Word resource  
✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians  
✓ Two theme-based articles and lesson plans  
✓ Background information  
✓ Consistent with First Peoples Principles of Learning  
✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind  
**Product details:** 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

**Contact us for a sample copy or free demo.**

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

Visit: www.lesplan.com  
email: info@lesplan.com  
call toll free: 888 240-2212
Students Can Work In Word . . .

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* to 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)

LesPlan Educational Services Ltd.

Visit: [www.lesplan.com](http://www.lesplan.com)  
email: info@lesplan.com  
call toll free: 888 240-2212
Help your students understand today’s top stories with **WHAT IN THE WORLD?** – LesPlan’s highly-acclaimed monthly current events resource.

Engaging, levelled articles, background information and original illustrations make the news interesting and easy to grasp. Accompanying questions and assignments provide multiple ways to examine the topics and enhance literacy and critical thinking.

When I have kids in grade 4/5 wanting to know when the next issue is coming, even in December and June, that’s when I know I have an excellent resource.

A. Eisler, Burnaby, BC

It is a relief to have a resource that fits with the curriculum and is teacher-friendly (ready to hand out). The added bonus of having the answers to the questions and discussion notes makes my life just a little bit easier.

B. Thibodeau, Saskatoon, SK

I have been using your product for seven years. There isn’t a month that goes by that I don’t get into challenging discussions with my students with the leads you provide and go in directions I could never imagine. Thank you for this terrific teaching aid!

D. Faerber, Pembroke, ON
Deliver to (please print clearly)

Name
School
Address
City Province/Territory Postal Code

Email
* Email required for password notification

Billing Options

☐ Bill school ☐ Purchase Order ☐ MasterCard ☐ VISA

Please charge to: ☐ Cardholder Name Expiry Date (MM/YY)

Online Weekly
(Sept. – June 38 issues)

Currents4Kids ☐ ☐ Grades 3 and up $157.50

News4Youth ☐ ☐ Grades 7 and up $157.50

Subtotal
ON add 13% HST NB, NL, NS & PEI add 15% HST HST
All others add 5% GST GST

Total

Sample Pages

HOW TO ORDER
Online: www.lesplan.com
Fax (toll-free): 1 888 240-2246
Phone (toll-free): 1 888 240-2212
Mail
LesPlan Educational Services Ltd.
#1 - 4144 Wilkinson Road
Victoria BC V8Z 5A7

Visit www.lesplan.com to download FREE SAMPLES of all our publications!