Oil Prices Plummet

COVID-19 in the U.S.

Summer Games Postponed

Happy Anniversary, Hubble!

2019/2020: Issue 8
MISSION STATEMENT
LesPlan Educational Services Ltd. aims to help teachers develop students’ understanding of and ability to critically assess current issues and events by providing quality up-to-date, affordable, ready-to-use resources.

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WHAT IN THE WORLD? is a complete current events program that can be used on its own or to supplement an existing classroom routine. This classroom-ready resource offers ‘something for everyone’ and can be taught as a whole or in parts, in-class, or as a homework assignment.

WHAT IN THE WORLD?:
• ALLOWS FOR DIFFERENTIATED LEARNING
WHAT IN THE WORLD? is available in two levels to meet your students’ varied learning needs.

A Word file containing each month’s articles and questions is also posted online, so you can quickly and easily modify the articles and/or questions to suit your students’ specific needs.

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• IS EASY TO USE

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Imagine this scenario. Every week last summer, you bought your favourite sundae for the going price of four dollars. Predictable customers like you help ice cream manufacturers determine how much of the treat to make. This season, expecting similar customer behaviour, creameries have cranked out the same amount of product.

For unforeseen reasons, though, no one is buying ice cream right now. As freezers fill up, the surplus ice cream is melting. So instead of charging you four dollars for a sundae, your local ice cream stand wants to pay you two dollars just to take one away. Take a barrel – please!

On a much larger scale, that's what happened in the global crude oil industry last month. Just a year earlier, oil producers were charging about $70 for one barrel of the commodity. Yet on April 20, 2020, these same companies couldn't give away their oil. Storage facilities were filled to capacity and the excess had nowhere to go.

So oil producers offered to pay about $38 for every barrel someone took off their hands. It was the first time ever that oil prices went into what economists call 'negative territory'. The next day, prices recovered, but they barely rose above zero. It's been a rocky ride.

What's going on?

**Supply, Demand and COVID-19**

Several factors have ravaged the global oil industry, but the biggest one by far is the current COVID-19 pandemic.

Here's why. As with other global commodities, the price of crude is largely determined by supply and demand. If there is a shortage of the product and many customers want to buy it, the price will go up. Conversely, a glut of oil on the world market, coupled with lower demand, is a recipe for lower prices.

Producers increase or reduce the oil supply for various political and economic reasons. But global demand for the product has been more or less steady for the last 35 years. After all, we count on this commodity to run our cars, fuel our airplanes, and help operate our factories.

**Oil gushes as demand dries up**

To meet that demand, companies all over the world have been pumping near-record levels of their product into the global market. They're extracting about 100 million barrels a day from fields, oceans, and sands. That's nearly 16 billion litres every 24 hours.

Before COVID-19, consumers were guzzling up that huge amount. Under normal circumstances, refineries would be turning all that oil into gasoline and other products people and industries used daily.

Now, however, with much of the world in lockdown mode, highways have emptied, planes are parked, and...
National Oil Prices Plummet – And Alberta Suffers the Fallout

manufacturing plants are silent. Trade is in decline, too. As a result, the need for oil is plummeting. Analysts predict the first six months of 2020 could see a 20-percent drop in demand.

Canada Feels the Pain

COVID-19 is wreaking economic havoc across the world, and Canada is no exception. Observers anticipate that our country’s overall economy will shrink by 25 percent in the second quarter of the year – that is, April through June.

Not surprisingly, the economies of oil-producing provinces like Newfoundland and Labrador have been especially hard hit. However it will be Alberta, Canada’s largest oil producer, that will suffer the most. In 2019, Alberta produced nearly four million barrels of oil a day. Now, some estimates say that the province’s oil output could plunge by 1.7 million barrels a day – one-third of Canada’s total. As a result, some oil sands projects will likely shut down and tens of thousands of jobs could be lost.

What’s more, in 2016-2017, the last period on record, crude oil production delivered about $837 million in royalties to the Alberta government. With oil sales at a near standstill now, the province won’t have that money to invest in education, health care, social programs, and other services.

The federal government profits from Alberta’s oil sales, too, through taxes. Overall, analysts predict that Canadian governments could take in billions less in oil revenues next year. That means they, too, will have less to spend on services and projects. If the expected cutbacks happen, they’ll affect everyone.

A Little Good News

As April drew to a close, however, there was a little light at the end of the tunnel for oil producers. Oil prices jumped more than 20 percent on April 29 after inventories proved to be lower than expected and some stay-at-home restrictions were lifted. But when the economy really opens up, will oil production bounce back to pre-pandemic standards? Or will new habits that require us to use less oil prevail? Will we fly, drive, and buy as much?

Stay tuned.

Definitions

Cartel: an association of manufacturers or suppliers with the purpose of maintaining high prices and restricting competition

Oil Sands: a mixture of sand, water, clay, and a type of oil called bitumen found in northeastern Alberta

Price War: a fierce competition in which businesses cut prices in an attempt to increase their share of the market

Royalty: a share of the profit paid to the government for the right to extract oil

OPEC, COVID-19 and the Oil Supply

The Organization of the Petroleum Exporting Countries (OPEC) is a group of 13 major oil-exporting countries. The top six OPEC producers are Saudi Arabia, Iraq, Iran, United Arab Emirates, Kuwait, and Venezuela. Saudi Arabia is seen as the leader of the group. (The U.S., Russia, China, and Canada are also top oil producers but they do not belong to OPEC.) Together, these nations supply about 42 percent of the world’s crude oil production and control about 79 percent of the world’s total proven crude reserves.

Founded in 1960, OPEC is a cartel. Its members agree on how much oil to produce and how much to charge. By controlling oil supply, OPEC nations get the best price. As well, because oil is an important driver of the global economy, OPEC’s ability to cut or increase supply gives it influence on the world’s political stage.

In March, as COVID-19 was spreading around the world, OPEC and Russia met to consider their options since major customers like China were slashing oil imports as factories shut down. Russia is not part of OPEC, but three years ago it agreed to match its oil production levels to that of OPEC.

To maintain higher prices during a period of falling demand, Saudi Arabia suggested cutting oil production. Russia refused. Analysts said Russia wanted to keep oil prices low to hurt U.S. producers.

Saudi Arabia wasn’t happy with Russia’s decision and it responded by slashing prices. That flooded the market and started a price war with Russia, just when the world was using less and less oil.

When oil prices dip dangerously, the entire global economy suffers. On April 12, Saudi Arabia and Russia struck a deal with other major oil producing nations to slash production by 9.7 million barrels a day in May and June (about ten percent of the world’s normal oil supply) to try and stabilize global oil prices upended by the coronavirus pandemic. However, the cost of a barrel of oil plunged into negative territory a week later, so many feel the deal fell short and came too late.
National Oil Prices Plummet – And Alberta Suffers the Fallout

ON THE LINES

Answer the following in complete sentences:

1. Explain how supply and demand affects the price of oil.

2. Describe the global demand for oil over the past few decades. How much oil was being produced daily?

3. What happened to the demand for oil in recent months? Explain why this occurred.

4. What happened to the price of oil in April? How did this compare to the price one year earlier? Explain.

5. Why did Saudi Arabia drastically reduce oil prices in March?

6. What did Saudi Arabia and Russia agree to do in early April?

7. Which province produces most of Canada's oil? How much oil does this province produce?

8. What do some projections estimate Alberta's oil production will fall to?

9. How will the drop in oil revenue affect the Alberta economy?
An inference is a conclusion drawn from evidence. A plausible inference is supported by evidence in the article and is consistent with known facts outside of the article.

What inferences can you draw from the fact that about 100 million barrels (or 16 billion litres) of oil a day are extracted from fields, oceans, and sands worldwide?

**JUST TALK ABOUT IT**

1. What is your understanding of the reasons for falling oil prices? Explain.

2. As you see it, what are some of the benefits of lower oil prices? What are some of the drawbacks? Overall, do you believe that lower oil prices are more of a benefit or more of a drawback? Explain.

**ONLINE**

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

1. Read more about the day oil prices turned negative and see a chart of historical oil prices at https://www.bbc.com/news/business-52350082

2. Watch ‘Negative Oil Prices, Explained’ at https://www.youtube.com/watch?v=YGDQzORZ4NM [19:06]


National Oil Prices Plummet – And Alberta Suffers the Fallout

Directions: Respond to the infographic below. What information conveyed is new to you? What is interesting to you? What seems to be especially significant? Why? Overall, how does the information below enhance your understanding of the reasons for falling oil prices? Explain.

Oil’s wild ride over global storage
The price of U.S. crude oil for June delivery has recovered to just above $11 per barrel while Brent – the international benchmark – dropped below $20 per barrel for the first time since 1999

Brent crude (price per barrel) West Texas Intermediate

Supertankers: Oil traders have booked 100 of the world’s 815 very large crude carriers (VLCCs), each of which can hold around 2 million barrels. VLCC-rates have hit $150,000 a day, up from $10,000 a day in April 2019

- $49.99 $45.90
- Mar 8, price war: Alliance between OPEC+ cartel collapses after Russia rejects cuts in oil supplies to boost prices
- Apr 22: $17.39, $11.11 Covid-19 pandemic cuts consumption by as much as 30% – global storage reaches near capacity
- $37.22 $34.47
- Apr 3: $34.11, $28.36
- $22.76
- Apr 2: Saudi Arabia calls emergency meeting of OPEC+
- $14.10
- Mar 30: U.S. President Trump and Russia’s President Putin raise hope of supply cut as storage tank hubs fill
- Apr 12: OPEC+ agrees to cut 9.7 million barrels of daily oil output from May 1
- $40.00
- Apr 13
- Apr 20

Sources: Energy World, Financial Times, Wall Street Journal Picture: Getty Images © GRAPHIC NEWS

Brent Crude vs. West Texas Intermediate: An Overview

Brent Crude comes from oil fields in the North Sea, while West Texas Intermediate (WTI) comes from the U.S. Both are light and sweet, making them ideal for refining into gasoline.

About two-thirds of all oil is priced using the Brent Crude benchmark. Brent Crude is produced near the sea, so transportation costs are much lower. West Texas Intermediate is produced in landlocked areas, and transportation costs are more expensive.

In the United States, West Texas Intermediate is the preferred measure and pricing model. It is also slightly "sweeter" and "lighter" than Brent.

Key Points

Brent Crude and West Texas Intermediate dominate the oil market, and both dictate pricing in their respective markets.

OPEC, a group of 13 of the most powerful oil exporting countries, use Brent as their pricing benchmark.
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 the following provinces, territory, and U.S. states in CAPITAL letters and shade each as indicated:

- Alberta (yellow)
- Saskatchewan (green)
- British Columbia (pink)
- Northwest Territories (purple)
- Washington (orange)
- Idaho (red)
- Montana (brown)

**Part B** Locate and label the capital of Alberta and underline.

**Part C** Locate and label the following cities in Alberta:

- Calgary
- Red Deer
- Lethbridge
- St. Albert
- Medicine Hat
- Grande Prairie
- Airdrie
- Spruce Grove
- Leduc

**Part D** Locate and label the following cities in B.C. and Saskatchewan:

- Kelowna
- Kamloops
- Cranbrook
- Dawson Creek
- North Battleford
- Swift Current
- Kindersley

**Part E** Locate and label the following bodies of fresh water and shade them light blue:

- Lesser Slave Lake
- Lake Athabasca

**Part F** Draw and label the following rivers and shade them light blue:

- Athabasca River
- Peace River
- Slave River
- South Saskatchewan River
- North Saskatchewan River
- Bow River
- Red Deer River
- Fraser River
- Columbia River

**Part G** Locate and label the following three large oil sands deposits and shade them grey:

- Peace River Oil Sands
- Athabasca Oil Sands
- Cold Lake Oil Sands

**Part H** Locate and label the following lines of latitude: 49° N  60° N

**Part I** Complete your map with a frame, title and compass.
A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. What was the price of oil in April 2019?
   a) $25 per barrel  
   b) $38 per barrel  
   c) $70 per barrel  
   d) $100 per barrel  
   e) $237 per barrel

_____ 2. Which province is Canada’s largest oil producer?
   a) Alberta  
   b) British Columbia  
   c) Ontario  
   d) Quebec  
   e) Newfoundland and Labrador

_____ 3. A share of profits paid the government for the right to extract oil is called a(n):
   a) excise tax  
   b) duty  
   c) equalization payment  
   d) royalty  
   e) income tax

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? Over the past 35 years there has been a steady decline in the demand for oil.

_____ 5. True or False? Canada and the U.S. are not members of OPEC.

_____ 6. True or False? The drop in oil prices will only affect oil-producing provinces.

C. Fill in the blanks to complete each sentence.

7. When supply exceeds demand, prices usually ________________

8. OPEC is a ____________________ that controls nearly 80 percent of the world’s crude oil reserves.

9. Saudi Arabia asked ____________________ to cut oil production.

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

What is your understanding of the reasons for falling oil prices? Explain.
Throughout April, COVID-19 continued to spread worldwide. By mid-May, there were some four million confirmed cases in 187 countries. However, the actual number of cases was likely much higher since many people with mild symptoms were not tested and counted. About 270,000 people had lost their lives.

A DEADLY MARCH
The United States alone had more than 1.3 million confirmed cases – five times as many as any other country. Worse, almost every day, doctors are identifying at least 25,000 new American cases, meaning that the total is increasing by between two and four percent every 24 hours.

IMPROVEMENTS AND SPIKES
The good news is that the spread of the disease appears to be easing up in some of the places that have been hardest hit. New York City, the site of the nation’s worst outbreak, is one example. On April 5, the city reported 6000 new cases per day. But by May 5, after self-isolation took hold and social distancing rules were imposed, that number had dropped to about 500.

The bad news is that incidents of the disease were increasing elsewhere. “If you include New York, it looks like a plateau moving down,” said public health expert Andrew Noymer, describing the line on a COVID-19 graph. “If you exclude New York, it’s a plateau slowly moving up.”

In rural towns that appeared clear of the disease a short time ago, for example, there has been a scary spike in virus cases. And many pockets of the U.S., such as long-term care homes and prisons, are just now starting to feel the impact.

Food production facilities are also proving to be hotbeds of disease outbreaks. So many new cases have appeared in meat packing plants in recent weeks that some of these facilities have had to shut down. As a result, the U.S. may soon face a shortage of beef, pork, and chicken.

TEST, SUPPLY PROBLEMS
How is it that the U.S., usually a leader in disease prevention, finds itself in this grave dilemma? Many observers say government officials didn’t act quickly enough to curtail the spread of the coronavirus.

Medical authorities point to inadequate testing as one culprit. Testing is critically important because people found to be infected can be immediately isolated to prevent spreading the virus. Early testing also helps with contact tracing – finding those who interacted with an infected person so they can be quickly treated, too. And of course, the sooner people are treated, the more likely they are to recover – and the less likely they are to infect others.

Yet back in February, the U.S.’s first tests for the virus proved unreliable. Scientists and health labs worked to
develop new ones, but they faced a lot of red tape to get these approved. Meanwhile, over the next month, the disease was tightening its grip all across the country.

As well, the federal government and some states quarreled over who was responsible for carrying out tests. So the roll-out of testing was disorganized.

Even in early May, says health expert Jeremy Konyndyk, when the U.S. should have been testing about 500,000 people a day, it was only testing about half that number.

**Front-line fears**

More evidence the U.S. was unprepared for the pandemic? Front-line workers began to run out of masks and other personal protective equipment (PPE) in the early spring. That meant many medical personnel could not safeguard their own health – and protect patients properly – while they did their jobs. The problem was that the U.S. federal government waited until mid-March before beginning to order a stockpile of these rapidly depleting supplies. By that time, many states were taking matters into their own hands and trying to track down their own supplies. That meant states were forced to compete with each other (and Washington) in attempting to purchase protective equipment.

**Heading into an economic tailspin**

In March, U.S. President Donald Trump issued social distancing guidelines. As leaders in many other countries have done, he advised everyone to shelter in place until otherwise advised. The goal was to contain the virus's spread. Frightened Americans listened, and stayed home.

It was a responsible and necessary move, but the economy suffered severely as stay-at-home days stretched into weeks, then months. Without customers and employees, local restaurants, nail parlours, sports facilities, clothing stores, and more, closed. Many big corporations weren't marketing goods or services. Commercial activity steeply declined.

As a result, the U.S. economy had lost over 20 million jobs by early May, causing the unemployment rate to rise 14.7 percent – the highest since the Great Depression.

Minority communities were especially hard hit. Nearly two-thirds of Hispanic Americans and 44 percent of black Americans said in April that someone in their household had lost income due to the coronavirus outbreak. That compared with 38 percent of white adults.

To ease the economic crisis, U.S. leaders voted to enact various assistance programs amounting to about $3 trillion – the largest economic stimulus package in the country’s history. The money will help individuals, small businesses, and corporations weather the storm. Still, desperate people were eager to get back to work.

**Open up or else!**

Mr. Trump’s stay-at-home advisories were guidelines – not orders. Neither he, nor the U.S. federal government, has the power to force people to shelter in place. Under the U.S. Constitution, only state governors have the right to make that decision. Some state politicians were reluctant to shut their economies. In other states, angry residents insisted that governors reopen commercial activities that had closed.

By early May, about half of U.S. states were starting to reopen their economies. These included Alaska and Montana, where there were fewer than 500 known cases, and states like Indiana and Georgia, which each have more than 20,000.

Minnesota reopened golf courses, bait shops, outdoor shooting ranges, parks, trails, and driving ranges. Arkansas unshuttered barbershops, salons, and tattoo parlors – even as health officials warned that reopening too quickly was a serious mistake.

“The math is unfortunately pretty simple. It’s not a matter of whether infections will increase but by how much,” said Jeffrey Shaman, a leading epidemiologist at Columbia University.

**Definitions**

- **Commercial:** relating to the buying and selling of goods and services
- **Epidemiologist:** a scientist who studies the incidence, distribution, and control of disease in a population
- **Great Depression:** a severe worldwide economic depression that took place mostly during the 1930s
- **Red tape:** a series of complicated tasks that seem unnecessary but that a government or organization requires you to do
- **Stimulus:** something that causes something else to happen, develop, or become more active – in this instance, the economy
Answer the following in complete sentences:

1. How many COVID-19 cases were reported worldwide in mid-May? Why is the real number likely much higher?

2. By mid-May, how many COVID-19 cases were reported in the U.S.? How many new cases were being reported daily?

3. Which U.S. city has been most affected by COVID-19? Describe the latest developments in this densely-populated city.

4. List three reasons why testing is so important in trying to slow the spread of COVID-19.

5. Why were so few people tested in United States in February, March, and April?


7. What directives did the U.S. president give in March to try and contain the virus?

8. Describe the impact this directive had on the U.S. economy. How many jobs were lost?

9. What did many U.S. states do despite the directives issued by the president? Why did they do this?
An inference is a conclusion drawn from evidence. A plausible inference is supported by evidence in the article and is consistent with known facts outside of the article.

What inferences can you draw from the fact that by mid-May, the United States had more than 1.3 million confirmed cases of COVID-19 – five times as many as any other country?

A sociogram is a diagram that uses pictures instead of words to pass on information (although sometimes, single words may be used to label parts of the sociogram).

Sketch a sociogram to show the spread and impact of COVID-19 in the United States. A good sociogram is clear, contains all relevant facts, and is visually appealing.

Then, make a prediction: What do you suppose might happen next in this situation? Why?

1. What is your understanding of the reasons for the rapid spread of COVID-19 throughout the United States? Explain.
2. As you see it, what is the significance of this story? Explain.

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

2. Find out more about the U.S. Centers for Disease Control and Prevention at https://www.cdc.gov/
INTERNATIONAL
COVID-19 IN THE UNITED STATES
– The Government Reacts as the Death Toll Rises

Imagine that you are an investigative reporter interviewing the person in this scene. Generate two powerful questions to ask in your interview. (A powerful question is not easy to answer, is specific to the situation, is open-ended and requires further research.) Then, record plausible answers – those that are most likely to be given, believable, and supported by evidence in the image.

U.S. Vice President Mike Pence, centre, visits a patient on April 28, 2020 who survived the coronavirus. The visit was part of a tour of the Mayo Clinic facilities in Minnesota that are supporting COVID-19 research and treatment. (AP Photo/Jim Mone)
INSTRUCTIONS

1. Complete the bar graph below to show the number of COVID-19 cases on three days for each country in the table below:

<table>
<thead>
<tr>
<th>Country</th>
<th>April 1</th>
<th>April 15</th>
<th>May 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States (U.S.)</td>
<td>220,300</td>
<td>634,000</td>
<td>1,370,000</td>
</tr>
<tr>
<td>Spain</td>
<td>104,100</td>
<td>188,000</td>
<td>265,000</td>
</tr>
<tr>
<td>United Kingdom (UK)</td>
<td>29,400</td>
<td>178,000</td>
<td>223,000</td>
</tr>
<tr>
<td>Russia</td>
<td>2700</td>
<td>25,000</td>
<td>211,000</td>
</tr>
<tr>
<td>Italy</td>
<td>110,500</td>
<td>165,000</td>
<td>219,000</td>
</tr>
<tr>
<td>Germany</td>
<td>77,900</td>
<td>135,000</td>
<td>171,000</td>
</tr>
<tr>
<td>Brazil</td>
<td>6800</td>
<td>29,000</td>
<td>163,000</td>
</tr>
<tr>
<td>Turkey</td>
<td>15,600</td>
<td>69,000</td>
<td>138,000</td>
</tr>
</tbody>
</table>

Sources: https://www.worldometers.info/coronavirus/#countries

2. Colour the bars for each date yellow, orange and red as indicated.

3. Complete your bar graph with a proper title.

4. After completing your bar graph, what observations can you make and what conclusions can you draw? Explain. What predictions can you make about the number of cases in each country on May 30? Give reasons to support your predictions.
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 the states with over 300,000 cases in CAPITAL letters and shade each state purple.
Part B  Locate and label the states with over 100,000 cases in CAPITAL letters and shade each state red.
Part C  Locate and label the states with over 50,000 cases in CAPITAL letters and shade each state orange.
Part D  Locate and label the states with over 25,000 cases in CAPITAL letters and shade each state pink.
Part E  Locate and label the states with over 10,000 cases in CAPITAL letters and shade each state yellow.
Part F  Shade all remaining U.S. states light green.
Part G  Locate and label the capital of the United States and underline this city name.
Part H  Locate and label the following in CAPITAL letters and shade each country as indicated:
Canada (grey)    Mexico (brown)
Cuba (grey)    The Bahamas (brown)
Part I  Locate and label the Great Lakes and shade them light blue.
Part J  Locate and label the following and shade all ocean water dark blue:
Atlantic Ocean    Gulf of Mexico
Pacific Ocean
Part K  Colour the key on your map.
Part L  Complete your map with a frame, title and compass. ⭐
QUIZ

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

_____  1. How many cases of COVID-19 did the U.S. report in mid-May?
   a) 270,000  
   b) 450,000  
   c) 750,000  
   d) 1.3 million  
   e) 4 million

_____  2. Which American city has been most affected by COVID-19?
   a) Miami  
   b) New York  
   c) Los Angeles  
   d) Chicago  
   e) Houston

_____  3. PPE = Personal _____ Equipment
   a) Preventative  
   b) Pathogen  
   c) Pandemic  
   d) Patient  
   e) Protective

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 actual number of COVID-19 cases worldwide is probably much higher than reported.

_____  5. True or False? Washington and most U.S. states worked together to purchase PPE supplies.

_____  6. True or False? The later people are tested for COVID-19, the better their chances of recovering.

C. Fill in the blanks to complete each sentence.

7. COVID-19 spread quickly across the U.S. largely due to inadequate and unreliable _______________________.

8. The U.S. economy has lost over 20 million _______________________.

9. The U.S. Constitution allows _______________________ to decide whether to close businesses in a state.

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

What reasons can you suggest to explain why COVID-19 is spreading so quickly throughout the United States? Explain.
For hours, days, months, and even years, Canada’s best athletes have been practising their swim strokes, training on beams, and pushing themselves hard to beat their best times in track and field.

They had one goal in mind. They wanted to do their country proud at the Games of the XXXII Olympiad – the 2020 Summer Olympics in Tokyo, Japan.

Then, a tiny microbe named COVID-19 changed everything.

As the coronavirus raced around the globe, sickening and killing people in its wake, Japanese and Olympic officials conceded that they had no choice. The risk of the disease infecting athletes, their families, and stadiums full of fans was great enough. The risk of those same people returning home to spread the pandemic even further was greater still.

**POSTPONED!**

So on March 24, just four months before the Games were set to begin, the sad announcement was made. The Games would be postponed. The 11,000 athletes from 206 countries who had been expecting to participate would be staying home.

The globe’s biggest sporting event is now scheduled to take place in Tokyo exactly one year late. If all goes well, it will officially run from July 23 to August 8, 2021. Despite the date change, however, it will still be known as the Tokyo 2020 Olympic Games.

“It’s a weird mindset,” said Taylor Ruck, a Team Canada swimmer who won two Olympic bronze medals in 2016. “You worked four years – or at least this whole year – grinding every day trying to do what you can to get ready for this summer.

“But it is definitely the right decision considering all the stress that the coronavirus has put on the athletes and people all across the world. It’s better… just to focus on what we can do to stop the virus from spreading.”

‘A DIFFICULT JIGSAW PUZZLE’

Now, sports federations around the world are scrambling to adjust their global calendars to accommodate the new dates. Tournaments and qualifying events will have to be rearranged. International meets will have to be coordinated all over again.

“There are a lot of pieces of a huge and very difficult jigsaw puzzle,” said Thomas Bach, president of the International Olympic Committee (IOC).

A WORST CASE SCENARIO

All the same, everyone is prepared to make the necessary adjustments. After all, a delay is disappointing but it’s not so bad. We can all wait a year, right? The problem: It’s not clear if the Games will take place even then. The decision-makers say they can only make that call down the road.

**DEFINITIONS**

**CONCEDE**: to admit something usually in an unwilling way

**INTERNATIONAL OLYMPIC COMMITTEE**: a non-governmental sports organization based in Switzerland. Founded in 1894, it is responsible for organizing the Summer and Winter Olympics.

**MICROBE**: an extremely small living thing that can only be seen with a microscope
The 2020 Summer Olympics – COVID-19 Puts the Games on Hold

What’s the hang-up? Predictions are that it could take as long as 18 months to develop and circulate a vaccine. If one isn’t ready by July 2021 and the disease is still taking its deadly toll, the 2020 Summer Olympics will be scrapped altogether, says Tokyo 2020 President Yoshiro Mori.

If that happens, it will be only the fourth cancellation in the 124-year history of the Games. Olympics also didn’t take place in 1916 during World War I, or in 1940 and 1944 during World War II.

Expenses – and complications!

Problems would really escalate if the 2020 Games are ultimately cancelled. Thousands of tickets have been sold to sports fans in Japan and around the world. They’ll be seeking refunds for those, and for plane tickets and hotels. Consumers and businesses alike will feel the pinch.

As well, Japan has invested at least $10 billion in the Games after beating out Madrid and Istanbul to win the rights to host. A delay would push up that price tag by between $2 and $6 billion, according to estimates.

But a full-fledged cancellation would be an even more severe economic blow. Leases on many competition venues would have to be cancelled and contracts with employees ended – all at a cost. Yet there won’t be the expected tourist dollars to ease the pain.

Media outlets that paid for the rights to broadcast the Games will lose tens of millions of dollars in advertising revenue, too.

Waiting and wondering

Meanwhile, athletes who quit their jobs or who put school on hiatus to train for their big shot at a medal are losing out on sponsorship and scholarship opportunities. All they can do is hold their breath and hope that the Games will go on next year. For now, their biggest competitor is a nasty little microbe.

“This is a gamble for mankind,” said Mr. Mori. “If the world triumphs over the virus and we can hold the Olympics, then our Games will be so many times more valuable than any past Olympics.”

Definitions

Abolish: to officially get rid of a law, system, practice, etc.

Hiatus: a period of time when something, such as an activity or program, is stopped

Revenue: money that is made by or paid to a business or an organization

Revered: respected or admired

Ultimately: at the end of a process, period of time, etc.
Answer the following in complete sentences:

1. When and where did the Olympics originate?

2. What happened to the Olympic Games in 394 A.D.?

3. Explain who Baron Pierre de Coubertin was. What he did do some 120 years ago?

4. Where and when did the first modern Summer Olympics take place?

5. Where were the XXXII Summer Olympic Games scheduled to take place?

6. Which organization is responsible for organizing the Olympic Games? Where is this organization based?

7. What was decided in March concerning the Summer Olympics? When are the XXXII Olympics now scheduled to start?

8. What reasons did organizers give for this postponement?

9. How has this delay affected sports federations around the world? Explain.

10. List at least three financial impacts that would result if the Tokyo Games were completely cancelled.
**BETWEEN THE LINES**

An *inference* is a conclusion drawn from evidence. A *plausible inference* is supported by evidence in the article and is consistent with known facts outside of the article.

What inferences can you draw from the fact that the 2020 Summer Olympic Games have been postponed due to COVID-19? Explain.

**BEYOND THE LINES**

A tableau is a role play that presents an event or issue from various viewpoints.

In groups of four or five, create a tableau to show different perspectives on the postponement of the Olympics. Possible characters could be:

- an Olympic athlete;
- a ticket-holder to an event;
- the head of the International Olympic Committee;
- Japan's prime minister;
- a construction worker at a planned Olympic venue;
- a Japanese taxpayer.

Decide on one sentence that summarizes each character’s point-of-view. Then, assemble a frozen or statue-like scene, without using props. During the performance, unfreeze one by one and say your line, using appropriate facial expressions and body language.

After viewing the tableaux, consider: Which perspective most closely matches your own? Why? Explain.

A good tableau is well-rehearsed, believable (appropriate voice and facial expression), and easy to understand (clear speech and appropriate volume). It clearly and concisely communicates different viewpoints of a single event or on a single issue and shows evidence of thought.

**JUST TALK ABOUT IT**

1. As you see it, what is the significance of this article? Explain.

2. What is your understanding of the reasons for the postponement of the 2020 Summer Games? For what reasons do you agree with the postponement? For what reasons do you disagree? Explain.

**ONLINE**

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


3. Learn more about the Olympic Games by watching ‘All About the Olympics for Kids’ at https://www.youtube.com/watch?v=uSF7-LsmU3Y [5:44].

WHAT ARE EDITORIAL CARTOONS?

Editorial cartoons are found in the editorial – or opinion – section of a newspaper. They are created by cartoonists as a way of visually commenting on and often criticizing the world around them – with humour. Editorial cartoonists express their ideas and opinions about issues (for example, what to do about Canada’s economy), events (such as the Olympic Games) or public figures (like the Prime Minister).

Because cartoons are drawn from the viewpoint of the cartoonist they do not tell the whole story about the event, issue or individual, but they reveal important messages. Their purpose is to grab people’s attention and cause them to re-examine their views on a subject. Editorial cartoons typically send a particular kind of message. The message is conveyed through images and wordplay. Their tone is generally ironic (portraying events in ways that are unexpected or contrary to how they seem), satiric (ridiculing the event, individual or issue), or humorous (inviting readers to laugh at themselves or at others).

In order to interpret the message of an editorial cartoon it is helpful to understand the context – the time, place and situation. It is also useful to understand some of the common art techniques used by cartoonists to emphasize their points. Considering these things will help you better decode and appreciate the message behind the cartoon.

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

Caption (a sentence or phrase that is the title or explanation of the cartoon);
Labels (words or numbers in the drawing to identify people, objects or dates);
Relative size (some images are drawn much larger or much smaller than others);
Light and dark (use of dark shading and white space to create an effect);
Composition (the arrangement or location of figures or objects in the centre or background);
Symbols (a sign or image to represent something else);
Caricature (a distorted, simplified or exaggerated representation of a figure).
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.) What is the Olympic motto?

CLOSER LOOK: What’s happening in the cartoon?

3. Describe what you see and read in the cartoon.

DRAW CONCLUSIONS: What overall impression can you draw?

4. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?

5. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is specific and detailed.)

Prepared with assistance from TC², The Critical Thinking Consortium. © 2020
Mapping Assignment

The 2020 Summer Olympics
– COVID-19 Puts the Games on Hold

Complete this map assignment to better understand the article The 2020 Summer Olympics.

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 the following countries in CAPITAL letters and shade each as indicated:
- China (green)
- North Korea (purple)
- South Korea (yellow)
- Japan (red)
- Taiwan* (pink)

Part B Locate and label the capital cities of these countries and underline each city name.

Part C Locate and label the following countries in CAPITAL letters and shade each as indicated:
- Russia (orange)
- Mongolia (brown)

Part D Locate and label the following Japanese islands:
- Kyushu
- Shikoku
- Honshu
- Hokkaido

Part E Locate and label the Kuril Islands (Russia) and Sakhalin Island (Russia).

Part F Locate and label the following Japanese cities:
- Yokohama
- Osaka
- Nagoya
- Sapporo
- Fukuoka
- Kobe
- Kyoto

Part G Locate and label the following and shade all salt water dark blue:
- Sea of Okhotsk
- Sea of Japan
- Korea Strait
- Yellow Sea
- East China Sea
- Pacific Ocean

Part H Draw and label the Amur River and shade it light blue.

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

*Note: Taiwan is an island that has for all practical purposes been independent since 1950. However, China regards the island as a rebel region that is part of the People's Republic of China and must be reunited with the mainland.
INTERNATIONAL

THE 2020 SUMMER OLYMPICS
COVID-19 PUTS THE GAMES ON HOLD

QUIZ

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

1. Which country hosted the first modern Summer Olympics?
   a) Canada  
   b) Greece 
   c) Japan  
   d) Turkey 
   e) Spain

2. How many times have the Olympic Games been cancelled?
   a) never   
   b) once 
   c) twice  
   d) three times 
   e) four times

3. Which of the following is NOT a concern for the organizers of the Tokyo Olympics?
   a) athletes or spectators may catch COVID-19
   b) leases on many venues will have to be cancelled
   c) media outlets will lose millions of dollars
   d) outdoor temperatures may be too cold
   e) the cost of the Olympics will increase by billions of dollars

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 most revered symbol of the Olympic Games is the gold medal.

5. True or False? Baron Pierre de Coubertin is the head of the IOC.

6. True or False? The Olympic flame is on public display in Tokyo.

C. Fill in the blanks to complete each sentence.

7. This summer’s Olympic Games are ______________________ until July 2021.

8. Media outlets may lose millions of dollars in advertising ______________________.

9. IOC = ______________________ Olympic Committee

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

Do you agree or disagree with Japanese and Olympic officials’ decision to postpone the Olympics? Give reasons to support your response.
Look up, way up. On a clear night, the stars are spectacular. But with the naked eye, it’s not possible to see the details of our universe.

That’s why, in 1610, Italian astronomer Galileo constructed a telescope. Stargazers could now get a clearer view of objects in space. They discovered that the planet Saturn had rings, for example. Jupiter had moons. And the Milky Way was not a cloud, but rather a collection of countless stars.

Over the years, as telescopes became more technologically sophisticated, so did our understanding of space. However, there’s a problem with ground-based telescopes. The Earth’s atmosphere blurs their view of space. That’s true even for telescopes built on high mountain tops. The atmosphere is a fluid, chaotic soup of gas and dust, and it blocks certain wavelengths of light from reaching our world. (On a positive note, that shifting air makes the stars twinkle!)

The solution? Put the telescope in space, above the Earth’s atmosphere. An American astrophysicist first floated this idea in 1946. It was an outrageous suggestion at the time, as no one had even succeeded at launching a rocket into space.

But by 1975, the European Space Agency and NASA were drafting plans for this space telescope. And in April 1990, the Hubble Space Telescope hitched a ride aboard the Space Shuttle Discovery to low-Earth orbit. The school bus-sized observatory has been circling the globe ever since, 568 kilometres above our heads. It travels at about 27,000 kilometres per hour, completing one orbit in 97 minutes.

**How Hubble works**

Like any telescope, Hubble has a long tube that is open at one end to let in light, as well as mirrors to focus the light. Hubble’s primary mirror is 2.4 metres across. It needs to be large to collect as much light as possible so the telescope can see faint objects in space.

**Celestial** objects emit light in a wide variety of wavelengths, from ultraviolet (UV) through visible to near infrared. Hubble can detect all these wavelengths. The incoming light bounces off the primary mirror to a secondary mirror and eventually to a focal point — Hubble’s “eye.” Scientific instruments turn the detected light into digital signals that are stored in onboard computers and transmitted to Earth. The digital data are then transformed into amazing images.

In some cases Hubble captures a quick ‘snapshot.’ In others, it stays focussed on a small area of apparently empty sky for days or weeks. This ‘deep field’ view allows scientists to probe the distant universe to unprecedented depths. It captures light coming from thousands of **galaxies**, including some of the farthest galaxies ever seen.

The deepest, widest view of the universe ever put together by Hubble took over 250 days of telescope time, and was stitched together from nearly 7500 individual exposures.

**Definitions**

- **Celestial**: of or relating to the sky
- **Chaotic**: happening in a confused way and without any order
- **Galaxy**: a collection of star systems; any of the billions of systems each having many stars and nebulae and dust
- **NASA**: National Aeronautics and Space Administration – an independent agency of the U.S. government responsible for aviation and spaceflight
- **Orbit**: the path taken by an object moving around a larger object in space
- **Space Shuttle**: a partially reusable low Earth orbital spacecraft system that was operated from 1981 to 2011 by NASA
Out-of-This World Discoveries

Hubble casts its gaze both near and far. At the near end, it has revealed new details of our moon and the solar system around our Sun. But Hubble can see so much farther. It can detect faint light from galaxies trillions of kilometres away.

Because the distances in space are so vast, it takes this light a long time to reach Hubble. When it takes a picture of a galaxy 100 million light years away, it shows the galaxy as it looked 100 million years ago. Hubble is not only seeing through vast distances, it is seeing far back in time.

This is exciting because it gives astronomers a ringside seat to the evolution of galaxies and stars. We witness stars coming to life in the glowing gas of a nebula. We see galaxies spiral and collide with other galaxies.

Dying stars collapse inward, leaving behind dense neutron stars or black holes. Or they expand, puffing off their outer layers, creating a glowing gas cloud. Some explode in violent supernovas.

Thanks to Hubble, scientists have pinned down the age of the universe. It is about 13.8 billion years old. They’ve determined it contains at least 100 billion galaxies.

Another revelation? There are thousands of exoplanets orbiting other stars in space. Hubble has even been able to analyze the chemical composition surrounding these exoplanets, finding significant amounts of water vapour on a few of them. The data could be helpful in our search for extraterrestrial life.

The Dark Side

Black holes have always been a fascinating aspect of deep space, sucking in everything around them, including light. Thanks to Hubble, we not only know black holes exist, but also that supermassive black holes are common in the dense core of galaxies.

Then there’s dark matter. This mysterious material radiates no light, but its gravity holds individual galaxies and galaxy clusters together. Because dark matter also distorts light, scientists have been able to use the observed distortions to calculate where dark matter is hiding in the universe.

Perhaps the biggest surprise of all is dark energy. Hubble has revealed that our universe is expanding – and that this cosmic expansion is accelerating. Scientists had previously supposed that the universe would be slowing down after the initial Big Bang. But through Hubble’s observations of light from distant supernovas, astronomers have determined that distant galaxies are flying away from us at increasingly higher speeds. The universe is now expanding faster than it did billions of years ago.

The only way this makes sense is if there is some mysterious unknown force in space that works against gravity and contributes to this ongoing expansion. Scientists have dubbed this anti-gravity force “dark energy.”

Dark energy is estimated to make up 68 percent of everything (matter and energy) in the universe. The celestial objects that we can see, such as galaxies, make up a mere five percent. Dark matter accounts for the remaining 27 percent.

DID YOU KNOW?

NASA has two new telescopes in the works. One, the James Webb Space Telescope, is scheduled for launch in March 2021. The other, the Wide Field Infrared Survey Telescope (WFIRST), is targeted for the mid 2020s.

The View is Fine!

Hubble has cracked open a window to the wonders and enigmas of deep space. It has helped redefine our universe, tackling problems that had plagued astronomers for decades, as well as discovering new mysteries no one imagined. It’s quite a handy tool!

The telescope was designed to operate for at least 15 years. It is now celebrating its 30th anniversary, has captured over 1.4 million pictures, and is still going strong. During Hubble’s lifetime there have been five servicing missions, which have completely revamped and upgraded the observatory.

No more upgrades are planned, however. Hubble will just continue operating until… it doesn’t. Even in low-Earth orbit, Hubble experiences some atmospheric drag so without some intervention, it will eventually crash to Earth.

Until then, enjoy the light show. ★

Definitions

Big Bang: the cosmic explosion that is hypothesized to have marked the origin of the universe
Black Hole: a region of space resulting from the collapse of a star and that has an extremely high gravitational field
Enigma: something mysterious and difficult to understand
Exoplanet: a planet that orbits a star outside the solar system
Nebula: a very large cloud of dust and gas in outer space
Neutron Star: a dense celestial object that consists mainly of closely packed neutrons and that results from the collapse of a much larger star
Supernova: an exploding star that produces an extremely bright light
Answer the following in complete sentences:

1. What are telescopes used for? Who built the first space telescope?

2. What problem do ground-based telescopes have when observing space?

3. When did planning for a space-based telescope start? When was this telescope launched into space?

4. Explain how the Hubble telescope captures light emitted by distant objects.

5. How does Hubble turn this captured light into images?

6. Describe the range of the Hubble telescope.

7. Explain why some images from the Hubble telescope are reflections of the distant past.

8. What has Hubble revealed about the expansion of the universe? How is Dark Energy contributing to this expansion?

9. List at least three other important discoveries that Hubble has helped astronomers find.
An inference is a conclusion drawn from evidence. A plausible inference is supported by evidence in the article and is consistent with known facts outside of the article.

What inference(s) can you draw from the fact that NASA has two new telescopes, the James Webb Space Telescope and the Wide Field Infrared Survey Telescope, in the works?

**JUST TALK ABOUT IT**


2. As you see it, what is the importance of this story? Explain.

3. What reasons can you suggest to explain why many people are interested in astronomy? Are you curious about the universe? Why or why not?

**ONLINE**

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


2. Find out what the Hubble Telescope saw on your birthday. Enter the month and date to see images: https://www.nasa.gov/content/goddard/what-did-hubble-see-on-your-birthday

3. Read more about the Hubble Space Telescope and why it’s important at https://www.bbc.co.uk/newsround/52365257


6. Read an explanation of how the Hubble Space Telescope works at https://science.howstuffworks.com/hubble.htm ★
ACROSS
2) huge cloud of dust and gas in space
4) _____ matter
6) gases that surround a planet or star
8) the Earth’s satellite
10) all of space and everything in it including stars, planets, galaxies, etc.
12) huge cosmic explosion (2)
14) Italian astronomer
16) NASA = _____ Aeronautics and Space Agency
17) exploding star that produces a very bright light

DOWN
1) black holes suck in everything, including _____
3) a planet that orbits a star outside our solar system
5) a scientist who studies space, stars, planets, and the universe
7) the universe is still _____
9) Space Shuttle that launched the Hubble telescope
11) something mysterious and hard to understand
13) a collection of star systems
15) Hubble’s primary _____ is 2.4 metres across
A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. Which 17th century astronomer constructed a telescope to observe objects in space?
   a) Copernicus  
   b) Hubble  
   c) Galileo  
   d) Kepler  
   e) Webb

_____ 2. What blocks certain light wavelengths from reaching ground-based telescopes?
   a) the jet stream  
   b) air pollution  
   c) supernovas  
   d) the atmosphere  
   e) the wind

_____ 3. When was the Hubble telescope launched into orbit?
   a) 1946  
   b) 1953  
   c) 1975  
   d) 1990  
   e) 2001

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 Hubble telescope can observe objects well beyond our own galaxy.

_____ 5. True or False? Because distance in space is so vast, the Hubble telescope can capture images from the past.

_____ 4. True or False? NASA is not planning to replace the Hubble telescope when it crashes to Earth.

C. Fill in the blanks to complete each sentence.

7. Scientists calculate that the universe is about 13.8 ________________ years old.

8. Hubble confirmed the existence of ________________ which suck in everything around them, including light.

9. The Hubble telescope revealed that “dark energy” is causing the universe to ________________ .

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

As you see it, what is the significance of the Hubble space telescope? Give reasons to support your response.
1. Explain how supply and demand affects the price of oil. If there is a shortage (low supply) and many customers want to buy (high demand), the price will often go up. Conversely, a surplus of oil (high supply) and low demand will result in falling prices. (Oil producers can increase or reduce oil supply for various political and economic reasons.)

2. Describe the global demand for oil over the past few decades. How much oil was being produced daily? Worldwide demand for oil has been fairly steady for the last 35 years. About 100 million barrels were being produced daily – about 1 billion litres every 24 hours. (Before COVID-19, consumers guzzled up huge amounts. Refineries turned large amounts of crude oil into gasoline to satisfy high demand.)

3. What happened to the demand for oil in recent months? Explain why this occurred. Demand for oil has plummeted. With much of the world in lockdown mode, highways have emptied, planes are parked, and manufacturing plants are silent. Trade has also declined. (Analysts predict the first six months of 2020 could see a 20-percent drop in demand.)

4. What happened to the price of oil in April? How did this compare to the price one year earlier? Explain. The price of a barrel of oil, which sold for about $70 last year, fell sharply. On April 20, oil producers offered to pay about $38 for every barrel someone took off their hands (‘negative territory’). The next day, prices recovered slightly. Storage facilities were filled (as production continued) and producers were desperate to offload the excess. (This only happened in North America. Oil producers in Europe and elsewhere did not offer to pay customers to take their oil.)

5. Why did Saudi Arabia drastically reduce oil prices in March? Saudi Arabia suggested cutting oil production to maintain higher prices but Russia refused. (Both countries are major oil producers.) Unhappy with Russia’s decision, Saudi Arabia slashed prices, flooding the market just when demand was dropping. (Analysts believe Russia wanted to keep the price of U.S. oil low.)

6. What did Saudi Arabia and Russia agree to do in early April? On April 12, these two countries agreed to cut production by 9.7 million barrels a day in May and June (about ten percent of the world’s normal oil supply) to try and stabilize global oil prices upended by the coronavirus pandemic. (Other major oil producing nations also agreed to curtail production.)

7. Which province produces most of Canada’s oil? How much oil does this province produce? Alberta produces nearly four million barrels of oil a day. (Canada is the fourth largest producer and fourth largest exporter of oil in the world. 96 percent of Canada’s oil exports go to the U.S. In 2015 Alberta produced 79 percent of Canada’s oil.)

8. What do some projections estimate Alberta’s oil production will fall to? The province’s output could plunge by 1.7 million barrels a day – almost half of the previous four million barrel total.

9. How will the drop in oil revenue affect the Alberta economy? Some oil sands projects will likely close and tens of thousands of jobs could disappear. Royalties will fall and Alberta won’t have the money to invest in education, health care, social programs, and other services. (Analysts predict that Canada’s economy will contract dramatically and Ottawa will collect billions less in taxes next year. That also means less spending on services and projects.)

QUESTIONS

**COVID-19 IN THE UNITED STATES**

1. How many COVID-19 cases were reported worldwide in mid-May? Why is the real number likely much higher?
   By mid-May, there were some four million confirmed cases in 187 countries. However, the actual number of cases was probably much higher since many people with mild symptoms were not tested and counted. (About 270,000 people had lost their lives due to the virus.)

2. By mid-May, how many COVID-19 cases were reported in the U.S.? How many new cases were being reported daily?
   The United States had over 1.3 million cases – five times as many as any other country. About 25,000 new cases were being identified every day. (The total was increasing by between two and four percent every 24 hours.)

3. Which U.S. city has been most affected by COVID-19? Describe the latest developments in this densely-populated city.
   New York City suffered the worst outbreak, but by mid-May, the rate of spread had slowed. On April 5, the city reported 6000 new cases per day. By May 5, after self-isolation took hold and social distancing rules were imposed, the number had dropped to about 500. (By mid-May New York State had reported over 330,000 cases. The population of New York City is 8.4 million and about 190,000 residents of this large city had become infected.)

4. List three reasons why testing is so important in trying to slow the spread of COVID-19. Testing is important because: 1) Infected people can be quickly isolated to prevent spreading the virus. 2) Early testing helps with contact tracing – finding those who interacted with an infected person so they too can be treated. 3) The sooner people are treated, the more likely they are to recover – and the less likely they are to infect others.

5. Why were so few people tested in the United States in February, March, and April? In February, the first tests proved unreliable. Scientists and health labs worked to develop new ones, but they faced red tape to get these approved. Washington and some states also quarreled over who was responsible for carrying out tests so testing was disorganized. (In early May, when the U.S. should have been testing about 500,000 people a day, it was only testing about half that number.)

6. What shortages did some medical workers experience? Explain why this occurred. Front-line workers were running out of masks and other personal protective equipment (PPE). (Many medical personnel could not safeguard their own health – and protect patients.) The U.S. federal government waited until mid-March before ordering new supplies. By then, many states were trying to track down their own PPE. States were forced to compete with each other (and Washington) in attempting to purchase PPE.

7. What directives did the U.S. president give in March to try and contain the virus? In March, U.S. President Trump issued social distancing guidelines. He advised residents to shelter in place. (Many Americans listened and stayed home.)

8. Describe the impact this directive had on the U.S. economy. How many jobs were lost? The economy suffered severely as days stretched into weeks. Without customers and employees, many businesses closed and commercial activity steeply declined. Over 20 million jobs had been lost by early May, and the unemployment rate rose to 14.7 percent – the worst since the Great Depression. (U.S. politicians enacted various assistance programs totalling about $3 trillion – the largest economic stimulus package in American history.)

9. What did many U.S. states do despite the directives issued by the president? Why did they do this? By early May about half of U.S. states had started to reopen their economies. Some state politicians had been reluctant to shut their economies. In others, angry residents insisted that governors reopen commercial activities. (Mr. Trump’s stay-at-home advisories were guidelines – not orders. Neither he, nor the U.S. federal government, has the power to force people to stay home. Under the U.S. Constitution, state governors have the right to make that decision.)

**QUIZ QUESTIONS**

1. d  2. d  3. e
4. True  5. False  6. False
7. COVID-19 spread quickly across the U.S. largely due to inadequate and unreliable testing.
8. The U.S. economy has lost over 20 million jobs.
9. The U.S. Constitution allows governors to decide whether to close businesses in a state.
**THE 2020 SUMMER OLYMPICS**

1. **When and where did the Olympics originate?**
   The Olympics originated about 3500 years ago in Greece.

2. **What happened to the Olympic Games in 394 A.D.?**
   The Olympic Games were abolished by the Roman Emperor.

3. **Explain who Baron Pierre de Coubertin was. What did he do some 120 years ago?**
   Baron Pierre de Coubertin was a young French aristocrat who reintroduced the Olympic Games.

4. **Where and when did the first modern Summer Olympics take place?**
   The modern Summer Olympics first took place in Athens, Greece in 1896.

5. **Where were the XXXII Summer Olympic Games scheduled to take place?**
   The XXXII Summer Olympic Games were scheduled to take place in Tokyo, Japan.

6. **Which organization is responsible for organizing the Olympic Games? Where is this organization based?**
   The International Olympic Committee (IOC). It is a non-governmental sports organization based in Switzerland. (Founded in 1894, the IOC is responsible for organizing the Summer and Winter Olympics.)

7. **What was decided in March concerning the Summer Olympics? When are the XXXII Olympics now scheduled to start?**
   The Tokyo Games were postponed because of the COVID-19 pandemic. The Games are rescheduled to run from July 23 to August 8, 2021. (Despite the delay, the Games will still be known as the Tokyo 2020 Olympics.)

8. **What reasons did organizers give for this postponement?**
   Officials feared that athletes, their families, and fans could catch COVID-19. The risk that these people would return home and spread the virus was an even greater concern.

9. **How has this delay affected sports federations around the world? Explain.**
   Sports federations are scrambling to adjust their calendars to accommodate the new time frame. Tournaments and qualifying events and international meets will need to be rearranged.

10. **List at least three financial impacts that would result if the Tokyo Games were completely cancelled.**
    1) Thousands of event tickets, plane tickets, and hotel reservations would have to be refunded. 2) Some $10 billion that Japan invested to host the Games would be lost. (The delay is pushing up that price tag by an estimated $2 to $6 billion.) 3) Leases on many venues would have to be cancelled and employee contracts would end— all at a cost. 4) Media outlets would lose tens of millions of dollars in advertising. 5) Many tourist dollars would be lost.

**EDITORIAL CARTOON**

1. **Answers will vary.**

2. On March 24, Japanese and Olympic officials announced that the 2020 Summer Olympic Games, scheduled to be held in Tokyo, Japan this summer, were being postponed and would be held one year later if the COVID-19 pandemic is brought under control by then. The risk of the virus infecting athletes, their families, and stadiums full of fans—and then being spread when participants and spectators returned home after the Games—was too great.

   The motto of the Olympic Games is ‘Citius, Altius, Fortius’—meaning ‘Faster, Higher, Stronger.’

3. The cartoon shows three athletes—a sprinter, labelled ‘faster’; a weightlifter, labelled ‘stronger’; and a pole vaulter, labelled ‘higher.’ It also shows a secondary image contained in a panel, like a sidebar, consisting of an official-looking Japanese man holding a sign that reads ‘Tokyo Olympics Postponed: COVID-19 Pandemic.’ This image is labelled ‘Safer, Smarter, Later.’

4. The bias is that of the cartoonist.

5. The cartoon is a parody of the Olympic motto. The cartoonist may be suggesting that officials’ decision to postpone the 2020 Summer Olympics is the right one. It puts health ahead of the Games, which can be held later—at a safer time. It’s a smart decision, and the right one.

**QUIZ QUESTIONS**

THE HUBBLE TELESCOPE

1. What are telescopes used for? Who built the first space telescope? Astronomers use telescopes to get a clearer view of objects in space. In 1610, Italian astronomer Galileo constructed a telescope to view objects in space.

2. What problem do ground-based telescopes have when observing space? The atmosphere blurs our view of space. (The atmosphere is a fluid, chaotic soup of gas and dust, and it blocks certain wavelengths of light from reaching our world – but it does make the stars ‘twinkle’.)

3. When did planning for a space-based telescope start? When was this telescope launched into space? In 1975, the European Space Agency and NASA began plans for a space telescope. In 1990, a Space Shuttle launched the Hubble Space Telescope into low-Earth orbit. (The school bus-sized observatory has circled the globe ever since. It is 568 kilometres above the Earth, it travels at 27,000 kilometres per hour, and it completes an orbit in 97 minutes.)

4. Explain how the Hubble telescope captures light emitted by distant objects. Hubble has a long tube that is open at one end to let in light, as well as large mirrors to focus the light so the telescope can see faint objects in space. The incoming light bounces off the primary mirror to a secondary mirror and then to a focal point — Hubble’s “eye.” Hubble can detect various wavelengths – from UV to infrared.

5. How does Hubble turn this captured light into images? Scientific instruments turn the detected light into digital signals that are stored on computers and then transmitted to Earth. The digital data are then transformed into amazing images.

6. Describe the range of the Hubble telescope. It can scan ‘nearby’ objects like the moon and our solar system, but Hubble can also detect faint light from galaxies trillions of kilometres away.

7. Explain why some images from the Hubble telescope are reflections of the distant past. Since space is so vast, it takes a long time for light from a distant galaxy to reach Hubble. The image Hubble receives shows the galaxy as it looked a long time ago. (This allows astronomers to ‘see’ the evolution of galaxies and stars.)

8. What has Hubble revealed about the expansion of the universe? How is Dark Energy contributing to this expansion? Hubble has shown that our universe is expanding – and that this expansion is accelerating. Scientists had previously believed the universe would be slowing down after the Big Bang. But Hubble’s observations from distant regions show that distant galaxies are moving away from us at increasingly higher speeds. The universe is now expanding faster than it did billions of years ago. This makes sense only if there is some mysterious unknown force in space that works against gravity and contributes to this ongoing expansion. Scientists have dubbed this anti-gravity force “dark energy.”

9. List at least three other important discoveries that Hubble has helped astronomers find. The Hubble telescope has helped scientists determine: 1) That our universe is about 13.8 billion years old. 2) That the universe contains at least 100 billion galaxies. 3) That there are thousands of exoplanets orbiting other stars. 4) The existence of black holes and neutron stars. 5) Where dark matter is located in the universe.

PUZZLE

QUIZ QUESTIONS

1. c 2. d 3. d
4. True 5. True 6. False
7. Scientists calculate that the universe is about 13.8 billion years old.
8. Hubble confirmed the existence of black holes which suck in everything around them, including light.
9. The Hubble telescope revealed that “dark energy” is causing the universe to expand.
INSTRUCTIONS

1. Complete the bar graph below to show the number of COVID-19 cases on three days for each country in the table below:

<table>
<thead>
<tr>
<th>Country</th>
<th>April 1</th>
<th>April 15</th>
<th>May 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States (U.S.)</td>
<td>220,300</td>
<td>634,000</td>
<td>1,370,000</td>
</tr>
<tr>
<td>Spain</td>
<td>104,100</td>
<td>188,000</td>
<td>265,000</td>
</tr>
<tr>
<td>United Kingdom (UK)</td>
<td>29,400</td>
<td>178,000</td>
<td>223,000</td>
</tr>
<tr>
<td>Russia</td>
<td>2700</td>
<td>25,000</td>
<td>221,000</td>
</tr>
<tr>
<td>Italy</td>
<td>110,500</td>
<td>165,000</td>
<td>219,000</td>
</tr>
<tr>
<td>Germany</td>
<td>77,900</td>
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<td>171,000</td>
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<tr>
<td>Brazil</td>
<td>6800</td>
<td>29,000</td>
<td>163,000</td>
</tr>
<tr>
<td>Turkey</td>
<td>15,600</td>
<td>69,000</td>
<td>158,000</td>
</tr>
</tbody>
</table>


COVID-19 - TOP EIGHT COUNTRIES

2. Colour the bars for each date yellow, orange and red as indicated.

3. Complete your bar graph with a proper title.

4. After completing your bar graph, what observations can you make and what conclusions can you draw? Explain. What predictions can you make about the number of cases in each country on May 30? Give reasons to support your predictions. ★
COVID-19 in the U.S.
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<th>Email</th>
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<th>Visa</th>
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</table>

Card Number

Expiry Date

Name on Card

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