

WHAT IN THE WORLD?



LEVEL 2 (GRADES 8 AND UP)

The Russia- Ukraine War



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SAMPLE EDITION
2022/2022: ISSUE 1



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NATIONAL

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INTERNATIONAL

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TO THE TEACHER

WHAT IN THE WORLD?

Level 2, 2022/2023: Issue 1

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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 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, Ukrainian citizens who have either become refugees in other countries or been internally displaced, and the impact this war has had on the global economy</i>. The article also discusses the <i>ongoing international military and financial support for Ukraine, and the sanctions levied against Russia</i>. There are details of the <i>Russian occupation of the Zaporizhzhia Nuclear Power Plant in southeastern Ukraine and the potential danger of military strikes on the plant</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"> • The Russia-Ukraine war has been ongoing since February. • Russia continues to ignore international rules of conflict, attacking civilian sites and targeting innocent people of all ages. • In mid-April, Russia shifted its focus from Kyiv to the Donbas region in eastern Ukraine. The Russians have occupied Ukraine's Crimean Peninsula, which is adjacent to the Donbas, since 2014. As well, much of the Donbas was controlled by Russia-backed sympathizers even before the invasion. • In late August, Ukrainian workers at the Russian-occupied Zaporizhzhia Nuclear Power Plant in southeastern Ukraine warned of the potential danger of military strikes on the plant. • More than 6.3 million refugees have fled Ukraine, and another 6.6 million have left their homes and remain internally displaced. About 1/3 of the population has been forced to leave home. • Ukraine is determined to defend itself against Russia. The international community continues to provide military intelligence, weapons, and financial aid to Ukraine. They have also levied more economic sanctions against Russia. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the most recent developments in the Russia-Ukraine war; • explain the devastating losses, both physical and human, suffered by Ukraine; • understand the importance of international aid and support for Ukraine during this unprovoked conflict; • understand that 1/3 of Ukraine's people have been displaced, either within the country or in foreign countries as refugees; • consider the importance of democracy, international cooperation, and national sovereignty.



INTERNATIONAL

RUSSIA VERSUS UKRAINE

BEFORE READING

1. Share the title of the article with the class: "Russia Versus Ukraine".
2. Ask students if they can recall when the war began. (*February 24, 2022*)
3. August 1 marked Day 159 of the Russian invasion and CBC posted 3 photos, all taken on Day 159, that can be found at: <https://www.cbc.ca/news/world/day-159-of-russia-s-invasion-of-ukraine-1.6538158>
4. Project each picture for 30 seconds. Ask students to record their thoughts, emotions, and ideas for each picture as they view it.
5. Have students share their ideas with the class. Note and record similarities.
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.



INTERNATIONAL

RUSSIA VERSUS UKRAINE



On February 24, Russian President Vladimir Putin launched an unprovoked full-scale invasion of neighbouring Ukraine.

Russian troops entered the **sovereign** nation across a wide **front** from the air, land, and sea. They attacked military targets as well as countless homes, schools, hospitals, and other **civilian** locations. Their objective? To capture the capital, Kyiv; overthrow the government; and take control of the country.

STRONG RESISTANCE

President Putin had expected the war to end quickly. With over one million military personnel at the start of the conflict compared to Ukraine's 200,000, Russia's armed forces were by far the largest. Russia also had a larger,

more modern military compared to Ukraine's older equipment. But stiff Ukrainian resistance, combined with **logistical** and operational challenges, seriously hampered Russia's progress.

As a result, by mid-April, Russia had abandoned its plan to capture Kyiv. Instead, President Putin shifted his focus to the Donbas region in eastern Ukraine – in particular, the provinces of Luhansk and Donetsk.

Why did Mr. Putin choose to target this area? The Russians have **occupied** Ukraine's Crimean Peninsula, which is adjacent to the Donbas, since 2014. As well, much of the Donbas was controlled by Russia-backed sympathizers even before the invasion.

MR. PUTIN'S JUSTIFICATIONS

Mr. Putin said he invaded because he needs to secure Russia's borders. He argued that after the **USSR** dissolved in 1991, the West promised not to expand **NATO**. Yet the organization has allowed six former **Warsaw Pact** members and three former **Soviet republics** to join since that pledge was made.

Making matters worse, Ukraine wants to become a NATO member, too. For Mr. Putin, this represents a direct threat to Russia, and he demanded that Ukraine be barred from joining the alliance.

Mr. Putin also said that he needed to stand up for pro-Russian Ukrainians and Ukrainians of Russian **ethnic** origin. He claimed they are being

DEFINITIONS

CIVILIAN: non-military citizen

ETHNIC: relating to a group of people with the same culture and traditions

FRONT: the line along which opposing armies face each other

LOGISTICAL: of or relating to the handling of the details of an operation

NATO: North Atlantic Treaty Organization – a political and military alliance designed to defend democracy, created after World War II, that 30 countries currently belong to

OCCUPIED: seized and controlled as by military invasion

SOVEREIGN: independent

SOVIET REPUBLIC: a republic within the Soviet Union

USSR: United Soviet Socialist Republic – a communist country in eastern Europe and northern Asia that included Russia and 14 other republics (also known as the Soviet Union)

WARSAW PACT: a treaty of mutual defense and military aid created in 1955 by communist states of Europe under Soviet influence. The alliance ended in 1991.



persecuted and even killed by the Ukrainian government, which he said was being run by Nazis.

"I have decided to conduct a special military operation... to protect people who have been subjected to bullying and genocide... for the last eight years. And for this we will strive for the demilitarization and denazification of Ukraine," Mr. Putin declared when the invasion began.

COUNTERING THE CLAIMS

However, the Russian President's critics and opponents said that these accusations were baseless. For one thing, the West never made a firm promise not to expand NATO. For another, no NATO country had shown any sign of wanting to attack Russia. Furthermore, NATO had indicated it had no plans to admit Ukraine anytime soon.

While it's true that tens of thousands of Ukrainians, many from the eastern and southern parts of Ukraine, support closer ties to Russia, there is absolutely no evidence that they were being harshly treated by the Ukrainian government. And the accusations of Nazis running the Ukrainian government? They were completely false.

ABOUT NATO

At the end of World War II, the U.S. and its allies built a series of international organizations and agreements that established a new **world order**. The goal of forming institutions such as the **United Nations (UN)**, the **World Bank**, and global trade associations, was to promote worldwide peace and prosperity. At the same time, the West also created the North Atlantic Treaty Organization (NATO), a political and military alliance designed to defend democracy.

NATO currently has 30 members, including Canada. Each NATO country contributes to a defense fund and pledges to come to the other's aid if attacked.

After the fall of the Soviet Union in 1991, some member nations saw less need for big military budgets. As a result, in recent years, the alliance had been weakened.

INTERNATIONAL CONDEMNATION

Much of the international community has heavily condemned Russia for its actions in Ukraine, accusing it of breaking international law and grossly violating Ukrainian sovereignty. Many nations have also been supplying Ukraine with badly-needed weapons and other military equipment so it can defend itself.

The U.S. alone had committed \$9.8 billion (US) in security aid by mid-August. NATO, the **European Union (EU)**, and others have also made significant contributions, from drones and weapons (including antitank rockets and rocket launch systems) to intelligence and funds. However, NATO has refused to supply soldiers on the ground or to create a **no-fly**

zone in the air, because any such direct actions by NATO against Russia could escalate the war.

ECONOMIC PENALTIES

Meanwhile, the EU has also committed to cutting its reliance on Russia for supplies of oil and energy. Germany halted work on a pipeline that was to deliver natural gas from Russia, while the EU banned all imports of coal from Russia. At the same time, oil giants like BP, Shell, and Exxon cancelled their investments in Russia. Other multinational companies have also pulled out of the country.

To further attempt to damage the Russian economy, many nations have levied crippling **sanctions** against Russia, its leaders, and its **oligarchs**. Canada has targeted hundreds

DEFINITIONS

EUROPEAN UNION: an international organization of European countries formed after World War II to reduce trade barriers and increase cooperation among its members. It currently has 27 members.

GENOCIDE: systematic killing of an ethnic group

NAZI: consistent with the ideology and practice of Nazism, a body of political and economic beliefs put into effect in Germany from 1933 to 1945 by Adolf Hitler

NO-FLY ZONE: an area above a country where planes from other countries are not allowed to fly, especially during a war

OLIGARCH: a wealthy, powerful person; usually a Russian who became rich in business after the end of the former Soviet Union

SANCTIONS: an official order that limits trade, contact, etc. with a particular country, in order to make it do something, such as obeying international law

UNITED NATIONS: an organization of 193 independent states formed in 1945 to promote international peace and security

WORLD BANK: a United Nations agency created to assist developing nations by loans guaranteed by member governments

WORLD ORDER: a system controlling events in the world; a set of arrangements for preserving global political stability



of people and organizations with sanctions, and has cancelled all export permits to Russia.

“These sanctions are wide-reaching. They will impose severe costs on **complicit** Russian **elites**,” said Prime Minister Justin Trudeau.

THE IMPACT OF THE WAR

The war has had a wide-reaching impact. Thousands of civilians and soldiers have been killed or injured, and buildings and infrastructure have been severely damaged.

By late August, some 6.3 million people had fled Ukraine to take shelter in nearby countries, Europe, and North America. Another 6.6 million had left their homes but remained within the country. These **refugees** and internally displaced people represent nearly one-third of Ukraine’s entire population of about 44 million.

The conflict has also impacted the global economy. **Inflation** was a growing problem in Europe and North America even before the war broke out. In recent months, prices have climbed even higher, in part because many nations that used to rely on Russian oil, natural gas, wheat, corn, fertilizer, and minerals (used to produce car parts, aircraft, steel, batteries, and semiconductors) are no longer trading with Russia.

GRAIN SHIPMENTS RESUME

However, in mid-August, there was some good news: shipments of grain were once again leaving the Ukrainian ports of Odessa, Chernomorsk, and

Yuzhny. The ports had been under a months-long Russian blockade that had trapped about 20 million tonnes of grain meant for export. But on July 22, the UN, Russia, Ukraine, and Turkey signed a deal to reopen them.

On August 20, UN **Secretary General** Antonio Guterres said he had been “deeply moved” watching a ship carrying grain heading to the **Horn of Africa** and that such deliveries provided “urgently needed relief for those suffering from acute hunger.”

NUCLEAR CONCERNS

Unfortunately, this positive development was overshadowed by one that was very concerning: the shelling of the Zaporizhzhia Nuclear Power Plant on the banks of the Dnieper river in southeastern Ukraine.

Russian forces had seized control of the plant in March. Ukraine accused Russia of storing heavy weaponry inside the complex and using it as a cover to launch attacks; Russian troops knew that Ukrainian soldiers couldn’t return fire without risking hitting one of the six reactors. Yet Ukrainian troops, who controlled the side of the river opposite the plant, said they had no choice but to defend themselves.

On August 11, the UN called on both sides to cease military activities near the power station before a nuclear disaster occurred. Ukrainian employees, who have continued to work at the plant throughout the occupation, issued their own warning on August 18.

“Artillery strikes are becoming more and more powerful and dangerous every time. Stop and think!... What is happening is horrific and beyond common sense and morality... We know how to professionally manage a nuclear reaction, but are powerless before human irresponsibility and madness,” they wrote.

WHAT'S NEXT?

Meanwhile, in late summer, a stalemate seemed to be developing in the conflict. Russia was struggling to make small gains, while Ukraine was beginning to win back some occupied territory, thanks in part to stronger, more accurate weapons supplied by the West.

“[Russia’s] military industrial capacity is now under significant strain,” stated an excerpt from a British defense intelligence update released in mid-August. Not only has Russia lost much of its military equipment, but a disproportionate number of Russian soldiers have been killed, too.

Yet President Putin has shown no signs of backing down – and neither has Ukrainian President Volodymyr Zelensky, who has pledged all along that Ukraine will never concede.

“We will fight for every metre of our land,” he declared. ★

DEFINITIONS

COMPLICIT: helping to commit a crime or do wrong

ELITES: a small group of people who have a lot of advantages and keep the most power and influence

HORN OF AFRICA: a peninsula of northeastern Africa comprising Somalia, Djibouti, Eritrea, and parts of Ethiopia

INFLATION: an economic process in which prices increase so that money becomes less valuable

REFUGEE: a person forced to flee their country to escape violence or persecution

SECRETARY GENERAL: a person who is a chief administrator



INTERNATIONAL

RUSSIA VERSUS UKRAINE

COMPREHENSION QUESTIONS

1. When did Russian troops invade Ukraine? What was their objective?

2. What two main reasons did President Putin give for this attack?

3. Describe how this invasion progressed during the first few weeks. Where did Russia shift its attention to in April?

4. How did the international community respond to Russia's 'special military operation'?

5. How has the international community helped Ukraine's military forces?

6. How many people lived in Ukraine at the start of the war? How many left their homes because of the fighting?

7. Describe the impact the war has had on the world economy.

8. Describe the most recent developments in this armed conflict. Why are many observers worried about the fighting near Zaporizhzhia?



INTERNATIONAL

RUSSIA VERSUS UKRAINE

QUESTIONS FOR FURTHER THOUGHT

1. The article states, "NATO has refused to supply soldiers on the ground or to create a no-fly zone in the air, because any such direct actions by NATO against Russia could escalate the war."

Do you agree or disagree with NATO's decision? Give reasons to support your response.

2. The Russians have occupied Ukraine's Crimean Peninsula since 2014. In mid-August, a Russian ammunitions depot and airfield in the region reported a series of explosions. Russia claimed that sabotage was to blame, but Western media has suggested that Ukrainian forces were behind the blasts.

As you see it, why might there be conflicting reports about these explosions? Give reasons to support your ideas.

3. During a visit to Kyiv, 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.





INTERNATIONAL

RUSSIA VERSUS UKRAINE

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the situation at the Zaporizhzhia Nuclear Power Plant in southeastern Ukraine:

<https://www.cbc.ca/news/world/ukraine-invasion-day-176-1.6554680>

<https://www.cbc.ca/player/play/2063497283531> [2:04]

<https://www.yout-ube.com/watch?v=oLUcOntomLE> [3:27]

What concerns are being expressed by the international community? What do you wonder?

2. Learn more about how the Russia-Ukraine war has impacted the global economy:

<https://www.yout-ube.com/watch?v=4aTlFA2Dl3c> [1:52]

<https://www.yout-ube.com/watch?v=VZnkw1oKq1Y&t=24s> [2:03]

<https://www.yout-ube.com/watch?v=86TRaQLjVfA> [1:37]

<https://www.yout-ube.com/watch?v=LvIO-NNC5Ik> [2:00]

As you see it, what has had the most devastating effect on inflation? Explain.

3. Visit the official sites of the United Nations, NATO, and the World Bank to learn more about how they started, their member countries, and their shared objectives as international organizations:

United Nations (UN): <https://www.un.org/en/our-work>

North Atlantic Treaty Organization (NATO): <https://www.nato.int/nato-welcome/index.html>

World Bank: <https://www.worldbank.org/en/who-we-are>

What similarities and differences are there between these organizations? Give examples.

4. Review a timeline of Russia-Ukraine relations since the fall of the Soviet Union:

<https://www.reuters.com/world/europe/events-leading-up-russias-invasion-ukraine-2022-02-28/>

How has this timeline supported your understanding of this conflict? Give examples.



IMAGES IN THE NEWS

RUSSIA VERSUS UKRAINE

Directions:

1. Study the photograph below.
2. Then, complete each quadrant on the **Getting Inside the Picture** chart. Use as many details as you can.
3. Now, select one of your powerful words. Use this as a springboard for a 5-minute **Quick Write**. Let your pen flow. A good descriptive paragraph has vivid details and helps the reader “get inside the picture” (experience the event as if he/she were right there).
4. Generate three possible titles for this picture. Then select the one that best captures the essence of the image. Explain why this is the most suitable title.



A resident looks at damaged homes from a rocket attack on Tuesday, Aug. 16, 2022, in Kramatorsk, eastern Ukraine, as Russian shelling continued to hit towns and villages in Donetsk province, regional officials said. (AP Photo/David Goldman)



RUSSIA VERSUS UKRAINE

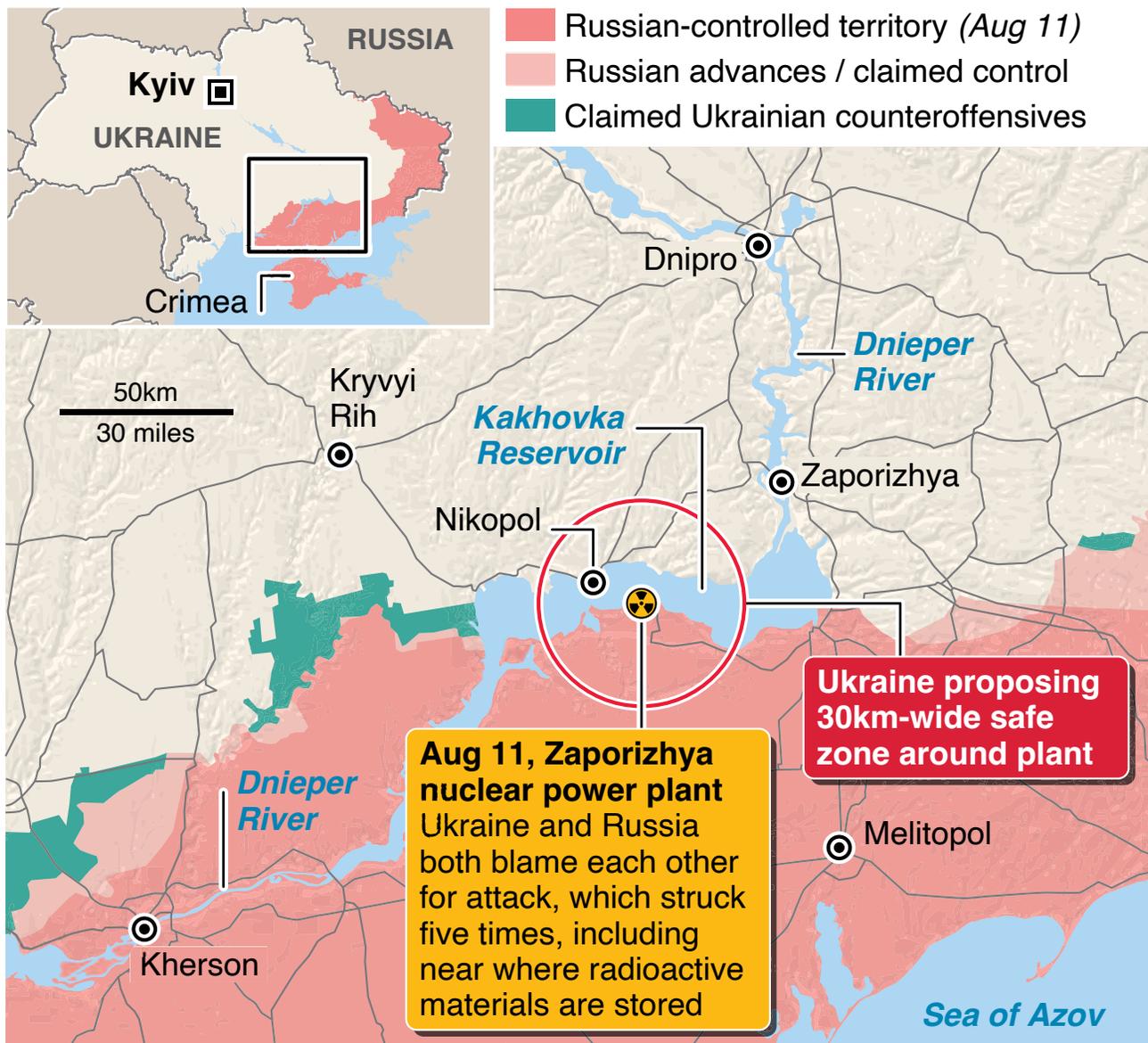
Title: _____

<p style="text-align: center;">Senses</p> <p style="text-align: center;">What might you hear, smell, taste or touch? What colours, textures, sounds, movements do you experience?</p>	<p style="text-align: center;">Images</p> <p style="text-align: center;">What details in the photograph create vivid pictures in your mind?</p>
<p style="text-align: center;">Words</p> <p style="text-align: center;">What powerful words describe the scene? What might you think, wonder, say if you were there?</p>	<p style="text-align: center;">Feelings</p> <p style="text-align: center;">What do you feel when you look at this image? What might the people in the photograph be feeling?</p>
<p>Quick write</p>	
<p>Possible titles:</p> <p>1. _____ 2. _____ 3. _____</p>	
<p>The best title is # _____ because . . .</p>	



Fresh shelling at Ukraine nuclear plant

UN Secretary-General Antonio Guterres has called for the creation of a demilitarised zone at Ukraine's Zaporizhya nuclear power plant after the site was hit by renewed shelling





INFOGRAPHIC

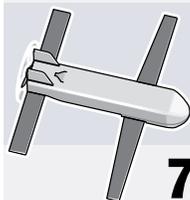
U.S. military assistance to Ukraine

Since August 2021, the U.S. government has approved 18 packages of military equipment to Ukraine, worth some \$9.8 billion in total



KEY WEAPON SYSTEMS

16 *HIMARS* long-range precision-guided rocket launchers and ammunition (*above*)



700+ *Switchblade* tactical unmanned aerial vehicles (UAVs)

700 *Phoenix Ghost* tactical UAVs

126 155mm towed howitzers and up to 561,000 rounds of 155mm ammunition



7,500+ *Javelin* anti-armour systems (*above*)

1,400+ *Stinger* anti-aircraft systems

20 *Mi-17 "Hip"* Russian-designed helicopters, originally purchased by U.S. for Afghan air force



OTHER SELECTED EQUIPMENT

- **20,000+** other anti-armour systems
- **72,000** 105mm artillery rounds
- **126** vehicles to tow howitzers

■ **2** *NASAMS* surface-to-air missile systems with munitions

■ **20** 120mm mortar systems

■ **10,000+** small arms

■ **75,000** sets of body armour and helmets

■ *Puma* reconnaissance UAVs

■ Unmanned coastal defence boats

■ **26** counter-artillery radars

■ **4** air surveillance radars

■ **2** *Harpoon* missile launchers

■ *Claymore* anti-personnel mines

■ C-4 explosives and demolition equipment for obstacle clearing



■ **200** *M113* armoured personnel carriers (*above*)

■ **100s** of other armoured vehicles

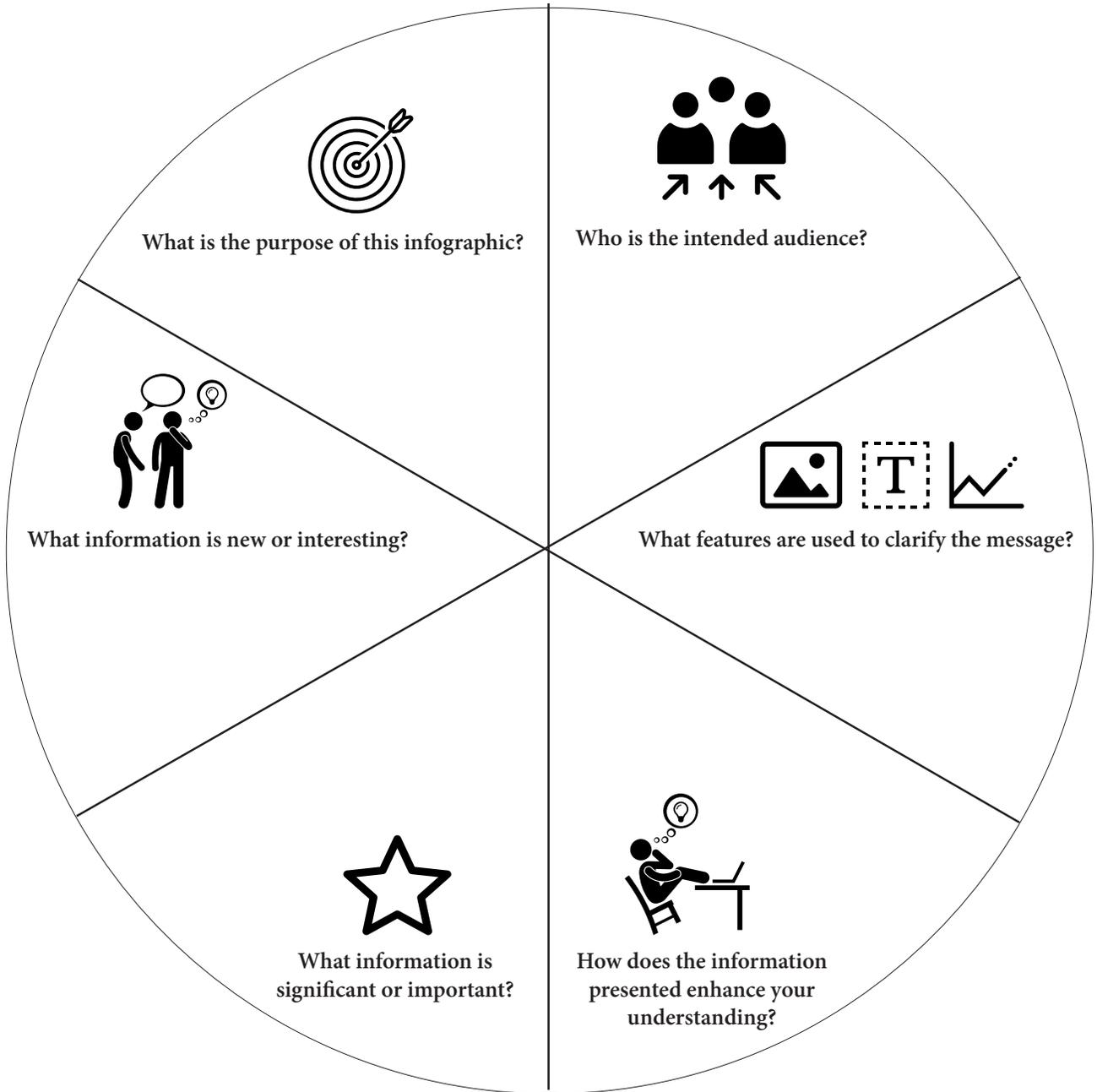
Sources: AP, CRS, U.S. Department of Defence

Pictures: DoD, Flickr

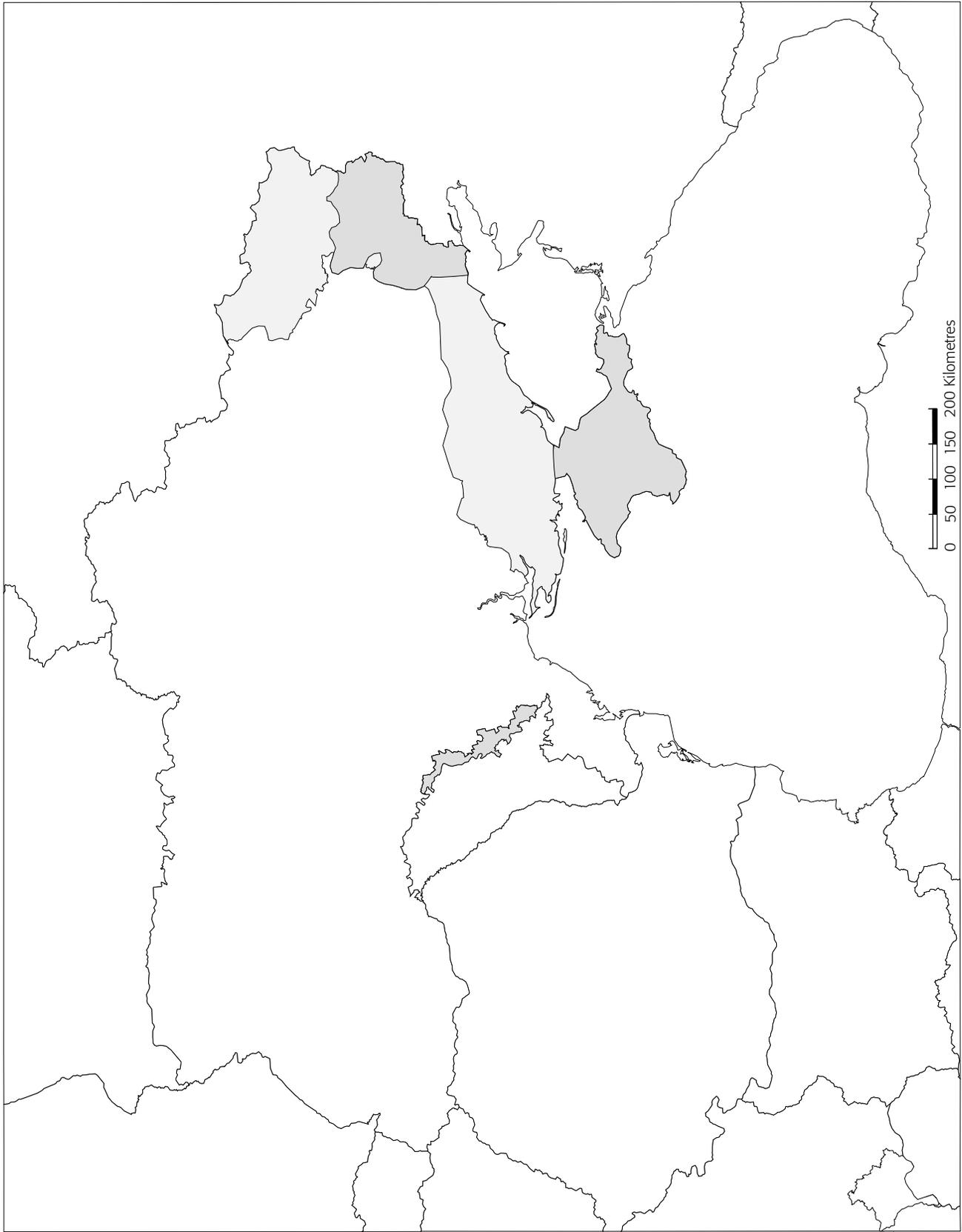
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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?





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.

Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

WE HAVE THE SOLUTION. (Five, actually.)

The Canadian Reader

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments

Product details: 8 issues. 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. 60 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: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.

Currents4Kids/Infos-Jeunes: Grades 3 and up.

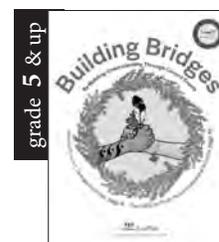
News4Youth/Infos-Ados: Grades 7 and up.



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.



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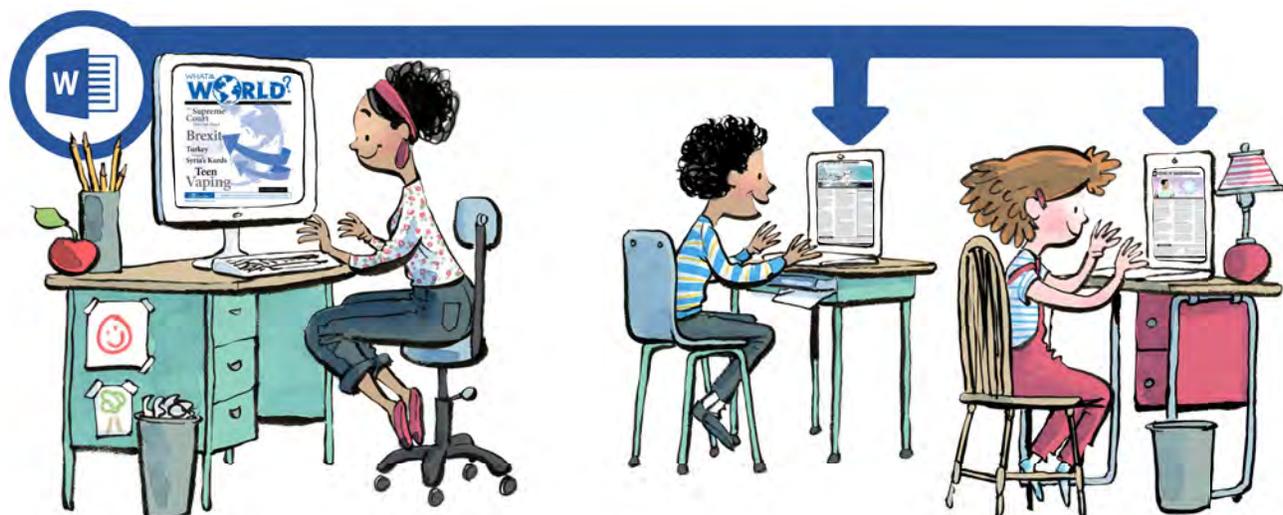
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