The 2021 Census
A Hunger Pandemic
India's COVID Nightmare
On the Road with EVs
WHAT IN THE WORLD?
Level 2, 2020/2021: Issue 8
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WHAT IN THE WORLD? © is published eight times during the school year by:
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Hay’sxw’qa!
LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

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

MISSION STATEMENT
LesPlan Educational Services Ltd. aims to help teachers develop students’ engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.

I have had many parents comment to me about how great they think What in the World? is, and they look forward to each month’s issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher Admaston, ON
TO THE TEACHER

SUGGESTED APPROACH

WHAT IN THE WORLD? now offers even more flexibility to teachers and students while meeting key curriculum outcomes and utilizing best practice. In response to the need for students to develop 21st Century skills, the topics, themes, or big ideas of selected articles or the issues arising from them as well as the accompanying activities address many of the following competencies:

- Communication
- Collaboration
- Critical and Reflective Thinking
- Creative Thinking
- Personal and Social Responsibility (Citizenship and Character Education)
- Historical Thinking Concepts

Each article is accompanied by Before and After reading activities, appropriate to the topic or competencies embedded in the article:

<table>
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<tr>
<th>Before Reading Activities</th>
<th>set the context and purpose for reading</th>
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<tr>
<td>After Reading Activities</td>
<td>help students consolidate, extend, and transform their thinking</td>
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After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher’s goals and the needs and interests of the class.

<table>
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<th>Literacy</th>
<th>Inquiry</th>
<th>Media Literacy</th>
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<td><em>comprehension questions</em>&lt;br&gt;<em>focused reading or notemaking strategy and accompanying organizer</em></td>
<td><em>online exploration</em>&lt;br&gt;<em>critical thinking questions</em>&lt;br&gt;<em>self-directed inquiry project</em></td>
<td><em>analyzing visuals</em>&lt;br&gt;(eg, news photos, editorial cartoons, infographics, maps)&lt;br&gt;<em>evaluating sources</em></td>
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To allow for further differentiation, WHAT IN THE WORLD? is available in two levels to meet students’ varied reading abilities.

A Word file for each issue is also provided online, so teachers can quickly and easily modify articles and/or assignments as required.

Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the assessment rubric (p. 49) to be useful for providing students with formative, strength-based feedback, and/or assessing students’ responses holistically.

DID YOU KNOW?

Our PDFs work seamlessly with assistive reading technology, and the Word version of this document can be uploaded to Google Classroom and many other online platforms.

PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at: www.lesplan.com/en/subscribers
1. Using one of the question series from the 2021 Census Teacher’s Kit found at https://census.gc.ca/resources-ressources/tk-te/ao2-01-eng.htm, conduct a mini-census of the classroom composed of these four questions:

- How many students take the bus to school most days of the week?
- How many students walk to school most days of the week?
- How many students are driven to school in a car most days of the week?
- How many students use another mode of transportation to get to school most days of the week? What mode of transportation?

Record the data, double-checking that every student answered one of the questions and that the total number of answers matches the class total.

2. Divide the class into 4 groups, one for each question, and ask students to imagine how the response to each of these questions might affect decisions made by the school or the school board. For example:

- How many students take the bus to school? – Size of bus; number of routes; number of buses; number of teachers on bus duty; etc.
- How many students walk to school? – What distance do students have to walk; number of crossing guards; where are the crossing guards; what route do students walk; is it safe; etc.
- How many students are driven to school in a car? – Do we need a designated spot in the parking lot to drop off students; is it safe for students who are walking to be dropped off there; do we need to put "do not idle" signage up; etc.
- How many students use another mode of transportation to get to school? What mode of transportation? – If students are biking to school, do we need a bike rack; if they are using skateboards or scooters, what are the rules around using them while at school; etc.

Ask students to share their ideas and encourage participation from other groups to add to the lists of considerations.

3. Explain to students that they have just participated in a census. The population for this census was the entire class. Then, ask students to imagine that the results might be if one of the 4 questions is NOT considered when the school is planning for the new school year. How might this affect students, parents, teachers, and the school? (Student safety might be at risk to/from/at school; parents might be concerned for the traffic in the school parking lot; teachers might be worried that they can’t keep students safe; the school might be criticized for not planning ahead; etc.)

4. Tell students that the article they are about to read is about the 2021 census in Canada, where the entire country is the population for the data. Ask students why they think it is necessary to conduct a census. Have them share and record ideas. (To know the population of the country/each province and territory; to see how young/old people are; to find out what people do for work, etc.)

5. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 50) as needed.
It's already been delivered to your mailbox or front door: a letter from Statistics Canada about the 2021 Census of Population. May 11, 2021 was Census Day across Canada and all Canadians are being asked to count themselves in. That includes YOU.

**WHAT IS A CENSUS?**
The word “census” comes from the Latin word *censere*, meaning “to assess.” Canada’s census is a nationwide survey conducted every five years. It collects demographic information on every person in Canada.

Census information provides a snapshot of the country’s population. By comparing one census to the next, analysts can see how Canada is changing.

**HOW IT WORKS**
Every Canadian household received a census package on or just after May 3. However, since Statistics Canada wants to encourage people to complete the census questionnaire online, most homes didn’t actually receive a paper copy of the questions. Instead, they received a letter explaining how to respond online or, if they prefer, they can have a paper copy mailed to them. One adult in each household is required to fill in the census questionnaire about all of the people who live at that address.

Most households are being asked to complete the short form census which asks ten basic questions about age, sex, marital status, relationship to others in the household, and language. 

One in four homes completes the long form census. This questionnaire has more than 60 questions. It collects detailed social and economic information about the people living in the home and their role in the community. It asks about cultural background, spoken languages, family relationships, and childcare. It covers schooling, employment, income, ability, housing, and transportation.

Many of the questions stay the same from census to census; this allows researchers to compare data across several decades. One of the questions even asks permission for the data to be made publicly available 92 years later.

However, each census some new questions are added. For the first time, this year’s census includes questions...
to count transgender Canadians, veterans, active military personnel, people who have minority language rights, Inuit enrolled in land claims, and members of Métis groups. It also includes new questions aimed at learning how people commute to work using public transportation, and why Canadians work part-time or seasonally.

The completed forms are entered into a database by Statistics Canada. All of the information about Canadians is sorted and cross-referenced. Analysts then extract useful statistics from the data, such as the number of school-aged children in Regina in 2020.

**Why conduct a census?**
The government isn’t just being nosy when it asks these questions. Census information is vital for future planning and decision making. We all use public services such as schools, hospitals, emergency services, and roads. Census data is used to decide where these services are needed most.

The health care industry uses the data to forecast needs and costs. Using previous census numbers and projecting into the future, Statistics Canada has determined that the proportion of the population aged 65 and over will triple between 1976 and 2051. The proportion of seniors over 80 is growing particularly fast. That’s important information to know, with huge implications.

““The cost of an elderly population is very, very substantial. One of the reasons why health care costs are always going up is that the population that is most dependent or most needy of health care is always going up as well and will continue to go up,” said Dr. David Ley, a geography professor at the University of British Columbia.

**More uses**
The federal government uses census data to determine the boundaries of federal electoral districts. Each district, or riding, elects one federal Member of Parliament so, to be fair, the population of each district is reviewed after each census and boundaries are adjusted to maintain balance. Information from the 2011 census resulted in the creation of 30 new electoral districts, increasing the number of federal MPs from 308 to 338.

The federal government also uses the census to determine the amounts of transfer payments to the provinces. That’s money the provinces use to fund health care and other social services.

Businesses, the media, industry, and universities use this information, too, for everything from research to choosing locations for offices and stores.

**It’s the law**
Every household in Canada is required to complete the questionnaire. The penalty for refusing ranges from fines to jail time.

Some people believe that the government has no business asking personal questions. They worry about how the information will be used.

**A census during a pandemic**
Statistics Canada had considered delaying the census until 2022 due to public health concerns related to the pandemic. However, there will be a range of different COVID-19 safety protocols in place for the enumerators who show up to a dwelling in person.

“We planned for this reality,” said census director general Geoff Bowlby. “We planned right from the start to operate within the confines of a pandemic.”

All staff collecting census information in person are expected to observe physical distancing, stay outdoors, and use personal protective equipment.

Statistics Canada expects nine out of 10 households will complete the census online or by phone – the same percentage as in 2016. And officials hope that despite the pandemic, the census response rate for 2021 will match the response rate of 98.3 percent in 2016, as anything less than 98 percent could compromise the quality of the data.

However, confidentiality and privacy are protected by law. Census data is never attached to a name or address in any database, so no one can be identified. And the information collected must be clearly in the public interest, and not obtainable from other sources.

**Definitions**

**Cross-reference:** to compare or link one part of a book, index, catalogue, or file to another part containing related information
1. Explain what the term **census** means. What is a census?

2. How often is a census conducted in Canada? What is the purpose of collecting this information regularly?

3. Which federal government department is responsible for the census?

4. What information was sent to all Canadian households in early May?

5. How many households were surveyed? Who is responsible for completing the census?

6. Describe how the population census will be conducted.

7. What is the **long form census**? Explain.

8. What questions are new to the 2021 census?

9. List at least four examples of what census results are used for.
QUESTIONS FOR FURTHER THOUGHT

1. As you see it, how might the data collected in the 2021 census differ from the data in the last census as a result of the pandemic? Give reasons to support your ideas.

2. What inference(s) can you draw from the fact that the proportion of the population aged 65 and over will triple between 1976 and 2051? What types of governmental decisions might be affected by this statistic? Explain.

3. What reasons can you suggest to explain why some people object to completing the census? Explain.

4. What inferences can you draw from the fact that the census questions have been translated online into 31 other languages – 20 ethnic languages and 11 Indigenous languages? Give reasons to support your ideas.
National Census 2021: Count Yourself In

QUESTIONS FOR ONLINE EXPLORATION

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

1. Visit https://www12.statcan.gc.ca/census-recensement/index-eng.cfm to explore data about your city or town from the 2016 census. Make at least five observations using this data. What conclusions can you draw based on your observations? How do you predict this data might change in the 2021 census? Explain.

2. Play the Census game at https://www12.statcan.gc.ca/census-recensement/2021/ref/game-jeu/index-eng.html?MM=2. Share an interesting fact that you learned about the type of information that is and is not collected by the census.

   a) What are some of the resources posted that would allow you to learn more about your own family’s history in Canada?
   b) Scroll down to see a timeline of new developments in Canada’s population census. Name one interesting change in how the census has been conducted.

4. Statistics Canada has developed an Influencer’s Kit for people who have an online following. Visit https://census.gc.ca/resources-ressources/influencers-kit-trousse-influenceurs/index-eng.htm to learn more.
   Why might an influencer want to access census data to communicate with their followers? Explain.

5. The Census at School is an international project designed to get youth involved in collecting and analyzing data about themselves and other youth around the world. Visit https://censusatschool.ca/ to learn more about this project.
GRAPHING ASSIGNMENT

1. The table below shows Canada population in census years from 1921 to 2021. The numbers are in millions and are rounded to the nearest 100,000. Complete the table to show the population of Canada from 2001 to 2021.

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<tbody>
<tr>
<td>Population*</td>
<td>8.7</td>
<td>10.3</td>
<td>11.5</td>
<td>14</td>
<td>16</td>
<td>18.2</td>
<td>20</td>
<td>21.5</td>
<td>22.9</td>
<td>24.3</td>
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<td>28.8</td>
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*Numbers are in millions.  **After 1951, census counts occurred every five years.   *** Official census number not yet available.

2. Use this data to plot a bar graph. Show population benchmarks on the Y axis (0 - 40 million) and years on the X axis.
3. Draw a column to show Canada’s population each census year from 1921 to 1951 and shade these four columns dark red.
4. Draw a column to show Canada’s population each census year from 1956 to 2021 and shade these bright red.
5. Complete your graph with a proper title.

6. After completing your graph, what observations can you make and what conclusions can you draw? How do you think government policies can affect overall population growth? What other factors can influence population growth? Explain.

7. The graph below shows Canada’s fertility rate from 1926 to 2011. In Canada, the birth rate in 1931 was 30 births per 1000 women. What pattern does the graph show in following years? Explain.

8. Population growth is calculated by adding 1) natural increases (births minus deaths) and 2) net migration (people who come to Canada minus those who leave). What connections can you make between the graph below and your chart?

9. What predictions can you make about Canada’s population in future years? Give reasons to support your analysis.
PUTTING IT ALL TOGETHER

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

1. How often is a census conducted in Canada?
   a) every two years
   b) every three years
   c) every five years
   d) every seven years
   e) every ten years

2. Which federal government department is responsible for the census?
   a) Health Canada
   b) Department of Finance
   c) Department of Defence
   d) Statistics Canada
   e) Agriculture Canada

3. How many Canadian households received a census package?
   a) 550,000
   b) 6 million
   c) 15 million
   d) 22 million
   e) 35 million

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? Each Canadian citizen must complete a census questionnaire.

5. True or False? In early 2021, the population of Canada was just over 38 million.

6. True or False? Canadians can opt out of the census for religious reasons.

C. Fill in the blanks to complete each sentence.

7. The census collects ________________ information about every person in Canada.

8. Census questions have been ________________ into 31 languages but must be answered in English or French.

9. Because of safety concerns Statistics Canada considered delaying the census during the ________________.

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

10. Data collected by the census is very valuable. Do you agree or disagree with this statement? Give reasons to support your response.
BEFORE READING

1. Have students consider the title of the article, "World Hunger – A Growing, Yet Solvable, Problem". In pairs, ask them to come up with 4 questions that they could ask related to the title that might be answered in the article. Encourage probing questions that require more thinking than simpler ones. For example, instead of "Who is starving?" they might ask "Who is responsible for making sure that people have enough to eat?" (For example: Which countries have the most hunger?; What do families do when they don’t have enough to eat?; Why is hunger growing?; How can I help someone that is halfway around the world?; etc.)

2. Have each pair share 1 or 2 of their questions aloud. Ask members of other groups to give a thumbs up when they hear a question similar to one of theirs.

3. Next, have students watch the animation found at https://www.youtube.com/watch?v=TVPj7_W7og [1:18] The animation comes from the United Nations World Food Programme and is entitled, "Food Waste, Global Hunger, and You." As they watch, invite students to consider their role in solving the problem of world hunger.

4. Ask students to share the example of the banana in the animation and what message it was intending to communicate. (For example: We don’t need to throw out food that isn’t perfect; we can be creative about how we make use of food; we should try to create less waste with food; etc.)

5. In pairs, have students think about other foods that they may have in their homes that could be repurposed instead of thrown away OR think about ways that we could avoid creating so much food waste. (For example: Tomatoes- spaghetti sauce, soups...which can be frozen and used later; stale bread, crackers - croutons, bread crumbs, toast; other fruit like apples - bake something that can be frozen, freeze it for smoothies; plan weekly meals so that we buy only what we need; etc.)

6. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 50) as needed.
Next time you’re about to throw out a full container of yogurt just because it has passed its “best before” date, consider this: Nearly 700 million people in the world are desperate for any food they can find. And if the current trend continues, acute hunger will affect 840 million people by 2030.

It gets worse. Right now, over 34 million people across the world are just one step away from starvation. Those numbers are daunting. But personal accounts of the anguish that acute hunger causes really drive this tragedy home.

The story of Mohammed Yousef, for example, is heartbreaking. He lives in the African nation of Yemen. His 13-month-old son, Abdullah, weighs under three kilograms. That’s less than one-third of the average weight for a child his age.

“Losing my child while I am watching is breaking my heart,” he told aid workers.

Or listen to one woman in the Central American nation of Honduras.

“Often we don’t have anything to eat,” she recently reported. “I can only feed my four children roots and herbs, like nightshade or mustard, that my neighbour gives me. When I can, I mix them with eggs but when there aren’t any, I just roast or boil them.”

**A BIG BACKSLIDE**

In 2015, the United Nations and the global community declared an aggressive target – zero hunger by 2030. This goal was one of the 17 Sustainable Development Goals (SDGs) set up by the UN in 2015 to be a “blueprint to achieve a better and more sustainable future for all”. The hope was that in 15 years, the world could end hunger, achieve food security, improve nutrition, and promote environmentally sound agriculture, among other aims.

The plan was ambitious, but many experts felt it was attainable because for three decades the world had

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**THE VOCABULARY OF HUNGER**

You may crave a snack after school, but you are likely not experiencing long-term or systemic hunger, a situation in which people don’t get enough calories or nutrients to sustain them on a daily basis. People said to be struggling with acute hunger are in danger of starving to death.

But even people who have some food to eat face health risks, because food quality counts, too. Without the right combination of proteins, vitamins, and minerals, human bodies have difficulty fighting off illness. This condition is known as malnutrition.

Regions where there are violent conflicts or where climate change or other natural catastrophes cause crops to fail often experience food insecurity. Food insecurity occurs when a population doesn’t have regular access to enough safe and nutritious food for normal growth and development. People living with food insecurity may constantly worry about where and how they are going to get their next meal.

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**DEFINITIONS**

**ACUTE**: very serious or severe  
**DAUNTING**: very difficult to deal with  
**SYSTEMIC**: affecting the whole of a society  
**SUSTAIN**: to provide enough of what somebody/something needs in order to live or exist
International

World Hunger

– A Growing, Yet Solvable, Problem

enjoyed record harvests, rising incomes, and falling food prices.

Conflict, Climate and COVID

For the past several years, however, the fight against hunger has lost a lot of ground. In fact, there are nearly 60 million more undernourished people now than there were in 2014.

A host of factors helps explain this relapse, experts say. For one thing, conflicts that are raging in several African countries and violent gangs in Latin America are displacing farmers and sending other civilians on the run where they are scrambling for food. What’s more, warring parties sometimes deliberately destroy crops to limit their enemies’ food supply.

Climate change, too, is taking its toll. Extreme weather conditions that cause droughts or severe storms are decimating harvests. Swarming clouds of locusts descending on parts of Africa and Asia haven’t helped either. These insects can devour hectares of farmland in the blink of an eye.

COVID-19 is fueling the backslide, as well. It has dealt a severe blow to economies in Latin America and the Middle East, including Yemen, Syria, and Lebanon, causing the cost of food to skyrocket.

An Escalating Crisis

Now, the United Nations is warning that 20 countries around the world are facing catastrophic levels of acute hunger. Aid workers say that Yemen, South Sudan, and northern Nigeria will endure the worst of this crisis, but hunger is dangerously on the rise the world over.

“A we are seeing a catastrophe unfold before our very eyes. Famine – driven by conflict, and fuelled by climate shocks and the COVID-19 hunger pandemic – is knocking on the door for millions of families,” said David Beasley, who runs the UN’s World Food Programme (WFP).

“We urgently need three things to stop millions from dying of starvation: the fighting has to stop, we must be allowed access to vulnerable communities to provide life-saving help, and above all we need donors to step up with the US$ 6.4 billion we are asking for this year.”

Doing Our Part

Canada is the WFP’s seventh-largest donor, contributing more than $250 million in 2019 to support different projects. Most recently, in February, the federal government pledged $1 million to the UN organization to contribute to a school meal initiative in the Asian nation of Sri Lanka.

“Sri Lanka welcomes Canada’s support to supplement the current nutrition program for school children,” says Piyal Nishantha De Silva, Sri Lanka’s minister of Women and Child Development. “This program will also boost local economies and help alleviate poverty among rural communities.”

Definitions

alleviate: to make something less severe
decimate: to severely damage something
drought: a long period of time when there is little or no rain
famine: a lack of food during a long period of time in a region
imminent: likely or certain to happen very soon
Latin America: the part of the American continents south of the United States in which Spanish, Portuguese, or French is officially spoken
1. How many people worldwide are currently affected by hunger? What is this number expected to rise to by 2030?

2. Explain what *systemic hunger* means.

3. Explain what *malnutrition* means.

4. Explain what *food insecurity* means.

5. Describe the target the United Nations declared in 2015 to address world hunger.

6. Why did the UN feel this ambitious goal was attainable?

7. List at least three factors that have affected the progress of the zero hunger goal since 2015.

8. What does the World Food Programme say must occur to stop the imminent deaths of millions of people from starvation?

9. Describe Canada’s support to Sri Lanka. What will be the short and long term effects of this aid?
1. As you see it, what actions can more affluent countries take to help alleviate hunger in poorer countries? Explain.

2. The article discusses three issues that have contributed to the relapse in the fight against world hunger over the last six years, namely conflicts, climate change, and COVID-19. Choose one of these issues and discuss its impact on the state of world hunger. As you see it, what will need to happen to reverse the trend and get back on track towards solving world hunger? Explain.

3. In a small group, choose one of the following terms related to hunger: systemic hunger; acute hunger; malnutrition; food insecurity; famine. Define what is meant by the term you chose. Create a short skit OR public service announcement where you describe the problem, and provide an example and/or statistics to support your message. Finally, suggest actions that you and your peers might take to begin to address the issue. Present your work to your class.
Note: The links below are listed at www.lesplan.com/en/links for easy access.


3. Visit https://www.youtube.com/watch?v=iteCytvoRqY [1:52] to watch an animation of the Zero Hunger project. What action do you feel will have the most impact on alleviating hunger in poor communities? Explain.

4. Visit https://www.youtube.com/watch?v=c2UnBaLnZnI [7:21] to learn more about the issue of food waste here in Canada. What did you learn about why Canadians waste so much food? How could you and your family reduce the food waste in your home? Give details to support your ideas.

5. Visit http://www.nzwc.ca/media/videos/video/219238360 to learn about strategies to reduce food waste in Canada from the National Zero Waste Council (NZWC). What strategy do you think will have the greatest positive impact? Explain.
UN warns of Latin America “hunger pandemic”

The UN World Food Programme is warning that around 14 million people could go hungry in Latin America and the Caribbean in 2020 due to the impact of the coronavirus pandemic.

**INFOGRAPHIC**

**International World Hunger – A Growing, Yet Solvable, Problem**

- **Countries where UN World Food Programme (WFP) operates**
- **Rising levels of coronavirus infections**

**Haiti:** Hunger could more than double, from 700,000 to 1.6 million

**Venezuela:** One in three people faced hunger in 2019

**Brazil:** Ranks second in number of coronavirus infections, behind U.S.

**“Dry Corridor” of Central America:** Potential increase in number of people with severe food insecurity – from over 1.6 million to almost three million

**Colombia, Ecuador and Peru:** Population of Venezuelan migrants with severe food insecurity could rise from 540,000 to more than one million

**Total number of people in severe food insecurity**

- 2020 estimate based on figures for countries where WFP operates:
  - **13.7m**
  - **2019**
  - **3.4m**

**5.3%**

Projected fall in Latin America’s GDP in 2020 – possible sharper drop than during Great Depression

Sources: Associated Press, UN World Food Programme

© GRAPHIC NEWS
ANALYZING AN INFOGRAPHIC

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

What questions do you still have about the topic presented?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

World Hunger – A Growing, Yet Solvable, Problem
INTERNATIONAL WORLD HUNGER
– A GROWING, YET SOLVABLE, PROBLEM

PUTTING IT ALL TOGETHER

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

_____ 1. How many people in the world currently suffer from acute hunger?
   a) 34 million
   b) 60 million
   c) 135 million
   d) 700 million
   e) 840 million

_____ 2. When people don’t have regular access to enough safe and nutritious food, this is called:
   a) food insecurity
   b) acute hunger
   c) food wastage
   d) famine
   e) drought

_____ 3. How much food does the average Canadian waste every year?
   a) 6 kilograms
   b) 18 kilograms
   c) 43 kilograms
   d) 59 kilograms
   e) 79 kilograms

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? There is enough food in the world to feed everybody.

_____ 5. True or False? ‘Zero hunger by 2030’ was one of the 17 UN Sustainable Development Goals.

_____ 6. True or False? Canada contributes very little money to the World Food Programme.

C. Fill in the blanks to complete each sentence.

7. Without proper proteins, vitamins and minerals the human body can experience _____________________.

8. Climate change has caused ____________________ and severe storms that have decimated crops.

9. The World Food Programme is requesting that donors immediately contribute $ ____________________.

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

10. As you see it, what is the best way to quickly address the problem of world hunger? Give reasons to support your response.
BEFORE READING

1. Write the title of the article on the board: "India’s COVID Nightmare - The Crisis Tragically Escalates." Ask students to consider the title and brainstorm what it suggests. (For example, many COVID cases, many deaths, lack of resources, etc.) Have the class share ideas aloud.

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

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

4. Finally, invite students to set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 50) as needed.
A devastating scene is playing out in New Delhi, capital of the Asian nation of India. There, scores of mourners in protective gear watch as mass funeral pyres burn 24 hours a day. The fires are cremating the remains of the thousands of people in the city of 31 million who are dying of COVID-19 every day. Similar solemn rituals are taking place with horrifying speed and frequency throughout this nation of nearly 1.4 billion.

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

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

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

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

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

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

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

DID YOU KNOW?
The Indian subcontinent is one of the poorest regions in the world. Two-thirds of the population lives in poverty: 69 percent of India’s population lives on less than $2 a day, and one-third of this group exists on less than $1.25 per day.

In March 2020, when the pandemic first began to spread in India, Prime Minister Narendra Modi ordered the entire population to stay home for

Definitions
cremate: to burn the body of a person who has died
exponential: very fast; increasingly rapid
gross domestic product: the total value of the goods and services produced by the people of a nation during a year not including the value of income earned in foreign countries
pyre: a pile of wood for burning a dead body
three weeks, without exception. At the time, it was the toughest lockdown on the planet.

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

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

**Vaccine Shortfalls**

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

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

**Superspreader Gatherings**

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

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

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

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

Others, however, expressed deep concerns.

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

Election campaigns held in some states also attracted large crowds.

**A Leader Faces Anger**

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

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

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

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

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**Definitions**

**Commodity:** something or someone that is useful or valued

**Observant:** careful to follow religious teachings or customs

**Protocol:** code of correct conduct

**Vaccine Hesitancy:** a reluctance to be vaccinated, usually because of a misguided fear or mistrust of vaccines or their efficacy
1. How many people live in India? Explain how poverty has affected this country.

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

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

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

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

6. List the most recent COVID statistics in India.

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

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

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

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

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

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

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

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

Kumbh Mela
• https://www.youtube.com/watch?v=TxllewZvELE [8:37]
• https://www.youtube.com/watch?v=g5bk575y-1Q [2:43]

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

Tokyo Olympic Games
• https://www.youtube.com/watch?v=8mCbg6sTvFo [2:22]

IIHF Women’s Hockey tournament cancelled
• https://www.youtube.com/watch?v=4fjpyY4BOA [4:48]

Churches in Manitoba challenge coronavirus restrictions
• https://www.youtube.com/watch?v=5hootNCkmY [2:20]

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

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

• https://coronavirus.jhu.edu/map.html
• https://covid19.who.int/
**Your Task:**
Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. Note: The Editorial Cartoons resource page (p. 51) may be useful.

**Initial Reading:** What can an initial look reveal?

1. Glance quickly at the cartoon. What is your first impression – your “gut response”?

2. Consider your background knowledge. What do you already know about the context of the cartoon – the time, place or situation? (List key facts.)

**Closer Look:** What’s happening in the cartoon?

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

4. In the cartoon, what do you suppose the labels 'North' and 'South' refer to?

**Draw Conclusions:** What overall impression can you draw?

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

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

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

**Directions:** First, label everything you see in the photograph on page 30. Be specific. Include obvious and less obvious details. For example, if there is a person in the photo, label everything you see on him or her, such as *facial features* (blue eyes, crooked nose, toothless smile, gray hair); *clothing* (torn black pants, rubber boots, plaid, long-sleeved shirt); *actions* (sitting, holding a puppy); *surroundings* (street, sidewalk, bench, trees, grass). If you do this thoroughly, the photograph will be covered with words.

Then, write the ‘1000 word’ story told by the photograph using as many of the labeled words as you can. The completed story should be *accurate* (*facts are consistent with what is shown in the photograph and with what is known outside the photograph*), *complete* (*reports the important 5W’s + H*) and *clear* (*well-written, free from errors*).
Devotees take holy dips in the Ganges River during Kumbh Mela, or pitcher festival, one of the most sacred pilgrimages in Hinduism, in Haridwar, northern state of Uttarakhand, India on April 12, 2021. (AP Photo/Karma Sonam)
Examine the accompanying map. Then, answer the following questions.

A. Reading the map:
1. What is the title of this map?

2. What is the purpose of this map?

3. How are the cities, countries, and water bodies labelled?

4. How are directions represented on the map? Give an example.

5. How is distance communicated on the map? Give an example.

B. Analyzing the map:
1. Describe the location of India relative to other features on the map. Aim for 5-10 descriptors. (E.g., India is located to the north of Sri Lanka.)

2. In what ways does this map help you to better understand the COVID-19 crisis in India? Explain.
What in the world? • Level 2

India’s COVID Nightmare
– The Crisis Tragically Escalates

PUTTING IT ALL TOGETHER

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

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

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

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

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

4. True or False? India has three doctors for every 1000 people in the country.

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

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

C. Fill in the blanks to complete each sentence.

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

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

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

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

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

1. Write the title of the article on the board. Then, in small groups, have students generate a list of ideas to answer the question, "What are the advantages of electric vehicles?"

2. One at a time, have each group share one of their ideas while other groups check off similar ideas from their list.

3. Next, repeat this process to answer the question, "What are the disadvantages of electric vehicles?"

4. Have students view this report: https://www.youtube.com/watch?v=U-oBsJgsmD4 [6:53]. As they watch, have them note the advantages and disadvantages that they identified previously.

5. Discuss as a class new ideas that were presented during the video and use these to help set a purpose for reading the article, referring to the resource page Setting A Purpose Before Reading (page 50) as needed.
Have you ever driven in an electric vehicle (EV)? Let’s go for a ride.

In some ways, this car drives much like a gas-powered vehicle. But in other ways, it’s very different. Instead of a gas tank, it has a big lithium-ion battery. Instead of an engine, there’s an electric motor. Instead of a tailpipe, there is no tailpipe. Instead of releasing fossil fuel emissions into the atmosphere, there are no emissions at all.

The electric motor, running off battery power, turns the wheels and sends the car forward. There’s no engine noise. The car seems to glide along.

Instead of a gauge showing the fuel level dropping, the indicator on the dash shows how much electric charge is left in the battery. Drivers don’t have to worry about running out of gas, but the car does have a limited range — the distance that can be travelled before the battery is depleted.

Fortunately, an electric motor is much more efficient than an internal combustion engine. According to the U.S. Department of Energy, EVs convert over 77 percent of their electrical energy to power the wheels and move the car. Conventional gasoline vehicles only convert about 12-30 percent of their fuel energy.

What’s an EV like to drive? It’s a dream — smooth, powerful, with strong acceleration. The heavy battery pack that is spread across the bottom of the chassis or “skateboard” makes the car feel very stable through twists and turns. The lack of engine noise makes it easier to have conversations or hear music.

**TRANSFORMATION OF THE AUTO INDUSTRY**

The automotive industry faces huge changes over the next few decades as the world transitions away from fossil fuels.

“The industry is going to go through this tremendous earthquake,” says industry veteran Malcolm Bricklin.

The switch to EVs is part of a larger strategy to address the transportation sector’s outsized contribution to climate change. Transportation generates 28 percent of all greenhouse gas emissions in the United States. In Canada, it’s about a quarter. Almost half of these emissions come from passenger cars and light trucks.

The Canadian government wants ten percent of all new vehicle sales in this country to be ‘zero-emission vehicles’ (ZEVs) by 2025. Thirty percent by 2030. One hundred percent by 2040. Even more ambitious targets have been set elsewhere in the world, especially in Europe and some U.S. states like California.

Automakers are responding by bringing a growing number of EVs to market. Tesla has been leading the charge, but now many manufacturers offer electric options.

**DID YOU KNOW?**

There currently are about 11 million electric vehicles in use. China is the world’s largest EV market, with some 4.6 million vehicles on its roads. Europe has 3.3 million EVs, the U.S. has 1.8 million, and Canada has about 190,000.

**REALITY CHECK**

Electric vehicles are the future of the industry, but there are obstacles to overcome before the roughly 1.5 billion cars on the world’s roads can become electric.

“There’s going to be all sorts of problems, says Mr. Bricklin. “Problem number one, we gotta have more charging stations everywhere.”

Although many EV drivers use an at-home charger, because it’s cheaper and more convenient, that’s not an option for everyone. You can’t run a power cord down from a third floor apartment to an electric car that’s parked on the street. Also, you may be away from home when you need powering up. So that means using commercial charging stations.
Electric vehicle charging stations are becoming a more familiar sight in many communities. But across much of the country, charging stations are few and far between.

Also, charging technology needs to become more efficient. Drivers are not going to put up with the inconvenience of waiting for half an hour every time their vehicle needs to be charged.

The second problem, according to Mr. Bricklin, is having enough electricity available in the grid for the ever-expanding number of electric cars on the road. Drivers are going to get around that problem, he predicts, by creating their own off-the-grid electricity.

“People are going to learn to put solar cells and wind turbines on their homes or their apartments.”

One major drawback to electric vehicles has been “range anxiety” — drivers worry that they will deplete the battery before they get to their destination. That becomes an even bigger problem in cold weather. But ZEV technology is improving all the time, increasing battery capacity and EV driving range.

Currently, new EVs cost more than conventional vehicles. But prices are expected to drop as production ramps up. In any case, a higher initial cost is more than outweighed by the dollars saved in fuel and maintenance. Recharging an EV costs about one-fifth of what it costs to refuel an equivalent gas car. Maintenance costs are minimal, as the EV has fewer moving parts and much less to go wrong.

A potential problem for manufacturers is the supply of rare earth minerals, an essential component of electric vehicles. China accounts for 60 percent of the world’s supply as well as most of its refining capacity. That has some North American automakers worried, given current trade tensions between China and the U.S. There’s a risk that supply chains essential for clean energy technology could be disrupted.

For that reason, automakers are urgently looking to find alternative, domestic sources of rare earths. Canada may play an important role in this. Although we currently produce no rare earths, we could. We have some of the largest known reserves in the world.

**LOOKING UNDER THE HOOD**

With all the hype, some wonder how clean and green electric vehicles really are? Obviously they produce no tailpipe emissions, but what about “upstream” emissions? What about emissions from the power plant where the electricity is produced? What about the carbon footprint of manufacturing the batteries?

According to the Union of Concerned Scientists, which has crunched the numbers, even taking all of those upstream emissions into account, the average EV is responsible for fewer global warming emissions than the average new gasoline car.

A car powered by electricity from a ‘clean’ energy source such as solar or wind, or even hydro—electricity, will be a lot greener than one using electricity generated by burning coal. But even EVs using coal-generated power are cleaner than their gas-powered equivalents. The EV advantage will become larger over time as coal is phased out and the electricity grid becomes cleaner.

So EVs are on the move, quietly headed this way, and there’s much to like about them. They have the potential to reduce carbon emissions from the transportation sector. But they are not a quick fix.

Despite increasing market demand for EVs, only 2.5 percent of the world’s passenger vehicles were running on electricity in 2019. This number is expected to rise and the total number of EVs is projected to be 145 million, or 7 percent of road transportation, by the end of the decade.

However, we can expect that many of the cars sold in the next five years will still be gas vehicles. The most popular new cars in North America right now? Gas or diesel-powered SUVs (Sport Utility Vehicles) and pickup trucks. High greenhouse gas emissions from these larger, more powerful guzzlers are swamping any carbon reductions resulting from increased sales of EVs.

That means automakers need to do more than design and produce better EVs. They also need to improve the efficiency and fuel economy of conventional gasoline and diesel vehicles that will continue to be on the road for some time. ★
1. Describe the environmental impact of transportation on current greenhouse gas emissions.

2. How many electric vehicles are currently in use across the globe? Which country has the most?

3. List at least four major differences between a regular vehicle and an EV.

4. How does the efficiency of an EV compare to a regular vehicle? Explain.

5. What is a hybrid vehicle? Explain.

6. What natural resources are essential for manufacturing electric vehicles? Where are many of these produced?

7. List at least three other challenges associated with adapting to electric vehicles.

8. What energy sources is electricity generated from?

9. How does the source of electricity affect how 'green' an EV is? Explain.
1. Using the information in the article and your own thinking, list the advantages and potential drawbacks/obstacles of electric vehicles in the organizer below. Give examples to back up each point.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Potential drawbacks/obstacles</th>
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</tr>
</tbody>
</table>

B. After gathering and considering the information in the above organizer, how likely are you to purchase an electric vehicle in your future? Give reasons to support your response.

____________________________________

____________________________________

____________________________________

____________________________________
QUESTIONS FOR FURTHER THOUGHT

1. The federal government wants 100 percent of all vehicle sales in the country to be zero-emission vehicles or ZEVs by 2040. As you see it, how realistic is this goal? What obstacles may affect this timeline? Explain.

2. The article states that the supply of rare earth minerals needed to build EVs may be a potential problem for manufacturers. Currently, China has more than half of the world's supply. Though we do not yet produce these minerals, Canada has some of the largest reserves in the world. As you see it, how might this fact impact the mining industry in Canada? What potential challenges may present themselves? Explain.

3. Look 30 or 40 years into the future. How might the technology used to power EVs impact the transportation industry around the world? Where else might we see this technology being applied? Give examples to support your ideas.
QUESTIONS FOR ONLINE EXPLORATION

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

1. Moving towards using more electric vehicles is high on many countries’ lists for reducing carbon emissions to address climate change. Visit https://www.youtube.com/watch?v=sUrPI497YE [7:24] to learn more about how EVs work. What questions are scientists asking to make EVs more efficient? Explain.

2. The article states that a lot of hesitation about purchasing an EV comes from range or charging anxiety. What is range anxiety/charging anxiety? Visit https://www.youtube.com/watch?v=OTOKKGWV8 [14:53] to learn more about how the EV industry is addressing this problem. What did you learn after viewing this video? How do you think EV charging might evolve with the production of more EVs? Explain.

3. China is a world leader in the production and purchase of EVs. Visit https://www.youtube.com/watch?v=q5GGCVIEYts [16:55] to learn more about how China has achieved this status. What can the rest of the world learn from China’s example and its experience with EVs? Explain.

4. Graham Conway, the principal engineer at Southwest Research Institute, presents an interesting perspective on the benefits of EVs. Visit https://www.youtube.com/watch?v=S1E8SQd5rk [13:58] to hear his TED Talk on the contradictions associated with battery operated vehicles. What did you learn from this presentation? Explain.

5. Malcolm Bricklin, the automobile industry veteran cited in the article, created the “Bricklin”, a luxury sports car produced in New Brunswick in the mid-1970s. Visit https://www.cbc.ca/news/canada/new-brunswick/malcolm-bricklin-still-proud-of-car-1.5748514 to learn more about Mr. Bricklin and his latest role as CEO of Visionary Vehicles. Describe the company’s latest project.
New battery to revolutionize car industry

In 2021, Toyota intends to debut an electric vehicle, powered by a solid-state battery, able to travel 500 km in one go and recharge in 10 minutes.

**Toyota (in collaboration with Subaru)** is developing its first electric vehicle (EV), dubbed **BZ EV** (right)

- **2021**: Toyota plans to introduce prototype electric vehicle powered by revolutionary solid-state battery
- **2025**: Solid-state battery could enter mass production

**HOW SOLID-STATE BATTERY COULD BE GAME CHANGER**

**Lithium-ion battery (Li-ion):**
Technology has reached limit of efficiency

**Solid-state battery:**
More powerful than Li-ion

**Battery:**
Charged *ions* travel from *cathode* to *anode* through *electrolyte*. Free *electrons* pass from *anode* to *cathode*, powering device

**Lithium-ion battery**
- **Anode (-)**: Highly flammable
- **Cathode (+)**: Liquid or gel electrolyte: Smaller and lighter than liquid or gel. Made from sodium-based material, so less harmful to environment and less likely to catch fire

**Solid-state battery**
- **Anode (-)**
- **Cathode (+)**

**EV with solid-state battery could replace combustion engine vehicle because battery**
- Has range of 500 km per charge (more than double Li-ion fuel cell)
- Can fully recharge in 10 minutes
- Can power EV for 380,000 km before degrading
- Requires no cooling system

**Sources:** The Next Web, Nikkei Asia, Make Tech Easier

**Picture:** Toyota

© GRAPHIC NEWS
**ANALYZING AN INFOGRAPHIC**

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

What questions do you still have about the topic presented?
PUTTING IT ALL TOGETHER

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

______ 1. Which country has the most electric vehicles?
   a) Netherlands  
   b) Canada
   c) China
   d) Germany
   e) United States

______ 2. What is one disadvantage of driving an electric vehicle?
   a) it has a limited range  
   b) it converts over 77% of its electrical energy
   c) it’s smooth and quiet to drive
   d) it accelerates quickly and strongly
   e) it doesn’t use gasoline

______ 3. Which energy source do scientists hope to phase out to reduce our carbon footprint?
   a) hydro-electricity  
   b) solar power
   c) wind power
   d) coal
   e) nuclear power

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? An electric motor is much more efficient than an internal combustion engine.

______ 5. True or False? The cost to recharge an EV is about one-fifth of what it costs to refuel a gas-powered car.

______ 6. True or False? By 2030, the total number of EVs is expected to be 500 million.

C. Fill in the blanks to complete each sentence.

7. Range _______________________ is the fear that an EV will run out of power before you reach your destination.

8. Rare earth _______________________ are an essential component of electric vehicles.

9. A _______________________ vehicle can use a battery-powered electric motor or a gas combustion engine.

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

10. As you see it, what will be the biggest challenge to replacing conventional vehicles with more EVs? Give reasons to support your response.
Choose a news article from this issue that you found interesting or surprising – one that caught your attention, sparked an ‘ah ha’, or left you wondering about something. Tap into your curiosity. What more do you want to know?

Before starting your Inquiry Project, do a little more research on your own to investigate the news story or topic in a deeper way. Check out the following links or others from this issue, and notice the questions that come to mind as you read:

Census history:
https://www.newworldencyclopedia.org/entry/Census

India, the country:
https://www.britannica.com/place/India
https://www.nationsonline.org/oneworld/india.htm

Food waste:
https://www2.gov.bc.ca/gov/content/environment/waste-management/food-and-organic-waste/prevent-food-waste
https://lovefoodhatewaste.ca/about/food-waste/
https://www.hsph.harvard.edu/nutritionsource/sustainability/food-waste/

When you have a deeper understanding of the topic or issue, complete the Inquiry Project Planner on p. 46. Use the following steps to guide you:

1. A good inquiry project starts with a powerful inquiry question. This is an overarching question related to an important issue, problem, or concern in the news story or topic you have chosen. It should be something you are genuinely curious about or that is meaningful to you.

Inquiry questions are not easy to answer. They are open-ended (meaning that they can’t be answered with a yes or no response), lead to more questions, and require you to think or really investigate something. Answers to inquiry questions are not found by ‘Googling’!

A good inquiry question should have these 4 components:

• A question stem (e.g., What is...? How can...? Why can't...? What could...? What impact...? How would it be possible...? What would happen if...? How would you improve... Why do you believe...?);

• Who is taking action and/or who will be impacted by the findings/answer (e.g., you, your family, your school, your community, the world);

• What the action is (e.g., solve, reduce, develop, create, refine, educate, make, impact, improve, change);

• What the problem or concern is.

For example, if, after reading an article that explains how COVID-19 spreads, I wanted to learn more about the benefits (or limitations) of wearing a mask, my inquiry question might be:

How can I educate students about the importance of wearing a mask in school? OR How can I educate students about the limitations of wearing a mask in school?

Here are other examples of inquiry questions:

• How might I create and sell something at profit, so I can contribute to my favourite charity?

• What could parents prepare for lunch if their child is allergic to gluten?

• What impact would reducing plastic take-away containers have on the environment?

• How can we attract more native birds and butterflies to our school garden?
2. Then, brainstorm other smaller, supporting research questions that will help you arrive at the answer to your inquiry question. Aim for 4-5 questions to start. For example:

- Do masks help stop the spread of COVID-19? If so, how? If not, why?
- Are all masks (or mask designs) equally effective?
- Who benefits from wearing masks? Who doesn’t?
- Where and when should masks be worn?
- Are there other measures that are more effective at stopping the spread of the virus?

As you begin to research, you may find that there are other questions that you want to know the answer to. Record these questions, too.

3. Decide what resources you will explore to find answers to your questions. What will you read (print or digital texts), watch, study and/or who you might talk to?

If you are researching online, make sure the website is credible. (That means it is trustworthy—you can trust the information to be true and up-to-date). Also check that the information is reliable. (That means the information is accurate, presents a balanced view vs. a biased one, and answers your question.)

Check out these short videos to learn how to check the credibility and reliability of websites:
- How to evaluate sources for reliability: https://youtu.be/q1k8rcYUmblQ [3:48]
- How to check if a website is credible: https://youtu.be/jt-IZ5M6XU8 [1:39]

4. Figure out how you will document (show) everything you are learning about your inquiry question either digitally or by hand. There are lots of options:

- keep a written journal;
- create a note making template (like the one included on p. 51);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.

5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!
## INQUIRY PROJECT PLANNER

**Topic:**

**Inquiry question:**

This question is important to me because …

**Research questions:**

- 
- 
- 
- 
- 
- 
- 
- 

**Resources I'll use:**

**How I will document my findings:**

**How I will share what I've learned:**

**Due:**
HINTS:
- Use multiple valid sources
- Use the right keywords and search strategies to find relevant information

NOTE:
You may find fascinating facts that aren't connected to your question. If that's the case, just add a question and the answer. The fun part of researching is that you never know what fascinating facts are going to pop out at you.

Inquiry Question: __________________________

<table>
<thead>
<tr>
<th>Q:</th>
<th>Q:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>

Check Your Sources
Identify the source
- Is it true?
- Is it trustworthy?
- Is it current (up-to-date)?

Analyze the information
- Is it accurate?
- Is there any bias that should concern me?
- Does this answer my question?
HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

Check out Trevor MacKenzie’s website with links to podcasts, blogs, social media links, and other resources on Inquiry-based learning:

• [https://www.trevormackenzie.com](https://www.trevormackenzie.com)

His book, *Dive into Inquiry: Amplify Learning and Empower Student Voice*, offers a scaffolded approach to student inquiry: structured, controlled, guided, and free inquiry. It is a practical resource if inquiry-based learning is new to you.

John Spenser is another educator whose videos, blogs, and resources offer practical strategies and structures for engaging students in inquiry. Here are two to get you started:

• “Helping Students Ask Better Questions by Creating a Culture of Inquiry”
  [https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f](https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f)

• “Using a Wonder Week to Spark Inquiry-based Learning”

Edutopia has a number of articles on student inquiry, including:

• “What the heck is Inquiry-based Learning?”

• “Resources and Downloads to Facilitate Inquiry-based Learning”
  [https://www.edutopia.org/article/inquiry-based-learning-resources-downloads](https://www.edutopia.org/article/inquiry-based-learning-resources-downloads)

* Note: All links in this document are listed at [www.lesplan.com/en/links](http://www.lesplan.com/en/links) for easy access.
This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students’ responses holistically. This easy-to-modify activity is included in the doc file which you can download from: www.lesplan.com/subscribers

<table>
<thead>
<tr>
<th>Supports thinking</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers or reflections are brief and include obvious facts/details/evidence.</td>
<td>Answers or reflections are general and supported with some relevant facts/details/evidence.</td>
<td>Answers or reflections are clearly supported with specific, relevant facts/details/evidence.</td>
<td>Answers or reflections are insightful and supported with specific, relevant facts/details/evidence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shows understanding</th>
<th>Responses show a basic understanding of the text, topic, issue or message.</th>
<th>Responses are thoughtful and show a general understanding of the text, topic, issue or message.</th>
<th>Responses are thoughtful and show a complete understanding of the text, topic, issue or message.</th>
<th>Responses are insightful and show a deep understanding of the text, topic, issue or message. May synthesize ideas or explain the ‘so what’.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes insightful connections to self (T:S) and/or background knowledge (T:S). Inferences are logical.</td>
<td>Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible.</td>
<td>Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful.</td>
<td></td>
<td></td>
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</tbody>
</table>

| Thinks critically | Makes straightforward connections or inferences. Focuses on retelling. | Makes logical connections to self (T:S) and/or background knowledge (T:S). Inferences are logical. | |

This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students’ responses holistically. This easy-to-modify activity is included in the doc file which you can download from: www.lesplan.com/subscribers
There are a number of reasons we read: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

Setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading.

What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The following chart provides a summary of the main purposes for reading and what each entails.

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

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.
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).
To the Teacher

**Answer Key**

**CENSUS 2021: COUNT YOURSELF IN**

1. Explain what the term census means. What is a census?

   The term census comes from the Latin word *censere*, which means 'to assess'. The census is a nationwide survey used to collect demographic information on every person in Canada.

2. How often is a census conducted in Canada? What is the purpose of collecting this information regularly?

   The census is conducted every five years. By collecting this data every five years, analysts can compare results from one census to the next to see how Canada is changing.

3. Which federal government department is responsible for the census?

   Statistics Canada is responsible for the census.

4. What information was sent to all Canadian households in early May?

   Most households received a letter explaining how to complete the census online. However, if residents preferred, they could ask for a paper copy to be mailed to them.

5. How many households were surveyed? Who is responsible for completing the census?

   Some 15 million Canadian households received a census package. One adult in each household is required to complete the census.

6. Describe how the population census will be conducted.

   One adult in each household must complete the census questionnaire about everyone who lives at that address. Most households received the short form census which asks ten basic questions about age, sex, marital status, relationship to others in the household, and language. (The penalty for non-compliance ranges from fines to jail time.)

7. What is the long form census? Explain.

   One in four homes received the long form census which has over 60 questions. It collects detailed social and economic information about the people living in the home and their role in the community. It asks about cultural background, spoken languages, family relationships, and childcare. It covers schooling, employment, income, ability, housing, and transportation. Many of the questions stay the same from census to census which allows researchers to compare data across several decades.

8. What questions are new to the 2021 census?

   The census now includes questions to count transgender Canadians, veterans, active military personnel, people who have minority language rights, Inuit enrolled in land claims, and members of Métis groups. There are also questions about how people commute to work using public transportation, and why Canadians work part-time or seasonally.

9. List at least four examples of what census results are used for.

   1) All levels of government use census information to plan important public services such as schools, hospitals, emergency services, and roads. 2) The health care industry uses the data to forecast needs and costs – especially the rising number of seniors who require increased levels of care. 3) Census data also helps determine the size and boundaries of electoral districts. 4) Ottawa uses the census to determine the amounts of transfer payments to the provinces – money the provinces use to fund health care and other social services. 5) Businesses, the media, industry, and universities use census information, for everything from research to choosing locations for offices and stores.

**Quiz:**

Complete this graph assignment to better understand the article *Census 2021: Count Yourself In.*

**INSTRUCTIONS**

1. The table below shows Canada population in census years from 1921 to 2021. The numbers are in millions and are rounded to the nearest 100,000. Complete the table to show the population of Canada from 2001 to 2021.

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<tbody>
<tr>
<td>Population*</td>
<td>8.7</td>
<td>10.3</td>
<td>11.5</td>
<td>14</td>
<td>16</td>
<td>18.2</td>
<td>20</td>
<td>21.5</td>
<td>22.9</td>
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</thead>
<tbody>
<tr>
<td>Population*</td>
<td>24.3</td>
<td>25.3</td>
<td>27.2</td>
<td>28.8</td>
<td>30</td>
<td>31.6</td>
<td>33.4</td>
<td>35.1</td>
<td>38</td>
</tr>
</tbody>
</table>

*Numbers are in millions.  **Aft  er 1951, census counts occurred every five years.   *** Offi   cial census number not yet available.

2. Use this data to plot a bar graph. Show population benchmarks on the Y axis (0 - 40 million) and years on the X axis.

3. Draw a column to show Canada's population each census year from 1921 to 1951 and shade these four columns dark red.

4. Draw a column to show Canada's population each census year from 1956 to 2021 and shade these bright red.

5. Complete your graph with a proper title.

6. After completing your graph, what observations can you make and what conclusions can you draw? How do you think government policies can affect overall population growth? What other factors can influence population growth? Explain.

7. The graph below shows Canada's fertility rate from 1926 to 2011. In Canada, the birth rate in 1931 was 30 births per 1000 women. What pattern does the graph show in following years? Explain.

8. Population growth is calculated by adding 1) natural increases (births minus deaths) and 2) net migration (people who come to Canada minus those who leave). What connections can you make between the graph below and your chart?

9. What predictions can you make about Canada's population in future years? Give reasons to support your analysis.

https://www150.statcan.gc.ca/n1/pub/11-630-x/11-630-x2014002-eng.htm

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**TO THE TEACHER**

**ANSWER KEY**

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https://www150.statcan.gc.ca/n1/pub/11-630-x/11-630-x2014002-eng.htm

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[Canada Flag since 1965]
CANADA’S POPULATION BY CENSUS YEAR: 1921-2021

* After 1951, census counts occurred every five years.
WORLD HUNGER – A GROWING, YET SOLVABLE, PROBLEM

1. How many people worldwide are currently affected by hunger? What is this number expected to rise to by 2030?

Nearly 700 million people worldwide are desperate for any food they can find. This number is expected to increase to 840 million by 2030.

2. Explain what systemic hunger means.

Long-term or systemic hunger is when people don’t get enough calories or nutrients to sustain them on a daily basis. People struggling with acute hunger are in danger of starving to death.

3. Explain what malnutrition means.

Malnutrition is a condition that occurs when people have some food to eat but face health risks because of low food quality. Without the right combination of proteins, vitamins, and minerals, human bodies have difficulty fighting off illness.

4. Explain what food insecurity means.

Regions where there are violent conflicts or where climate change or other natural catastrophes cause crop failures often experience food insecurity. Food insecurity occurs when a population doesn't have regular access to enough safe and nutritious food for normal growth and development. People living with food insecurity may constantly worry about where and how they are going to get their next meal.

5. Describe the target the United Nations declared in 2015 to address world hunger.

In 2015, the UN and the global community declared a target of zero hunger by 2030. It was part of a 17-goal program designed to achieve sustainable development (Sustainable Development Goals.) The hope was that in 15 years, the world could end hunger, achieve food security, improve nutrition, and promote environmentally sound agriculture.

6. Why did the UN feel this ambitious goal was attainable?

When the 2030 goal was declared, the world had experienced record harvests, rising incomes, and falling food prices for three decades.

7. List at least three factors that have affected the progress of the zero hunger goal since 2015.

1) Conflicts in some African countries and violent gangs in Latin America have displaced farmers and civilians and they are now scrambling for food. Sometimes crops are deliberately destroyed to limit food supply. 2) Climate change results in extreme weather conditions that cause droughts or severe storms that destroy harvests. 3) Locusts in Africa and Asia have devoured large areas of farmland. 4) The COVID-19 pandemic has impacted the economies of many countries and caused the cost of food to skyrocket.

8. What does the World Food Programme say must occur to stop the imminent deaths of millions of people from starvation?

The fighting has to stop; access needs to be granted to provide life-saving help to vulnerable communities; and donors need to contribute $6.4 billion US for the current year.

9. Describe Canada’s support to Sri Lanka. What will be the short and long term effects of this aid?

Canada has contributed $1 million to the World Food Programme in Sri Lanka. In the short term, it will supplement the nutrition program for school children. In the long term, it will support local farming, boost local economies and help alleviate poverty among rural communities.

Quiz:

1. d; 2. a; 3. e; True; 5. True; 6. False; 7. malnutrition; 8. droughts; 9. $6.4 billion US; 10. Answers will vary.
INDIA’S COVID NIGHTMARE

1. How many people live in India? Explain how poverty has affected this country.

India’s population is 1.4 billion. The entire Indian subcontinent is extremely poor. Sixty-nine percent of India’s population lives on less than $2 a day, and one-third of this group exists on less than $1.25 per day.

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

India spends just 1.28 percent of its GDP on healthcare and there is only one doctor for every 1456 residents. Canada spends 11.5 percent of GDP on healthcare and there are three doctors for every 1000 Canadian residents. (A lack of hospital beds and scarce basic medical supplies including oxygen were reported across India in recent weeks.)

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

In March 2020, when the pandemic first began, the entire population was ordered to stay home for three weeks. At the time, this was the toughest lockdown in the world. By November 2020, India accounted for only 10 percent of all COVID deaths despite having the second-largest population. In January 2021, India’s government rolled out the world’s largest vaccination drive.

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

Residents believed India had tamed COVID-19. Citizens relaxed safety protocols like social distancing and mask-wearing. Stores and businesses opened without restrictions. Crowds gathered freely and religious festivals were allowed to occur.

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

1) India’s vaccination program started slowly because of supply issues and vaccine hesitancy among citizens. By early May, just over two percent of India’s population had been fully immunized. 2) Millions participated in a large religious festival called Kumbh Mela during the winter and spring. 3) Election rallies were held in some areas and attracted large crowds. 4) India did not lock down like in the first wave.

6. List the most recent COVID statistics in India.

Cases numbered over 400,000 per day in early May. By mid-May, India reported over 24 million infections and more than 270,000 deaths. (Authorities had predicted a second wave, but underestimated its intensity.)

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

Experts believe the reported numbers are low because many deaths have occurred at home.

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

Many accuse Mr. Modi and his party of abandoning them during this crisis. They want military and disaster response teams to build field hospitals to ensure all patients can receive medical care. (Many countries have sent supplies and medicines to India to help fight the second wave.)

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

India is the world’s largest manufacturer of coronavirus vaccines. Until mid-April, India was shipping vaccine supplies around the world. Now vaccine exports have stopped so that India can deal with the domestic demand.
Editorial Cartoon:

1. Answers will vary.

2. Thousands of people in India are dying every day due to COVID-19. Cases began rising exponentially in the country in March, and the healthcare system is not able to deal with the number of sick patients. The Indian subcontinent is one of the poorest regions in the world. Two-thirds of the population lives in poverty; 69 percent of India’s population lives on less than $2 a day, and one-third of this group exists on less than $1.25 per day. There is just one doctor for every 1456 people in the country (compared to three doctors for every Canadian), and India spends just 1.3 percent of its GDP on healthcare (compared to 11.5 percent of the Canadian GDP). As a result, hospitals in India don’t have enough room or supplies for the current influx of patents, and the government has been asking other nations for help.

3. The title of the cartoon is ‘COVID, the Virus of Inequalities.’ It shows a large medical oxygen tank labelled ‘COVID Care’. The top of the tank is labelled ‘North’, and the bottom is labelled ‘South’. There are three patients at the base of the tank who look very ill. They are emaciated, their mouths are hanging open, and their hands are raised. They appear to be pleading for help. They have darker skin; one is wearing a hijab, and one a turban. There is one patient at the top of the tank, who appears to be inhaling oxygen directly from the valve. This patient, wearing a hospital gown, appears to be Caucasian, and is large. He is floating sideways, likely because of the surplus of oxygen he has consumed.

4. 'North' likely refers to countries in the Northern Hemisphere – ones that tend to be developed, and richer. 'South' refers to poorer, less-developed nations in the Southern Hemisphere.

5. The bias is that of the cartoonist.

6. The cartoonist may be suggesting that COVID’s impact depends on the country. In developed nations with robust health care systems, patients are getting adequate, or more than adequate, care. In poorer nations, the impact is much more severe, because the health care systems aren’t able to support the huge numbers of patients in desperate need of help.

Quiz:

1. d; 2. c; 3. e; 4. False; 5. True; 6. False;
7. poorest; 8. Ganges; 9. abandoned; 10. Answers will vary.
MAKE WAY FOR ELECTRIC VEHICLES

1. Describe the environmental impact of transportation on current greenhouse gas emissions.

Transportation generates 28 percent of all greenhouse gas emissions in the United States. In Canada, it’s about 25 percent. Almost half of these emissions come from passenger cars and light trucks.

2. How many electric vehicles are currently in use across the globe? Which country has the most?

About 11 million electric vehicles are currently in use. China is the world’s largest EV market, with 4.6 million vehicles. (There are 3.3 million EVs in Europe, the U.S. has 1.8 million, and Canada has about 190,000 EVs.)

3. List at least four major differences between a regular vehicle and an EV.

1) Instead of a gas tank an EV has a big lithium-ion battery. 2) Instead of an engine, there is a battery-powered electric motor to turn the wheels. 3) There is no tailpipe. 4) There is no engine noise. 5) Instead of a gas gauge, an indicator shows how much charge is in the battery. 6) Instead of releasing fossil fuel emissions, there are no emissions at all.

4. How does the efficiency of an EV compare to a regular vehicle? Explain.

An electric motor is much more efficient than an internal combustion engine. According to the U.S. Department of Energy, EVs convert over 77 percent of their electrical energy. Conventional gasoline vehicles only convert about 12 - 30 percent of their fuel energy.

5. What is a hybrid vehicle? Explain.

A hybrid car or truck uses both a battery-powered electric motor and a traditional engine. (Hybrid cars consume less fuel and produce less emissions than conventional vehicles. Due to small battery size, the EV range of most hybrids is very limited.)

6. What natural resources are essential for manufacturing electric vehicles? Where are many of these produced?

Rare earth minerals are an essential component of EVs. China accounts for 58 percent of the world’s supply as well as most of its refining capacity. (Some automakers worry that trade tensions between China and the U.S. may disrupt essential supply chains essential for clean energy technology. Canada has some of the largest known rare earth minerals reserves in the world. Rare earth minerals are not yet produced here, but could be in the future.)

7. List at least three other challenges associated with adapting to electric vehicles.

1) Accessible and efficient charging stations must be built, both in homes and in public places. 2) Charging technology must become more efficient. 3) There must be enough electricity available in the power grid to support higher demand for charging. 4) Batteries with more capacity must be developed to alleviate ‘range anxiety.’ 5) Many EV vehicles cost more than similar gas-powered models (but fuel costs are much lower and some government rebates are available.)

8. What energy sources is electricity is generated from?

Currently, electricity is generated from energy sources such as solar, wind, hydro-electric or coal burning sources.

9. How does the source of electricity affect how ‘green’ an EV is? Explain.

A car powered by electricity from ‘clean’ energy sources such as solar, wind, or hydro-electricity, is a lot greener than one using electricity generated by burning coal. But even EVs using coal-generated power are cleaner than their gas-powered equivalents. (The EV advantage will increase over time as coal is phased out and the electricity grid becomes cleaner. According to experts, the average EV is responsible for fewer global warming emissions than the average new internal combustion car.)

Quiz:

1. c; 2. a; 3. d; 4. True; 5. True; 6. False; 7. anxiety; 8. minerals; 9. hybrid; 10. Answers will vary.
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