The U.S. Child Migrant Crisis

Includes
• A News Story
• Assignments
• A Quiz

Subscribe to receive 3 additional articles, answer keys, and more!

Article page 5
Questions page 7
Infographic page 10
Cartoon page 12
Map page 13
Quiz page 15

SAMPLE EDITION
2020/2021: ISSUE 7

LesPlan A monthly current events resource for Canadian classrooms
What you’re missing

National

Rogers and Shaw

The Canadian business community was all abuzz in March. The reason: Rogers Communications announced that it had reached an agreement to buy Shaw Communications for $26.2 billion. If the deal goes through between the two Internet and cellphone providers, it would...

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

International

A Violent Military Coup in Myanmar

On February 1, armed forces in the Southeast Asian nation of Myanmar staged a violent coup. Since then, tens of thousands of enraged Myanmar citizens have taken to the streets to challenge this illegal action. In response, by late March, the army...

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

Science, Technology, and the Environment

Mission to Mars

On February 18, dozens of scientists were glued to their screens at the National Aeronautics and Space Administration (NASA) Jet Propulsion Laboratory. They were watching the final moments of a landing on Mars. High-definition video showed the rocky surface...

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
TO THE TEACHER

WHAT IN THE WORLD?
FREE ARTICLE
Level 2, 2020/2021: Issue 7

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
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

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: Child Migrant Crisis at the U.S. Border. Then, have students work in pairs to generate a list of questions related to the topic. (For example, how old are the children? Where are they migrating from? Why is it a crisis? Where along the U.S. border is this crisis taking place? etc.)

2. Have partners share their questions as a class, identifying similarities and differences among the questions. Co-create an anchor chart of these questions to refer to later.

3. Next, have students view the news report at this link: https://www.yout-ube.com/watch?v=2XbPHD1o-lQ [2:03]. As they watch, have students note any details that may answer some of the questions they generated from the title.

4. After viewing the video, have students add any new questions that they have about the situation to the anchor chart.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 17) as needed.
They huddle together for comfort in overcrowded, jail-like conditions. Under foil blankets, they toss and turn as they try to sleep on plastic cots, metal benches, or squeezed together on thin mattresses. Because there isn’t enough soap for everyone, they sometimes go without morning showers. Many don’t breathe fresh air or see the sky for more than a few minutes a day. Catching COVID-19 in such packed quarters is a real risk.

A Desperate Journey

The scared and lonely souls living in these circumstances aren’t war victims in faraway refugee camps. They are migrant children from Central America who have arrived at the U.S. border without parents or guardians. Most are teenagers, but some are as young as toddlers. Disturbingly, thousands are now temporarily housed in bleak, jammed border facilities that aren’t set up to meet kids’ needs.

For these children, enduring such hardship is an all-too-familiar experience. They have made a treacherous journey north by foot, mostly from Guatemala, El Salvador, and Honduras. They have traveled thousands of kilometres through difficult terrain to get to the U.S.

They carry little but their meagre belongings and dreams for their futures. Some leave their parents at the border. Some come with older siblings or relatives who are also under 18. Smugglers paid to do the job are escorting other children.

A Huge Spike In Arrivals

The majority seek to enter the U.S. at a border point in Texas. And they are coming in droves. Officials say they are showing up in greater numbers now than they have in two years. As of late March, U.S. Customs and Border Protection (CBP), which receives the children, had 15,500 in its care. What’s more, the influx shows no signs of letting up.

“With kids we’re seeing something unique that is larger than what we’ve seen before,” says Andrew Selee, head of the Migration Policy Institute.

Behind the Numbers

Why are desperate parents sending their children on a dangerous trip to an unknown land? And what has changed to cause the numbers to skyrocket?

Migration to the U.S. from Central America is not a new phenomenon. Long-standing poverty and violence in the region has often pushed people to flee north looking for new opportunities. However, add the coronavirus pandemic into the mix and economic conditions have deteriorated even more.

Drug lords who intimidate communities through gang violence are an escalating threat, as well. And in November, Central America was battered by hurricanes that left scores...
of already struggling people *destitute* and homeless.

An additional factor? COVID-19 restrictions are easing in many areas – and that means people are freer to travel than they have been in a year.

“Once they relaxed the measures, people returned to migrating, and there were people who were even more desperate to leave,” says Victor Castro, a migration worker in El Salvador.

**A U.S. Change of Heart**

But perhaps the biggest contributor to the surge is different leadership in the U.S. In 2021, a new Democratic president, Joe Biden, took office. He has a markedly different approach to migrants than that of former Republican president Donald Trump, his *predecessor*.

**DID YOU KNOW?**

In February alone, U.S. officials stopped more than 100,000 migrants from trying to enter the country.

In 2018, Mr. Trump declared a ‘zero tolerance’ policy against migrants who didn’t have permission to enter America. Invoking laws aimed at reducing the spread of COVID-19, U.S. officials refused entry to all unauthorized adults and children.

Now, Mr. Biden’s administration has reversed part of that policy. While adults without permission are still being turned away, children are being let in. That has encouraged more families to send their young ones.

**AN OVERBURDENED SYSTEM**

Many say that letting kids in is the right *humanitarian* response. The problem? Mr. Biden’s administration was ill-prepared for the flood of youngsters that have arrived – and that’s led to problems.

Under U.S. law, the CBP can’t hold unaccompanied minors for more than 72 hours. Another federal agency, the Department of Health and Human Services (HHS), is supposed to take over their care, and place them in proper child-friendly shelters. The minors are meant to stay there until relatives, sponsors, or foster homes are found to accept them.

But when shelters reach capacity, children get stuck in border detention centres for much longer. That’s what’s been happening in recent weeks. In late March, at least 5000 children were kept over the 72-hour limit – 800 for as long as 10 days. That’s just not acceptable, critics say.

**SCRAMBLE FOR SOLUTIONS**

So officials are racing to find temporary shelters that are more appropriate for children. To that end, they have sought help from charities and the Federal Emergency Management Agency (FEMA), which normally deals with natural disasters.

The efforts are starting to pay off. As of March 22, more than 1500 children had been placed in a centre in Dallas, Texas that normally hosts business conferences. The Red Cross has also set up a camp for kids that was originally meant for Texas oil workers.

**ASYLUM IN THE UNITED STATES**

Tens of thousands of people apply for asylum in the U.S. annually. Asylum is the protection granted by a nation to someone who has left a home country as a political refugee. The president, in consultation with Congress, sets an annual refugee *quota*, as well as *allocations* by region of origin.

From October 1, 2019 to September 2020, the U.S. accepted 11,814 refugees – far less than the set quota of 18,000, and a 40 percent decrease from 30,000 in 2019. It was a record-low in the history of the U.S. resettlement program, which typically lets in an average of 95,000 refugees annually.

The previous U.S. administration’s less-than-receptive attitude toward immigrants, as well as COVID-19, likely account for this decline.

Those granted asylum are eligible for some benefits and may apply for permanent resident status after one year. Permanent residents can then apply for citizenship after four years.

Military bases may be used to shelter children as well.

“We are working around the clock to move those children out of the border patrol facilities into the care and custody of the Department of Health and Human Services,” said Alejandro Mayorkas, who heads the U.S. Department of Homeland Security. “A border patrol station is no place for a child.” ★

---

**DEFINITIONS**

- **Allocation**: an amount or share of something that is given to someone or used for a particular purpose
- **Destitute**: extremely poor
- **Humanitarian**: help or money given to people, countries, etc., in order to improve living conditions
- **Predecessor**: a person who had a job or position before someone else
- **Quota**: a prescribed number
**COMPREHENSION QUESTIONS**

1. How does the United States determine how many refugees to let in each year?

2. How many refugees were allowed into the U.S. from October 1, 2019 to September 30, 2020? What was the quota?

3. Which region do many refugees come from?

4. What is different about many of the migrants who arrived at the U.S.-Mexico border in recent weeks?

5. Why did they leave their homes to come to the United States?

6. Describe the conditions these children experience on their journey north.

7. What recent change in the U.S. prompted the latest surge of refugees?

8. Which U.S. government department first deals with migrants? How long can children be held by this agency?

9. Which U.S. government department is then assigned to help these young unaccompanied asylum seekers?

10. Why is there currently a crisis in dealing these migrant children? Explain.
1. During former president Trump’s term, he declared a ‘zero tolerance’ policy against migrants arriving at the border that did not have permission to live in America. He even separated some children from their parents as a deterrent to future migrants; some of those families are still waiting to be reunited. Today, President Biden is still turning away adult migrants, but has pledged not to turn away children.

Consider the consequences of each president’s policies. Which of the two do you feel is the most desirable? What changes or modifications would you suggest to make them better? Explain.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2. Unless you are Indigenous, someone in your family tree immigrated to Canada. Maybe it was you! What do you know about your family history? Share what you know with a small group and ask them questions about their history as well. Describe the circumstances around your or another family’s immigration experience.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

What themes are common? How do they compare to the experiences of child migrants in the U.S.? Explain.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

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

1. Visit the links below to learn more about the experience of child migrants in the U.S., from their treacherous journey north to the processing of their asylum claims once they reach the U.S. border:

   https://www.youtube.com/watch?v=P6fDGQpHd_k [5:01]
   https://www.youtube.com/watch?v=Q9p1luv1Mkk [2:20]
   https://www.youtube.com/watch?v=O09YJrcxOFQ [4:17]
   https://www.youtube.com/watch?v=14HajiChCyY [7:02]

What surprised you about their experiences? What questions do you still have about this crisis? Give specific details to support your ideas.

2. UNICEF, the United Nations Children's Fund, was established to give every child an equitable chance in life. Visit the UNICEF USA site to learn more about the organization's efforts to support the plight of migrant children:


What did you learn about UNICEF and its support of child migrants in the U.S.?

3. Canada has immigration policies that are quite different from those of the U.S. Visit the following links to learn more about those differences:

   https://www.youtube.com/watch?v=Qk9Otw6ajNq [3:26]
   https://www.youtube.com/watch?v=cXo2bfjpyw4 [2:44]
   https://www.youtube.com/watch?v=sgvqYkdjVuo [2:33]

What new information did you learn about these immigration policies? Explain.
Biden ramps up refugee admissions

President Joe Biden has signed an executive order to radically increase refugee admissions to the United States in the next fiscal year, from 15,000 under the Trump administration, to 125,000.

U.S. REFUGEE ADMISSIONS AND CEILINGS

Fiscal years (FY)*, '000

Number of admitted refugees
Annual ceiling

Biden sets FY2022 ceiling at 125,000 up from 15,000 this year under President Donald Trump

Trump uses executive order to slash FY2017 ceiling to 50,000, reversing cap of 110,000 set by outgoing President Barack Obama

Sep 11, 2001: Terrorist attacks

Sources: U.S. Department of State, Center for American Progress
*Fiscal year runs from Oct 1 to Sep 30
Picture: Getty Images
© GRAPHIC NEWS
International child migrant crisis at the U.S. Border

Analyzing an infographic

What is the purpose of this infographic?
Who is the intended audience?
What information is new or interesting?
What features are used to clarify the message?
What information is significant or important?
How does the information presented enhance your understanding?

What questions do you still have about the topic presented?
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.

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. What do you suppose the masks represent in the cartoon?
5. What do you know about the Statue of Liberty? What does this American landmark stand for or represent?
6. What do you suppose the large shoe refers to?

DRAW CONCLUSIONS: What overall impression can you draw?
7. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?
8. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is specific and detailed.)
MAP ASSIGNMENT
U.S.A. - MEXICO BORDER

Complete this map assignment to better understand the article Child Migrant Crisis at the U.S. Border.

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 Texas in CAPITAL letters and shade this U.S. state orange.

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

Part C Locate and label the following countries in CAPITAL letters and shade each as indicated:
- Mexico (green)
- Guatemala (pink)
- Belize (red)

Part D Locate and label the capitals of these countries and underline each city name.

Part E Locate and label the following countries in CAPITAL letters and shade each as indicated:
- El Salvador (yellow)
- Honduras (orange)

Part F Locate and label the following U.S. states and shade each as indicated:
- California (yellow)
- Arizona (red)
- New Mexico (purple)
- Oklahoma (brown)
- Arkansas (yellow)
- Louisiana (pink)
- Mississippi (red)
- Alabama (orange)

Part G Draw and label the Rio Grande (Rio Bravo) river and shade it light blue.

Part H Locate and label the following U.S. cities:
- Houston
- San Antonio
- Dallas

Part I Locate and label the following and shade all ocean water dark blue:
- Pacific Ocean
- Gulf of California (Sea of Cortez)
- Gulf of Mexico
- Bay of Campeche

Part J Draw and label the Tropic of Cancer (23°).

Part K Shade all remaining territory grey.

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

United States  Texas  Mexico
PUTTING IT ALL TOGETHER

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

______  1. Protection granted by a government to a person who flees their home country is called:
   a) refuge                  b) sanctuary
   c) shelter                 d) asylum
   e) desertion

______  1. Most migrants who show up at the U.S.-Mexico border are coming from:
   a) the Caribbean          b) Central America
   c) Mexico                 d) Syria
   e) South America

______  3. What is the most important reason behind the wave of new refugees to the U.S.?
   a) a new U.S. president    b) hurricanes
   c) extreme poverty         d) job offers in the U.S.
   e) the COVID-19 pandemic

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

______  4. True or False? The U.S. president consults with Congress to set yearly immigration quotas.

______  5. True or False? Most migrants who want to enter the U.S. arrive at the Arizona-Mexico border.

______  6. True or False? Most teenage refugees who want to enter the U.S. arrive with their parents.

C. Fill in the blanks to complete each sentence.

7. CBP = U.S. Customs and ____________________ Protection.

8. Some parents of migrant children pay ____________________ to accompany their children to the U.S. border.

9. The refugee target ____________________ for the October 1, 2019 to September 30, 2020 period was 18,000.

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

10. What advice would you give to U.S. President Biden about the refugee crisis on the southern border? 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.

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

Contact us for a sample copy or free demo.

LeSPlan Educational Services Ltd.

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

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
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.

---

**SPECIAL OFFER FOR NEW SUBSCRIPTIONS**

Subscribe now for the 2021 - 2022 school year, and get this year’s March, April, and May issues FREE!

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

---

See next for page samples and ordering details!
YES, sign me up for the 2021 – 2022 school year and send me the March, April and May issues FREE*  
Promo code: 3Free

* Receive 11 issues for the price of 8. Offer only applies to new subscriptions.

<table>
<thead>
<tr>
<th>Publication</th>
<th>English</th>
<th>French</th>
<th>Grade Level</th>
<th>Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Canadian Reader</td>
<td>☐</td>
<td>☐</td>
<td>Grades 3 and up</td>
<td>$210</td>
<td></td>
</tr>
<tr>
<td>What in the World?</td>
<td>☐</td>
<td>☐</td>
<td>Grades 5 and up</td>
<td>$210</td>
<td></td>
</tr>
<tr>
<td>What in the World?</td>
<td>☐</td>
<td>☐</td>
<td>Grades 8 and up</td>
<td>$210</td>
<td></td>
</tr>
<tr>
<td>Online Weekly</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currents4Kids</td>
<td>☐</td>
<td>☐</td>
<td>Grades 3 and up</td>
<td>$210</td>
<td></td>
</tr>
<tr>
<td>News4Youth</td>
<td>☐</td>
<td>☐</td>
<td>Grades 7 and up</td>
<td>$210</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal

ON add 13% HST  NB, NL, NS & PEI add 15% HST  HST

All others add 5% GST  GST

Total

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  PD #

Please charge to:  ☐ MasterCard  ☐ VISA

Card Number

Cardholder Name Expiry Date (MM/YY)

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