The Canadian Reader

Current Canadian events and issues for students in Grades 3 and up

Teachers serving teachers since 1990

2018-2019: Issue 8

3 Literacy Focus: Reading Strategies Assessment

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Please circulate to:
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The Canadian Reader is protected by copyright. Subscribers receive one copy of the publication each month and may photocopy each issue for use by all students and teachers within one school.

How to use this resource:

The Canadian Reader is a made-in-Canada teaching and learning resource featuring all-Canadian content. It has three main components; use the entire package, or pick and choose the pages that suit your class the best.

1. Literacy Focus – This generic lesson plan focuses on seven key non-fiction reading comprehension strategies, presented in the following order:
   - Issue 1: Using Text Features
   - Issue 2: Making Connections
   - Issue 3: Visualizing
   - Issue 4: Asking Questions
   - Issue 5: Making Inferences
   - Issue 6: Determining Importance
   - Issue 7: Transforming/Synthesizing
   - Issue 8: Reading Strategies Review and Assessment

   Teachers may introduce and practice each month’s strategy using any of the articles in the issue, or save it for another time or text.

2. Canadian news stories – Each of the three articles is leveled and accompanied by Comprehension Check questions, a Language Focus, and a literacy-based lesson plan and supporting materials. Teach the lessons as they are presented, or pick and choose the activities and assignments you’d like to explore with your students.

3. Did You Know? comic – This comic provides basic information about a current news story or event, or supports one of the articles with background information. It’s a great way to engage reluctant readers and build students’ background knowledge in a fun and graphic way.

Note: All URLs referenced in The Canadian Reader are posted as links on our student website at http://www.lesplan.com/en/links. Bookmark this URL on your school’s computer network to give students easy access to our recommended sites.

Share The Canadian Reader with other staff members in your school, including itinerant, relief, and substitute teachers.
Review with students the reading comprehension strategies that they have learned and practiced this year using the Reading Strategy Review handout (p. 4). Which strategies have students used most? Which have they found easiest to use? Which have been more difficult? What reasons can students suggest to explain these observations?

Choose one article from this issue to use to assess students’ understanding of and ability to apply the reading strategies. Ask students to read this story independently. Then, have students use the article to complete the Reading Strategies Assessment (p. 5).

Rubric for Reading Strategies Assessment: Use the rubric below to assess other oral, written, and anecdotal evidence of students’ understanding of and ability to apply the following reading comprehension strategies, gathered throughout the year:

### Asking Questions/Making Inferences
1 – Is not able to form a question about what has been read.
3 – Is able to ask simple questions about what has been read and is able to answer ‘right there’ questions accurately. Can ask/answer some simple ‘in my head’ questions (can make an inference).
5 – Can ask questions that demonstrate deep understanding of the text. Can clearly explain what an inference is and can make inferences that are thoughtful. Questions and inferences are relevant to the topic.

### Determining Importance
1 – May be able to identify the topic.
3 – Can identify the topic and retell important ideas and some details. Can identify some key words.
5 – Can identify main ideas and key words, and is able to summarize in own words.

### Making Connections
1 – Is unable to make connections to the text.
3 – Can make both personal connections and connections to background knowledge. Connections are meaningful (relevant to the content).
5 – Is able to make text-to-self, text-to-text, and text-to-world connections. Can express how the connections have helped enhance understanding.

### Transforming/Synthesizing
1 – Is not able to identify new thinking. May be able to retell but not rethink the text.
3 – Understands that readers sometimes develop new thoughts from reading. Is able to apply some of the reading strategies to the text. New thinking may be shown only with facts.
5 – Is able to find simple ways of rethinking the text. Independently uses all of the reading strategies. Uses experiences and text to identify a new perspective or thought that enhances meaning and deepens understanding.

Source: Adapted from Nonfiction Reading Power by Adrienne Gear, Pembroke Publishers, c. 2008
Reading Strategy Review

Good readers . . .

. . . make connections. As they read they think about what the text reminds them of. This thinking – or reminding – is called connecting.

. . . ask questions before, during, and after they read. Sometimes, the answers to these questions can be found right in the story. Sometimes, the answer has to come from you.

. . . visualize. As they read, they make pictures or a movie in their head. These pictures or movies are called visualizing.

. . . make inferences. They fill in, in their heads, what is not written or shown on the page. Predicting is one kind of inference.

. . . determine importance. They sift and sort information in their heads, making decisions about what information they need to remember and what information they can ignore.

. . . transform their thinking. They add their background knowledge, their experience, and their thinking to what they are reading to come up with a new way to think about something.

Reading Strategies Assessment

1. What is one meaningful connection you can make?

2. Write one 'right there' question that you have.

3. Write one 'in your head' question. Then, answer this question.

4. Write down important points from one section of the article. Then, write a nugget summarizing the most important points.

5. Explain how this article has changed your thinking on this topic.
Stephen Gillis coached a peewee hockey team in Vancouver. He was the kind of positive role model every kid wants. “My coaching philosophy is making not only good players, but great people,” he would say. But Mr. Gillis had a secret.

Coach Stephen was very sick. His kidneys were shutting down. To get better, he needed a kidney transplant. He had to find someone willing to donate a kidney to him.

**Kidney transplants**

Your kidneys are located just under your back ribs. You have two of them. They do important work. They filter your blood and help get rid of waste products from your body.

When people get kidney disease, their kidneys stop working. The solution? A replacement kidney from someone else.

Most kidneys used for transplants come from people who have died. Their families agreed that their organs could be used to save others. It’s a priceless gift. Unfortunately, there are nowhere near enough donated kidneys for all the people needing kidney transplants.

Kidneys can also be donated by ‘live donors’. Most people only need one kidney to lead a healthy life. The other one can be donated to someone who desperately needs it.

Someone like Stephen Gillis.

**A video goes viral**

When the team learned their coach’s secret, they made a video and posted it on social media. It went viral.
“Our coach needs our help,” said the eleven- and twelve-year-old players. “Help us find a donor.”

Finding a kidney donor would not be easy. The donor had to have the same rare blood type as Mr. Gillis. It would be hard to find a match.

Many people saw the video and came forward. No one was suitable — until Michael Teigen came along. Mr. Teigen was actually an old friend of the hockey coach. He hadn’t seen him in years. But he learned of the team’s video and decided to get tested. He was a match!

Mr. Teigen went to the hospital and told his old friend that he would be giving him a life-saving kidney. The visit was recorded on video. At first, Mr. Gillis didn’t believe it. Then he was overcome with emotion. He collapsed into sobs, and hugged his donor.

Paying it forward

Today, Mr. Gillis is waiting for his transplant date. He is also making plans. He hopes to be back coaching his team in the fall. He plans to run a half-marathon with Mr. Teigen. He also wants to persuade more people to agree that if they die, their organs can be donated. There is a huge need for donors.

“I’m hoping now we can use [my] story to sign up people to become organ (donors) and save the lives of others,” he said.

Would you consider being an organ donor? Why or why not?

A blood type is the type of blood that someone has in his or her body. There are four main types: A, B, AB, and O.

Organs that can be donated after death include the heart, liver, kidneys, lungs, pancreas, small intestine, eyes, bone, skin, and heart valves. One donor can save up to eight other lives.
“Our Coach Needs Our Help”

Comprehension Check

Answer the questions below in complete sentences:

1. Where are kidneys located in the body?

2. What do kidneys do?

3. What is an organ donor?

4. Who is Stephen Gillis?

5. How is Michael Teigen helping Stephen Gillis?
“Our Coach Needs Our Help”

Language Focus

Choose one of the following words from the article (or select one of your own) and complete each of the four squares in the grid below to show your understanding of the word:

donate  emotion  philosophy  positive
replacement  role model  transplant  viral

Definition (in your own words):

Picture:

Word:

Sentence showing the word’s meaning:

Synonyms:
“Our Coach Needs Our Help”

Lesson Plan

Before Reading:

☐ Write the title of the article and the headings on the board, an overhead transparency, or a piece of chart paper. Using a Think-Pair-Share discussion structure, ask pairs of students to use the text features to generate predictions about the article—what do they think the article is about and how do they know? Call on several pairs to share their thinking.

☐ Inform students that they will use the headings and the text to draw inferences—logical conclusions—about the coach and why he needs help.

☐ Distribute to each pair of students a copy of the organizer I Read/ I Think/ Therefore* (p. 13). Introduce the reading strategy, using the article’s introduction or an image from a picture book. Model how to record facts/observations in the I read column (what the text says/picture shows) and how to generate plausible inferences in the I think column (what I think about what I read/see). Then demonstrate how to draw a conclusion from the gathered information (what’s important about what I read/saw).

For example, I read...Stephen Gillis was a positive role model. I think...he was a positive and encouraging coach. Therefore...his players really liked and respected him so worked hard in practices and games.

☐ Practice the strategy again, this time asking partners to work through the steps together using a second fact from the introduction (or a second image from the book) and share their thinking in a class discussion.

[If you wish to use a picture book, the first page of ‘Carl’s Birthday’ by Alexandra Day, which can be viewed using appropriate technology, is an accessible text. Click the ‘Look Inside’ link on Amazon.ca (https://www.amazon.ca/Carls-Birthday-Alexandra-Day/dp/0374311501) to see the image and short paragraph.]

* To learn more about this reading strategy, download the pdf from the Government of Ontario’s THINK LITERACY files at: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf

During Reading:

☐ As students read the article, encourage them to underline or highlight important facts about Stephen Gillis and his need for help.

After Reading:

☐ Encourage students to individually complete the I Read/I Think/Therefore organizer, selecting facts, making inferences, and drawing conclusions for two or more sections of the article.
“Our Coach Needs Our Help”

Lesson Plan

☐ Criteria for Assessment: A powerful conclusion is plausible (likely to be true given the evidence) and helps the reader get a deeper understanding of the theme/message of the text (the importance of transplants, spreading a message on social media, turning a setback into a triumph).

Extension:

☐ Option 1: Learn what makes an effective social media campaign
As a class, view the team’s video. Invite students to discuss what caught their attention while watching. Then, using the links below, together learn more about the elements of a successful social media campaign:
  • How to Go Viral: 8 Steps to Reach a Massive Audience:
    https://sproutsocial.com/insights/how-to-go-viral/
  • Elements of a Viral Social Media Campaign:
    https://seo-hacker.com/elements-viral-social-media-campaign/

Watch the video a second time and deconstruct it together. Ask students to identify the elements used by the boys to spread their message, then rate the impact of the video (to what extent did it meet its goal?). The following headings may help focus students’ analysis:
  • Element;
  • Evidence (what we see or hear);
  • Impact (how it makes us feel/what it makes us think);
  • Overall message;
  • Overall impact (to what extent does the video help us understand the coach’s problem and make us want to take action: 1 – no impact/no action; 2 – some impact/may take action; 3 – a big impact/will take action).

☐ Option 2: Learn more about organ donations
Using the links in Internet Connections, encourage students to learn more about the organ donor process. Then have students create an infographic or poster encouraging adults to become an organ donor. Co-create the criteria for powerful posters or infographics by looking a several examples, easily found on the Internet.

Internet Connections:

☐ Find out more about this news story:
  https://bc.ctvnews.ca/we-re-a-match-vancouver-hockey-coach-to-receive-life-saving-gift-1.4369850

☐ Watch the video created by the team:
  https://www.youtube.com/watch?v=f_E9P3tt3Es
“Our Coach Needs Our Help”

Lesson Plan

☐ Learn more about the organ donation process:
  https://organtissuedonation.ca/en

☐ Follow Stephen Gillis on social media:
  https://twitter.com/stephengillis

☐ Did you know about Green Shirt Day? Check it out, at:
  https://greenshirtday.ca/

☐ Discover how your kidneys work:
  https://www.youtube.com/watch?v=zWw2yZIsRGo

Note: All URLs are posted as links at http://www.lesplan.com/en/links
“Our Coach Needs Our Help”

I read / I think / Therefore

<table>
<thead>
<tr>
<th>I read...</th>
<th>I think...</th>
</tr>
</thead>
</table>

Therefore...
You don’t have to be in the wilderness to spot a coyote. Increasingly, coyotes are settling in cities and towns. You’ll see them especially at dusk and dawn. Not everyone is happy about these new neighbours.

Some residents of Collingwood, Ontario are definitely not pleased. They say that coyotes are attacking their pets. Small dogs and cats have been injured or have gone missing.

The residents want to see the coyotes trapped and moved from their neighbourhoods. Maybe even shot.

The town council disagrees. It believes residents need to learn to “co-exist” with urban coyotes.

About coyotes
A coyote is a wild dog, smaller than a wolf but larger than a fox. Like many dogs, coyotes are smart and adaptable.

 Mostly they eat small mammals such as mice, ground squirrels, and rabbits. Occasionally a coyote will feed on a young deer or bighorn sheep.

Living with coyotes
So how can humans live alongside coyotes? First rule: Don’t leave out a welcome mat!

That means don’t give the coyotes food. Don’t leave garbage where they can get at it. Keep pet food indoors. Pick ripe fruit. Remove bird feeders, which attract rodents and squirrels that coyotes feed on.

Also, don’t leave small pets outside unattended. Keep your cats indoors. Particularly in January and February, when
coyotes look for mates, keep your dog close and on a leash. Coyotes will not eat a large dog, but they may see the dog as a competitor for food, or a danger to their pups.

Surround your yard with a fence that’s at least two metres tall and goes right to the ground.

**What if I meet a coyote?**

Coyotes are not generally a threat to humans. In fact, they avoid human contact. So no need to be alarmed.

Unfortunately, some coyotes have become ‘habituated’. They’ve learned to associate people with food. That makes them more likely to approach people and homes – which is not good. It’s best to keep coyotes wild and wary of people.

If you are approached by a coyote, be BIG and LOUD! Wave your arms. Look it in the eye. Speak in a low, firm voice or shout (don’t scream). Yell, “Go away, coyote!” Stomp your feet, clap your hands. Or make sudden loud noises like banging pots and pans.

Do not turn your back and run. Like any dog species, coyotes may chase something that runs. Pick up any small children or pets, and slowly retreat towards safety.

**Why not get rid of coyotes?**

Why should we try to live with coyotes? For one thing, they are important to the ecosystem. They control rodent and rabbit populations.

With people moving into wildlife habitat, there are bound to be more interactions. Pet owners need to take precautions to keep their pets safe.

“The world has changed,” says one coyote expert. “The days of opening our doors and letting our dogs and cats roam at nighttime – it’s over.”

**What do you think: Should we try to live with coyotes? Why or why not?**
**Coyotes in our Backyard**

**Comprehension Check**

Write the letter of the *best* answer in the space beside each question.

_____ 1. What is a coyote?
   a) A wild dog.       b) A wild cat.
   c) A wild bird.      d) A wild rabbit.

_____ 2. Where do coyotes live?
   a) In the wilderness. b) In small towns.
   c) In cities.        d) All of the above.

_____ 3. Why are coyotes important to the ecosystem?
   a) They kill stray dogs.
   b) They control rodent and rabbit populations.
   c) They are friendly.
   d) They are not important to the ecosystem.

_____ 4. Why would a coyote attack a large dog?
   a) If it wants to mate.
   b) If it likes the taste of large dogs.
   c) If it sees the large dog as a threat or a competitor for food.
   d) Coyotes never attack large dogs.

_____ 5. How should humans react if approached by a coyote?
   a) Scream.       b) Be big and loud.
   c) Ignore the coyote. d) Run away.
Coyotes in our Backyard

Language Focus

An idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words.

For example: 'His jaw dropped' means he was very surprised or shocked by something.

Using your own words, explain the meaning of these common idioms:

1. It's raining cats and dogs. ______________________________________________________

2. The ball is in your court. ________________________________________________________

3. It's time to go back to the drawing board. ________________________________________

4. Don't beat around the bush. ____________________________________________________

5. That costs an arm and a leg! ____________________________________________________

Can you find an example of an idiom in the article?
Coyotes in our Backyard

Lesson Plan

Before Reading:

- Distribute to each student a copy of the Coyotes Anticipation Guide (p. 20). Read through each of the statements aloud and invite students to determine whether they are true or false based on their background knowledge. Encourage them to share the reasons for their assessment.

- Record the title and headings on the board, a piece of chart paper, or on an overhead transparency. Ask students to re-assess their responses to each statement, given the new information.

During Reading:

- As they read the article, encourage students to look for evidence supporting and/or refuting each of the statements in the Anticipation Guide. Suggest that they underline or highlight this information for later reference.

After Reading:

- Direct students to complete the post-reading column of the Anticipation Guide and add evidence supporting and/or refuting each of the statements.

- Then, ask students to imagine that they write an advice column for the Collingwood Today online newspaper. Ask them to generate a question from a concerned citizen about the recent coyote sightings and write a suitable response that both acknowledges the citizen’s concerns and offers appropriate suggestions on how to live alongside the coyotes or to stay safe.

- Criteria for Assessment: Effective letters of advice acknowledge the feelings/concerns/worries of the citizen, offer helpful suggestions, and are sensitive to protecting the interests of the coyotes and humans.

Extension:

- Option 1: Facilitate a U-Shaped Discussion
  Pose the following statement to the class: Urban coyotes should be shot or trapped and removed from neighbourhoods. Challenge students to explore both sides of the issue and look for evidence from the article, links in Internet Connections, and their own background knowledge that supports both positions—for and against the removal of coyotes from urban areas. Encourage them to consider a variety of topics in their search, such as the coyote’s diet, behaviour, role in ecology, impact on the reduction in population, and threat to humans/pets.

  After students have completed the organizer, conduct a U-shaped debate. Encourage students to remain open-minded, see the merits of both sides, and be willing to change their position if they hear convincing evidence. This link provides an overview of how to structure the discussion strategy: http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html.
Coyotes in our Backyard

Lesson Plan

☐ Option 2: Create a ‘Living With Coyotes’ Poster

Students may be interested in designing posters educating the citizens in their neighbourhood on how co-exist with coyotes. Using appropriate technology, project and examine several websites that offer tips for designing effective posters, such as:

- Picktochart: https://piktochart.com/blog/how-to-make-a-poster/
- Canva: https://www.canva.com/learn/25-ways-to-design-an-awesome-poster-and-create-a-buzz-for-your-next-event/

Use the tips to co-create criteria for an effective poster before students generate their own. Encourage students to put up their posters around the community or on community bulletin boards.

Internet Connections:

☐ Find out more about this news story:
  https://barrie.ctvnews.ca/video?clipId=1349028
  https://barrie.ctvnews.ca/video?clipId=1366882

☐ See how Collingwood residents are responding to the increase in coyotes:
  https://www.coyoteconcernscollingwood.com/

☐ Check out Coyote Watch Canada, an organization that advocates for positive human-wildlife interactions: https://www.coyotewatchcanada.com/site/home

☐ Learn how to co-exist with coyotes:
  https://www.coyotewatchcanada.com/site/coexisting-with-coyotes

☐ Discover how coyotes live in the wild:
  https://kids.nationalgeographic.com/animals/coyote/#coyote-howling-snow.jpg
  https://www.livescience.com/27976-coyotes.html

☐ Understand more about urban coyotes:
  https://stanleyparkecology.ca/conservation/co-existing-with-coyotes/understanding-urban-coyotes/
  https://urbancoyoteinitiative.com/10-fascinating-facts-about-urban-coyotes/

Note: All URLs are posted as links at http://www.lesplan.com/en/links
# Coyotes Anticipation Guide

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Reading</th>
<th>Reason</th>
<th>After Reading</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coyotes sighted in a city or town should be shot or trapped and removed.</td>
<td>True</td>
<td></td>
<td>True</td>
<td></td>
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<tr>
<td></td>
<td>False</td>
<td></td>
<td>False</td>
<td></td>
</tr>
<tr>
<td>2. Leaving food out for coyotes is an effective way to keep coyotes from preying on pets.</td>
<td>True</td>
<td></td>
<td>True</td>
<td></td>
</tr>
<tr>
<td></td>
<td>False</td>
<td></td>
<td>False</td>
<td></td>
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<tr>
<td>3. Coyotes are a big threat to humans.</td>
<td>True</td>
<td></td>
<td>True</td>
<td></td>
</tr>
<tr>
<td></td>
<td>False</td>
<td></td>
<td>False</td>
<td></td>
</tr>
<tr>
<td>4. If you are approached by a coyote, the best thing to do is to turn your back and run away as fast as you can.</td>
<td>True</td>
<td></td>
<td>True</td>
<td></td>
</tr>
<tr>
<td></td>
<td>False</td>
<td></td>
<td>False</td>
<td></td>
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<tr>
<td>5. Coyotes are very important to the ecosystem.</td>
<td>True</td>
<td></td>
<td>True</td>
<td></td>
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<tr>
<td></td>
<td>False</td>
<td></td>
<td>False</td>
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</tr>
</tbody>
</table>
Welcome to Mars

Fancy a trip to the moon? Or a visit to Mars? Or, how about the next best thing? No need to leave our planet at all! Let’s head for a place on Earth that looks and feels a lot like Mars.

Go north!

Travel north, way north. Devon Island is in the high Arctic, in Nunavut. It’s the world’s largest uninhabited island. It’s about the size of Nova Scotia.

For two snow-free months each summer, NASA runs a research station there. Scientists fly in to the camp and land on the dirt runway. NASA has been doing research at this site for 22 years.

Why Devon Island? Because this place could almost be Mars. It’s a polar desert – cold and dry. Barren and rocky. Dusty and windy. Isolated and far from home. The landscape has plateaus and ancient lake beds, boulder fields, and canyons. There’s a massive crater where an asteroid or a meteor struck the ground about 23 million years ago. Little has changed since then.

NASA stands for National Aeronautics and Space Administration. A crater is a large bowl-shaped hole in the ground.

Trial run

NASA has future plans to build human settlements on the Moon. That would be followed by human exploration on Mars.

There’s a lot we need to learn before we set foot on the Red Planet. Devon Island is a good place to learn it. Humans can make mistakes here, then avoid them when we actually go into space.
For instance, scientists are developing better spacesuits. They’re testing ground vehicles and robotic rovers that can travel across rocky terrain. They’re figuring out how to grow food in the greenhouse. They are learning how to stay alive in a harsh and alien world.

The Inuit have lived in the high Arctic for generations. Their knowledge and experience will also be helpful in preparing humans to go to places where it’s difficult to survive.

Of course, Mars is different than anywhere on Earth. For one thing, it has less gravity. The atmosphere is thinner. The climate is colder and drier. The Sun’s rays are stronger.

Still, Devon Island is as Mars-like as it gets.

“My guess is that the first people that land on Mars will say… “Oh, wow! This looks just like Devon Island, where we trained,” says one NASA scientist.

Google it

Most of us won’t ever make it to Devon Island, let alone to Mars. So instead, we can arrange a virtual visit. Anyone with a computer connection can now explore Devon Island using Street View. It’s a tool available in computer apps such as Google Maps and Google Earth.

Why did the Google crew accept an invitation to photograph this remote site?

“For us it was sort of to inspire future scientists,” said the project leader.

Devon Island is not your typical go-to destination. But this remote and desolate landscape just might inspire future geologists. Future engineers. Future space explorers.

Maybe even you?

Would you be interested in visiting Devon Island? Why or why not?
Comprehension Check

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

1. Devon Island is on Mars.

2. Life on Devon Island is easy.

3. The climate on Devon Island is warm and humid.

4. NASA runs a research station on Devon Island.

5. A meteor recently struck Devon Island.

6. Anyone can explore Devon Island using Street View.
Welcome to Mars

Language Focus

Write the vocabulary word or phrase from the box at the bottom of the page beside its definition.

1. very large or heavy
2. [a place that is] completely empty with no people or pleasant features
3. an area of land, usually one that has a particular physical feature
4. [a place that is] dry and empty, with few plants growing
5. [a place that is] not lived in
6. relating to a planet other than Earth
7. [a place that is] a long way from other places and is often difficult to get to
8. a large flat area of land that is higher than the land around it

alien barren desolate massive plateau remote terrain uninhabited
Welcome to Mars

Lesson Plan

Before Reading:

☐ Using appropriate technology, project an image of Mars’ surface, such as:
  - https://images.app.goo.gl/Y26PkjksXWkEy2t06
  - https://images.app.goo.gl/LAQJAQkrFjyZA46R7

☐ Ask students to put themselves in the middle of the image, and to imagine, using sensory details, what they might see, hear, touch/feel, smell, and taste on the surface of Mars. Record their ideas in a web.

☐ Next, project an image of Devon Island in the summer, such as:
  - https://images.app.goo.gl/idUimLacVLR9o5d7
  - https://images.app.goo.gl/Ak3ad95r1BwKVza37

☐ Without revealing the place, invite students to brainstorm sensory details for the second image. Record their responses in a second web.

☐ Then, using Thumbs up/Thumbs down, ask students to indicate whether the second image is of Mars or another planet. Encourage them to provide evidence for their judgment.

☐ Finally, inform students that the second image is of Devon Island, a place in Canada that looks and feels a lot like Mars.

During Reading:

☐ As students read the article, encourage them to underline or highlight important facts about Devon Island and why it is important to future space exploration.

After Reading:

☐ Distribute to each student, or pairs of students, a copy of Devon Island: The Next Best Thing (p. 27). Direct them to use the article to add facts (key words or phrases) to each of the categories on the organizer.

☐ As a summative activity, you may wish to challenge pairs of students to summarize the main ideas in each category, using a 10-word Finger Summary. In this strategy, students use one of their thumbs to indicate the subject—the who or what—and their fingers to describe the most important thing about the subject. For example, the introduction of the article could be summarized as follows: A place on Earth (subject) – is similar in looks and feel to Mars (main idea). Have pairs take turns sharing their 10-word finger summaries.

☐ Criteria for Assessment: An effective summary is accurate, includes important details about the who/what, and is concise (10 words or less).

Extension:

☐ Option 1: Take a virtual tour of Devon Island  Students may wish to use the Google apps links in Internet Connections to explore Devon Island. Invite students to create their own sensory webs for
Lesson Plan

their favourite place on the island. Alternatively, have them create an “I Am Poem” about Devon Island using Creative Communication’s Poetry Machine online generator, found at:

☐ Option 2: Compare Mars and Earth  Encourage students to learn more about Mars and Earth by comparing their similarities and differences using a Venn diagram. [There are many Venn diagram templates available to download.] In addition to information in the article, students may use links to NASA data on both planets found in Internet Connections. When their comparisons are complete, challenge students to work in pairs or small groups to brainstorm what other types of research might be needed to help scientists learn how to survive on Mars.

Internet Connections:

☐ Read more about this news story:
https://www.amusingplanet.com/2016/05/devon-island-mars-on-earth.html

☐ Learn more about Devon Island:

☐ Explore Devon Island using Google Street View:
https://www.google.com/maps/place/Devon+Island

☐ Explore Devon Island using Google Earth:
https://g.co/earth/devonisland

☐ Watch a short documentary about Mars on Earth:
https://www.youtube.com/watch?v=xzyOdH6OlVo [10:07]

☐ See how Devon Island compares to Mars (filmed using a drone):
https://www.youtube.com/watch?v=06T921re-jE [2:28]

☐ Find out how similar Earth and Mars really are:
https://www.nasa.gov/vision/earth/environment/Sibling_Rivalry.html
https://mars.nasa.gov/allaboutmars/facts/#c=inspace&s=distance
https://solarsystem.nasa.gov/planets/earth/overview/
https://solarsystem.nasa.gov/planets/mars/overview/

☐ Check out NASA’s ‘Mars in a Minute’ playlists to learn more about the Red Planet:
https://www.youtube.com/playlist?list=PL56421C9A51D1F427

☐ Visit the Haughton-Mars Project website:
https://www.marsinstitute.no/hmp

Note: All URLs are posted as links at http://www.lesplan.com/en/links
Welcome to Mars

Devon Island: The Next Best Thing

Environment

How it Differs from Mars

Devon Island: The Next Best Thing

Benefits

Research
Completing the following map assignment will help you to better understand the context of Welcome to Mars.

**Map: The Canadian Arctic**

A good map is **complete**, **accurate**, and **visually appealing**.

**Territories**
- Nunavut
- Northwest Territories

**Provinces**
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Quebec

**Islands**
- Devon Island
- Victoria Island
- Ellesmere Island
- Baffin Island

**Water Bodies**
- Beaufort Sea
- Arctic Ocean
- Baffin Bay
- Hudson Bay

**Capital cities**
- Yellowknife
- Iqaluit

**Other**
- Greenland

**Did you know?**

The Arctic Circle is an imaginary line of latitude that circles the globe at 66° 32’ North.

Can you draw and label the Arctic Circle on your map? Use an atlas or other reference source to help you, if necessary.

**A good map is complete, accurate, and visually appealing.**
The Arctic is the region of the Earth north of the Arctic Circle. In this part of the world, the average temperature for the warmest month is below 10 degrees Celsius.

Most of the Arctic is a vast, ice-covered ocean and permafrost. No trees grow here.

Permafrost is land that is permanently frozen.

Eight countries have land in the Arctic region: Canada, Greenland (a territory of Denmark), Russia, the United States, Iceland, Norway, Sweden, and Finland.

One-fifth of the Earth’s water supply is found in the Arctic.

No one country owns the geographic North Pole or the region of the Arctic Ocean surrounding it.

More than 40 percent of Canada’s land is found in the Arctic. Over 100,000 Canadians live in this region.
The Arctic

Comprehension Check

Answer the questions below in complete sentences:

1. What is the Arctic?

2. Describe the Arctic landscape.

3. Which eight countries have land in the Arctic?

4. Which country owns the geographic North Pole?

5. How many Canadians live in the Arctic?

How does the Arctic compare to your region?
**“Our Coach Needs Our Help”**

**Comprehension Check**

1. Where are kidneys located in the body?
   - We have two kidneys located just under our back ribs.

2. What do kidneys do?
   - Kidneys filter blood and help get rid of waste products from our body.

3. What is an organ donor?
   - An organ donor is someone (alive or dead) who agrees to donate an organ that will save someone’s life.

4. Who is Stephen Gillis?
   - Stephen Gillis is a peewee hockey coach and a positive role model. He is sick and needs a kidney transplant to get better.

5. How is Michael Teigen helping Stephen Gillis?
   - When Michael Teigen heard that Stephen Gillis needed help, he got tested to see if he could be a kidney donor.
   - Because their blood types match, Michael Teigen agreed to donate one of his kidneys to Stephen Gillis.

**Language Focus**

**Answers will vary.**

**Kidney transplants**

I read...kidneys filter your blood and get rid of waste products in your body. I think...kidneys are important in keeping you healthy. Therefore...if they stop working or become diseased you may die.

I read...kids needed for transplants come from people who have died. I think...without transplants, people who have kidney diseases will die. Therefore...more people should become organ donors.

I read... ‘live donors’ can also donate a kidney. I think...this is an important fact. Therefore...sharing this information may help people learn that donating a kidney is a win-win act; it may save someone’s life while allowing the donor to live at the same time.

**A video goes viral**

I read...the team’s video went viral on social media. I think...the kids’ message touched so many people, that they shared the video with their friends/followers. Therefore...social media can be an effective way of spreading a message quickly.

I read...that finding a kidney donor for Mr. Gillis would be hard because he had a rare blood type. I think...social media allowed the message to be shared with a wider audience. Therefore...there was a greater chance of finding a match.

I read...that the donor, Mr. Teigen, was an old friend of the hockey coach. I think...that because of their past relationship, Mr. Teigen was more likely to understand how finding a donor could save and change Mr. Gillis’ life.

Therefore...social media is an effective way of building empathy and encouraging action.

**Paying it forward**

I read...that Mr. Gillis is making plans for after his transplant. I think...this is a helpful way of staying positive and hopeful while waiting for his transplant. Therefore...making future plans gives patients reasons to keep fighting while they are so sick.

I read...that Mr. Gillis wants to use his story to persuade others to become organ donors. I think...people will become more aware of the importance of organ donation after reading/hearing about his story. Therefore...once people are more aware of how organ donation can make a difference for others, they will be more likely to take action.

**Coyotes in Our Backyard**

**Comprehension Check**

1. a; 2. d; 3. b; 4. c; 5. b.

**Language Focus**

Example of an idiom in the article: “Don’t leave out the welcome mat!”

**Coyotes Anticipation Guide**

1. Coyotes sighted in a city or town should be shot or trapped and removed. F Residents need to learn to ‘co-exist’ with urban coyotes.

2. Leaving food out for coyotes is an effective way to keep coyotes from preying on pets. F Leaving food out for coyotes encourages them to become habituated—learn to associate people with food—and increases their likelihood of approaching people and homes.

3. Coyotes are a big threat to humans. F Most coyotes avoid human contact.

4. If you are approached by a coyote, the best thing to do is to turn your back and run away as fast as you can. F Like any dog species, coyotes may chase something that runs.

5. Coyotes are very important to the ecosystem. T Coyotes control rodent and rabbit populations.

**Welcome to Mars**

**Comprehension Check**


**Language Focus**

1. massive; 2. desolate; 3. terrain; 4. barren; 5. uninhabited; 6. alien; 7. remote; 8. plateau.

**Devon Island: The Next Best Thing**

Answers will vary but may include the following:

**Environment:** polar desert, cold, dry, barren, rocky, dusty, windy, isolated, uninhabited, plateaus, lake beds, boulder fields, canyons, crater, Nunavut, snow-free in summer

**Research:** developing better spacesuits; testing ground vehicles & robotic rovers; grow food in greenhouses; how to survive in harsh environment
Answer Key

How it Differs From Mars: less gravity; thinner atmosphere; colder, drier climate; Sun’s rays are stronger

Benefits: we can learn more about surviving in a harsh environment; we can make mistakes on Earth so we avoid making them when we go into space; it will make visiting/living/exploring Mars seem more familiar/less foreign; future visitors/explorers will adapt more easily to the conditions on Mars; allows us to experiment with new technologies

Did You Know? The Arctic

p. 31: Comprehension Check

1. What is the Arctic? The Arctic is the region of the Earth north of the Arctic Circle.

2. Describe the Arctic landscape. Most of the Arctic is a vast, ice-covered ocean and permafrost. No trees grow here.

3. Which eight countries have land in the Arctic? The eight countries with land in the Arctic include Canada, Greenland, Russia, the U.S., Iceland, Norway, Sweden and Finland.

4. Which country owns the geographic North Pole? No one country owns the geographic North Pole (or the region of the Arctic Ocean surrounding it).

5. How many Canadians live in the Arctic? Over 100,000 Canadians live in the Arctic.
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. (Four, actually.)

The Canadian Reader
Nos Nouvelles

- Print/pdf resource
- Clearly written, leveled Canadian current events articles
- Literacy-based lesson plans
- Engaging, original illustrations
- Comics
- Map assignments

Product details: 32 pages. Available in English and in French for grades 3 and up.

What in the World?
Le Monde en Marche

- Print/pdf 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: 32 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

Currents4Kids.com
Infos-Jeunes.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
- Suggested activities and a Word Work assignment

One subscription allows all teachers and students access to this site from any Internet-connected device at any time. Available in English and in French, for grades 3 and up.

(NEW!) Building Bridges
Bâtir des ponts

- Print/pdf 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: Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

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Students Can Work In Word . . .

Did you know...

. . . that each issue of *The Canadian Reader*, *What in the World?* and *Building Bridges* 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 password protected file:

1) To remove the password, use the *Save As* command to save a new copy of the file. You can then remove the password by changing the *Security* settings.

2) Select the data you wish to *Copy* and then *Paste* it into a new Word file, or into any another word processing program.

3) You can import the entire Word file into *LibreOffice* (or another similar program) and then save as a new file.

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.
Dear Educator,

Do you know a teacher or administrator who would be interested in a sample copy of *The Canadian Reader* or *What in the World*? Simply fill out this form and return it to us at the above address, and we will send your colleague a sample without any obligation.

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**English Publications**

- [ ] *The Canadian Reader* (Grades 3 and up)
- [ ] *What in the World?* Level 1 (Grades 5 and up)
- [ ] *What in the World?* Level 2 (Grades 8 and up)

**Publications en français**

- [ ] *Nos Nouvelles* (à partir de la 3e année)
- [ ] *Le Monde en Marche* Niveau 1 (à partir de la 5e année)
- [ ] *Le Monde en Marche* Niveau 2 (à partir de la 8e année)

P.S. Please contact us if you would like sample copies of *The Canadian Reader* or *What in the World* to distribute at a conference or professional development seminar.
# 2018 - 2019 Publication Schedule

**Currents4Kids**: Every Friday from August 24 - June 7, except for December 21, 28, and March 22, 29.

**Infos-Jeunes**: Every Tuesday from August 28 - June 11, except for December 25, January 1, March 26, and April 2.

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* Please note: All dates are on or about. While we make every effort to meet each deadline, factors beyond our control, particularly a late-breaking or developing story, can delay publication by a day or two. We try to balance a regular schedule with providing the most current, relevant product possible for our subscribers and their students.
Suitable for Grades 5 and up

Building Bridges

By Building Understanding Through Current Events

Are you looking for ways to respond to the Truth and Reconciliation’s Calls to Action with your students? Building Bridges can help.

This theme-based resource examines Canada’s colonial history and its impact on Indigenous Peoples through the lens of current events. Articles paired with background information build the understanding that is a key first step on the road to reconciliation, while lesson plans that reflect the First Peoples Principles of Learning encourage students to adopt a respectful, reflective, empathetic, and inquiring frame of mind.

I enjoy the Building Bridges publications because they provide me with relevant, reliable and authentic information I can share with my students.

C. Ryan, Calgary, AB

“Best teaching practice” is incorporated into the thoughtful lessons and content of this excellent resource, which focuses on exploring Indigenous issues. Extremely useful!

L. Ikeda, Coquitlam, B.C.

I love using Les Plan Building Bridges curriculum. The guide for conducting a listening/speaking circle is invaluable - my students were drawn in to the class community effortlessly. The lessons are thorough and easy to follow. The stories are touching and provide a conduit into the lives of Indigenous Peoples and their true history. Thank you for this amazing resource provided in both French and English.

L. Blouin, Gr. 6 French immersion, Victoria, B.C.

See next page for samples and ordering details!
Vict Phyllis Webstad said, “Autumn is a phenomenal girl.” “Autumn is a phenomenal girl,” she told me. “Autumn is 13 years old and in grade 8 when my son went to the Mission school. I remember going to the Mission for one school year in 1931, the height of the residential school system. It was the first time she spoke in front of a crowd. It was an emotional experience for both of us, as she was scared, but also excited. She felt like she was part of something bigger than herself, and it gave her confidence to speak up about her experiences.

On that occasion, she wasn’t nervous. “I felt like I was being watched,” she said. “I knew people were listening to me.” It’s definitely not very common to see a 13-year-old girl being recognized as a role model. She has been nominated for the International Prize for Children’s Rights and works to improve the situation of vulnerable children. The winner receives a 100,000 euro donation to benefit a charitable organization.

Josephine Horne’s design features: a bear to help us follow the right path, an eagle to help us have a vision of a bright future, a hummingbird to keep our mind, body, and spirit healthy, and a turtle to be an ancestor, and I want my grandchildren to know that all things are interconnected. For example, existence of animals, plants, water, and earth, and humans cannot exist without one another.

Phyllis’ Story. I went to a treatment centre for healing when I was 13.8 years old and in grade 8, and I was scared. But when I proudly arrived at the ceremony in Pipestone and a delegation of community leaders, officials, and community members watched me walk on stage, I knew me as his mother.

What’s important? Why?

This shows that Autumn must have believed very strongly in sharing her message with the conference participants if she went on stage even though she was scared. In the past, children were removed from their homes and sent to residential schools. This was the time when the indigenous culture was being suppressed, and their language and traditions were being erased. Today, the indigenous culture is being revived, and the indigenous people are taking back their identity. This is a sign of the progress that has been made in the past few years.

Phyllis Webstad’s words have inspired many people to join the water warrior movement. With her words, she has added her voice to the calls of the indigenous people for justice and reconciliation. Her words have given hope to those who have been wronged and have inspired many to join the fight for justice.

Definitions:

advocate: someone who strongly and publicly supports someone or something. Phyllis Webstad was one of the first indigenous people to speak out about her experiences at the residential schools.

actor: a person who performs in a drama or film. Phyllis Webstad has become an actor in the fight for justice.

ancestor: someone who has lived in previous generations and who is regarded as a role model. Phyllis Webstad is an ancestor to all indigenous people.

Confederation: a union of sovereign states or provinces. Canada is a confederation of 10 provinces and 3 territories.

defendant: a person charged with a crime. Phyllis Webstad is a defendant in the fight for justice.

warrior: someone who fights for a cause. Phyllis Webstad is a warrior for justice.

water warrior: someone who fights for clean water. Phyllis Webstad is a water warrior.

The road ahead keep my water efforts going.”

Meanwhile, the honours keep coming. In 1992, Phyllis Webstad was awarded the Residential School Survivors Advocate of the Year Award. In 1994, she was awarded the Ontario Minister of Education's Award for Excellence in Education. In 1995, she was awarded the Canadian Confederation of Labour's Award for Outstanding Service.

She was also a delegate to the United Nations (UN) General Assembly in 1996. It was the first time she spoke in front of a crowd. It was an emotional experience for both of us, as she was scared, but also excited. She felt like she was part of something bigger than herself, and it gave her confidence to speak up about her experiences.

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<td>Grades 8 and up</td>
<td>4 Issues (Sept. – May)</td>
<td>$99</td>
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<tr>
<td><strong>Le Monde en Marche - Niveau 1</strong></td>
<td>Français</td>
<td>À partir de la 5e année</td>
<td>4 Issues (Sept. – Dec.)</td>
<td>$99</td>
</tr>
<tr>
<td><strong>Le Monde en Marche - Niveau 2</strong></td>
<td>Français</td>
<td>À partir de la 8e année</td>
<td>4 Issues (Sept. – May)</td>
<td>$99</td>
</tr>
<tr>
<td><strong>Building Bridges - Level 1</strong></td>
<td>English</td>
<td>Grades 5 and up</td>
<td>5 Issues (Sept. – May)</td>
<td>$120</td>
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<tr>
<td><strong>Bâtir des ponts - Niveau 1</strong></td>
<td>Français</td>
<td>À partir de la 5e année</td>
<td>5 Issues (Sept. – May)</td>
<td>$120</td>
</tr>
<tr>
<td><strong>Building Bridges - Level 2</strong></td>
<td>English</td>
<td>Grades 8 and up</td>
<td>5 Issues (Sept. – May)</td>
<td>$120</td>
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<td><strong>Bâtir des ponts - Niveau 2</strong></td>
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<td>À partir de la 8e année</td>
<td>5 Issues (Sept. – May)</td>
<td>$120</td>
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**Subtotal A**

## ONLINE INTERACTIVE SUBSCRIPTIONS

<table>
<thead>
<tr>
<th>Publication</th>
<th>Language</th>
<th>Grade Level</th>
<th>Pricing</th>
<th>Amount</th>
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<tr>
<td><strong>Currents4Kids</strong></td>
<td>English</td>
<td>Grades 3 and up</td>
<td>5 months (Sept. – Jan.)</td>
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<tr>
<td><strong>Infos-Jeunes</strong></td>
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<td>À partir de la 3e année</td>
<td>10 months (Sept. – June)</td>
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**Subtotal B**

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

**HST**  
**GST**

**TOTAL**

## BILLING OPTIONS

- Invoice school
- Invoice Bill To address
- Purchase Order

Please charge to:  
- MasterCard  
- VISA

<table>
<thead>
<tr>
<th>CARD NUMBER</th>
<th>EXPIRY DATE (MM/YY)</th>
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**BILL TO** (if different from school information)

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>ADDRESS</th>
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<tbody>
<tr>
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<table>
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<tr>
<th>CITY, PROVINCE</th>
<th>POSTAL CODE</th>
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## LESPLAN OFFICE USE: 2019-2020

<table>
<thead>
<tr>
<th>INVOICE #</th>
<th>C4K / I-J</th>
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LesPlan Educational Services Ltd.  
#1 - 4144 Wilkinson Road, Victoria, BC, V8Z 5A7  
Visit www.lesplan.com or call toll free 888 240-2212