WHAT IN THE WORLD?

40 Million
and Counting

One Former
President,
Four Indictments

Niger
in Turmoil

The
James Webb
Space Telescope

LesPlan

Routing Slip: (please circulate)

WHAT IN THE WORLD

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

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/subscribers

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:

Before Reading Activities	set the context and purpose for reading
After Reading Activities	help students consolidate, extend, and transform their thinking

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.

Literacy	Inquiry	Media Literacy
• comprehension questions • focused reading or notemaking strategy and accompanying organizer	• online exploration • critical thinking questions • self-directed inquiry project	• analyzing visuals (e.g., news photos, editorial cartoons, infographics, maps) • evaluating sources

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. 53) 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.

40 MILLION AND COUNTING
– Canada Hits a New Population Milestone

BEFORE READING

1. Without revealing the topic of the article, or the subtitle, write the main title on the board: **40 Million and Counting.**

2. In pairs, have students predict what this article might be about. (*E.g., an amount of money, a world record of some sort, the number of cars on the road, the population of a city or country, etc.*) Share ideas as a class.

3. Reveal the subtitle of the article: **Canada Hits a New Population Milestone.** You may wish to clarify the meaning of "and counting" (*it continues to grow*) and "milestone" (*reaching a specific stage or level of development*).

4. In small groups, have students discuss the following two topics:

• ways that populations increase (*e.g. higher birth rates; lower death rates; immigration, including refugees, students, work-related immigration, marriage with someone from another country, adoption from another country; etc.*);

• ways that populations decrease (*e.g., higher death rates, lower birth rates, epidemics, war, people emigrating to other countries, etc.*).

5. Share ideas as a class. Then, ask students to predict the main reason for recent population growth in Canada.

6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 54) as needed.

40 MILLION AND COUNTING
– Canada Hits a New Population Milestone

On June 16, our country hit a major landmark. **Statistics Canada** says that was when the nation's population reached 40 million.

"This is an exciting milestone for Canada," said Chief Statistician Anil Arora. "It is a strong signal that Canada remains a dynamic and welcoming country."

THE BIGGER PICTURE

The 40-million figure tells a bigger tale, too.

Canada's population is expanding faster than it has in decades. The nation's annual growth rate is 2.7 percent. That's the highest it's been since 1957. As a result, Canada is the fastest-growing **G7** country. If the nation keeps growing at this rate, the population could hit 50 million in just 20 years.

WE HELP OTHERS . . .

How to explain this massive population surge? It comes down to one word: **immigration**. In 2022 alone, Canada grew by over one million people. About 96 percent of this increase was due to people moving to Canada from other nations. That's more than twice the 430,000 **permanent residents** the federal government was expecting.

The numbers increased because Canada took in more **refugees** than planned. Many came from war-torn nations like Ukraine, Syria, and Afghanistan. Others came from Turkey and Syria

CANADA'S "POPULATION CLOCK"

How could Statistics Canada be so certain that the population hit 40 million on June 16? Did someone welcome the newest immigrant personally, or see the baby born who ushered in this landmark?

Not exactly. The number is just a highly educated guess. The federal government uses a "population clock" – a **statistical model** that estimates the current population. This model is based on birth, death, and immigration trends. The model also gauges the number of residents in every province and territory. As of mid-August, the population was estimated to be 40,253,321 (an increase of over 253,000 since June 16).

DEFINITIONS

G7 (THE GROUP OF SEVEN NATIONS): an organization of the world's seven most advanced economies: Canada, France, Germany, Italy, Japan, the United Kingdom, and the U.S.

IMMIGRATION: the process of coming to live permanently in a different country from the one you were born in

PERMANENT RESIDENT: someone who has immigrated to Canada but who hasn't yet become a full citizen

REFUGEE: a person forced to leave their country because there is a war or for political, religious, or social reasons

STATISTICAL MODEL: a mathematical process that attempts to describe and predict the population by taking samples of it

STATISTICS CANADA: a federal government agency that produces statistics to help better understand Canada and its population, resources, economy, society, and culture

after a huge earthquake last February destroyed homes in these nations.

Yet this **influx** of immigrants is just part of an ongoing trend. Some 40 percent of Canadian residents are already immigrants or children of immigrants. And in 20 years, immigrants will make up the majority of Canada's population.

. . .AND THEY HELP US

Canadians have **humanitarian** reasons for accepting large numbers of immigrants. But we're also being practical.

Canada's current population is aging. In 1980, about six people were working for every retired person. By 2030, the ratio will be three to one. Meanwhile, the nation's birth rate has dropped substantially.

That means we risk not being able to replace the people leaving our **labour force**. With fewer workers, critical public services might suffer. Why? To fund schools, hospitals, and other **infrastructure,** the government relies heavily on the **income tax** that employed people pay.

As well, skilled newcomers fill our acute **labour shortages** in many fields, such as health care.

Canada is hoping immigration will help offset these problems. Many immigrants are young, so they'll pay into the public system for years to help support services. They're ambitious, too. The businesses they start and the purchases they make contribute to our **Gross Domestic Product (GDP)**. Plus, they're often willing to relocate to small communities that benefit from their expertise.

THE DOWNSIDE

Yet some observers have concerns about Canada's growing population. They point to housing as a major issue. Homes now sell for over $700,000 on average across the country. That's too costly for many people already living here. And there isn't enough housing for everybody at any price.

Another worry? At present, one in five Canadians doesn't have a family doctor. This shortage of medical care could worsen as the population ages and grows. What if the healthcare system stretches to the breaking point?

That could put people at risk. Roads could see more cars, too, adding to pollution. Schools could become overcrowded. Public transit could struggle to handle more passengers.

"If we want to do more immigration, fine, but let's have a suite of policies… that increase infrastructure investment for transit, housing, health care, [and] schools," said one expert.

Others are looking at the impact Canada's growth spurt is having on our present high level of **inflation**. Immigrants' need for consumer goods has pushed up demand, causing a shortage of these items. When demand exceeds supply, prices stay high.

REASONS TO CELEBRATE

So, there's a lot to navigate as our population grows. Yet many people believe it's worth pausing to mark this milestone.

"We are from far and wide, but united we are 40 million strong. There is no challenge we cannot overcome together," Prime Minister Justin Trudeau said. "So let's celebrate each other, and let's celebrate as we continue to build this great country." ★

DEFINITIONS

GROSS DOMESTIC PRODUCT (GDP): the total value of all the goods and services produced by a country in one year
HUMANITARIAN: connected with helping people who are suffering and improving the conditions that they are living in
INCOME TAX: the amount of tax that you pay to the government according to how much you earn

INFLATION: a fall in the value of money and a general increase in prices; the rate at which this happens
INFLUX: a lot of people, money, or things arriving somewhere
INFRASTRUCTURE: the systems that keep a country running smoothly: buildings, transport, water, and power
LABOUR FORCE: all the people who work in a country
LABOUR SHORTAGE: when there are more jobs than workers

COMPREHENSION QUESTIONS

1. What is Canada's **population clock**?

_____

2. Explain how this 'model' works.

_____

_____

3. What milestone did Canada's population reach in mid-June?

_____

4. Describe the recent rate of population growth in Canada.

_____

_____

5. What is an **immigrant**? Explain.

_____

_____

6. How many people moved to Canada last year?

_____

7. What is a **refugee**? Explain.

_____

_____

8. Canada welcomed a large number of refugees in 2022. Which countries did many come from?

_____

_____

9. Explain why Canada's labour force is shrinking.

_____

_____

10. List two reasons why the government is concerned about a decrease in the labour force.

_____

_____

QUESTIONS FOR FURTHER THOUGHT

1. The article states that Canada grew by more than one million new immigrants in 2022, which makes it the fastest-growing member among G7 nations (Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States). What reasons can you suggest to explain why the population is growing more quickly in Canada than in other G7 countries?

_____

_____

_____

_____

_____

2. The article quotes Prime Minister Justin Trudeau: "*We are from far and wide, but united we are 40 million strong – and there is no challenge we cannot overcome together. So let's celebrate each other, and let's celebrate as we continue to build this great country.*" Do you agree or disagree with this statement? Give reasons to support your response.

_____

_____

_____

_____

_____

3. Statistics Canada is a federal government agency that produces statistics about Canada's population, resources, economy, society, and culture. As you see it, why might it be important to track this type of data? Support your answer with examples.

_____

_____

_____

_____

_____

QUESTIONS FOR ONLINE EXPLORATION

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

1. Visit Statistics Canada and learn more about Canada's 40-million population milestone and our country's growth over time:
https://www.statcan.gc.ca/en/subjects-start/population_and_demography/40-million

Make note of 2 interesting facts that stood out to you in this summary.

_____

_____

_____

_____

2. Watch this video about the growth of Canada's population since it became a country in 1867:
https://www.statcan.gc.ca/en/sc/video/canada-by-million

List 3 of the key moments that contributed to large growth spurts in Canada's population.

_____

_____

_____

_____

3. Check out Statistics Canada's real-time model population clock:
https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2018005-eng.htm

What did you notice? List two questions that you have about the data presented.

_____

_____

_____

_____

GRAPHING

1. Complete the table below to show:

     a) the total population of Canada during the last five census years;
     b) the total number of immigrants in Canada during the last five census years;
     c) the percentage of immigrants compared to the total population.

The following source will help: **https://en.wikipedia.org/wiki/Canada_immigration_statistics**

Census	2001	Census	2006	Census	2011	Census	2016	Census	2021
Population	30,007,094	Population		Population	33,476,688	Population		Population	36,991,981
Immigrants	5,448,480	Immigrants	6,186,950	Immigrants		Immigrants		Immigrants	
%	18.2%	%	19.6%	%	20.2%	%		%	

2. Plot a bar graph to show the total number of immigrants in each of the past five census counts. Shade each of these five columns blue.

3. Plot a column to show the total number of immigrants beside each of the blue columns. Shade each new column red.

4. Label your graph with a title.

5. Examine your graph. What observations can you make and what conclusions can you draw? Explain.
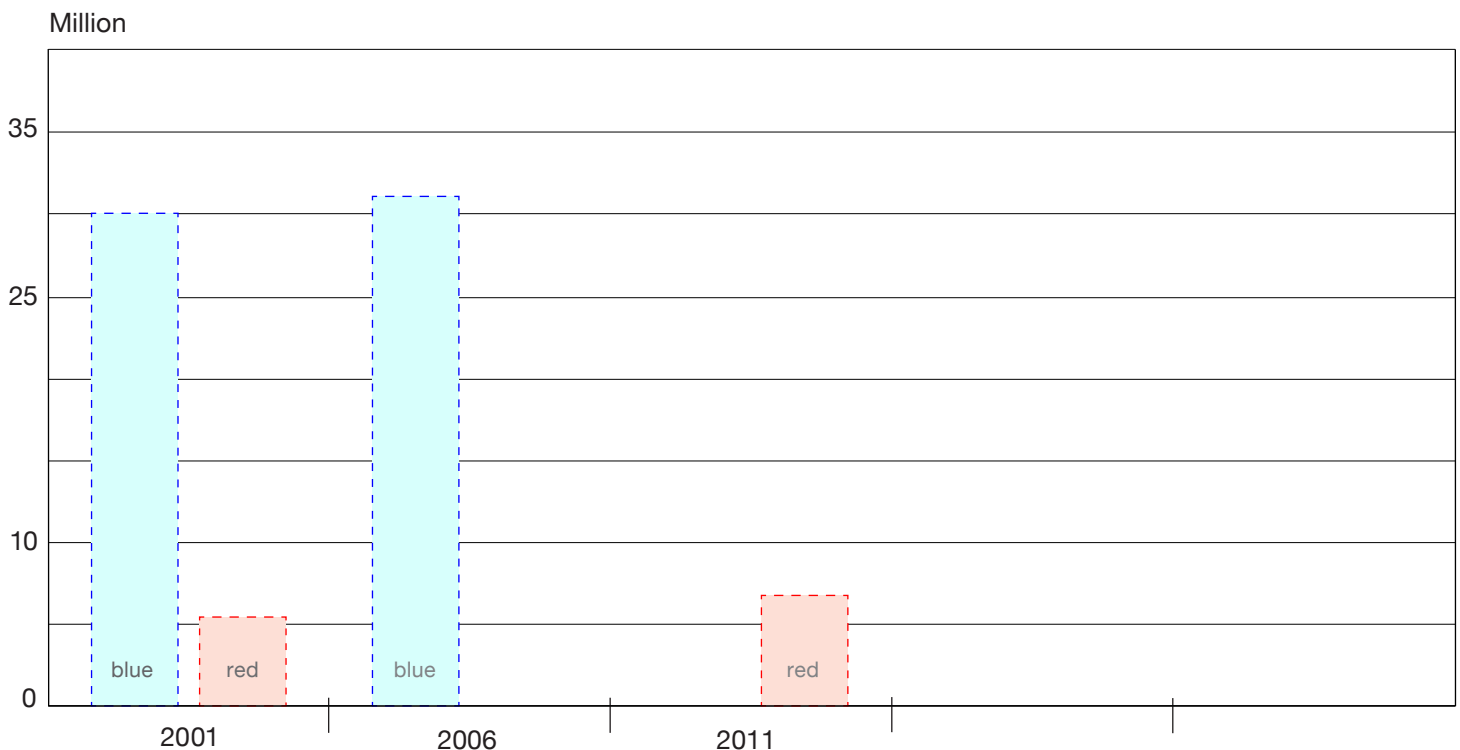
Immigration: a path to a **stronger Canada**

Immigrants have been essential to Canada's post-pandemic economic recovery.

In 2021, **191,338** individuals transitioned from temporary to permanent residents.

Immigration accounts for nearly **100%** of Canada's labour force growth, and will account for **100%** of our population growth by 2032.

Canada's post-pandemic recovery has been among the strongest in the world, but more than **900,000** unfilled positions still remain across all sectors.

The 2023-2025 Immigration Levels Plan aims to welcome **465,000** permanent residents in 2023, **485,000** in 2024 and **500,000** in 2025.

The plan is focused on **spreading the benefits of immigration** to regions and communities across Canada.

By 2025, overall admissions will amount to nearly **1.3%** of the Canadian population with **60%+** of admissions in the economic class.

Working to increase Francophone immigration to reach a target of **4.4%** of French-speaking immigrants outside Quebec by 2023.

Employers in communities across Canada **will be supported** to fill their critical labour needs.

Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

Canada

https://www.canada.ca/en/immigration-refugees-citizenship/news/infographics/immigration-path-stronger-canada.html

Canada population surges by a million

The population of Canada increased by more than one million people in 2022, mostly due to efforts to recruit migrants to the country

POST-WAR POPULATION GROWTH *(millions, Q1 1946-2023)*

2023: 39,566,248 *(annual growth of **2.7%**)*

2022: 38,516,138

2020: Migration rate slows due to ***Covid-19*** pandemic

If growth rate of 2.7% were maintained, it would double population in about 26 years

1946: 12,188,000
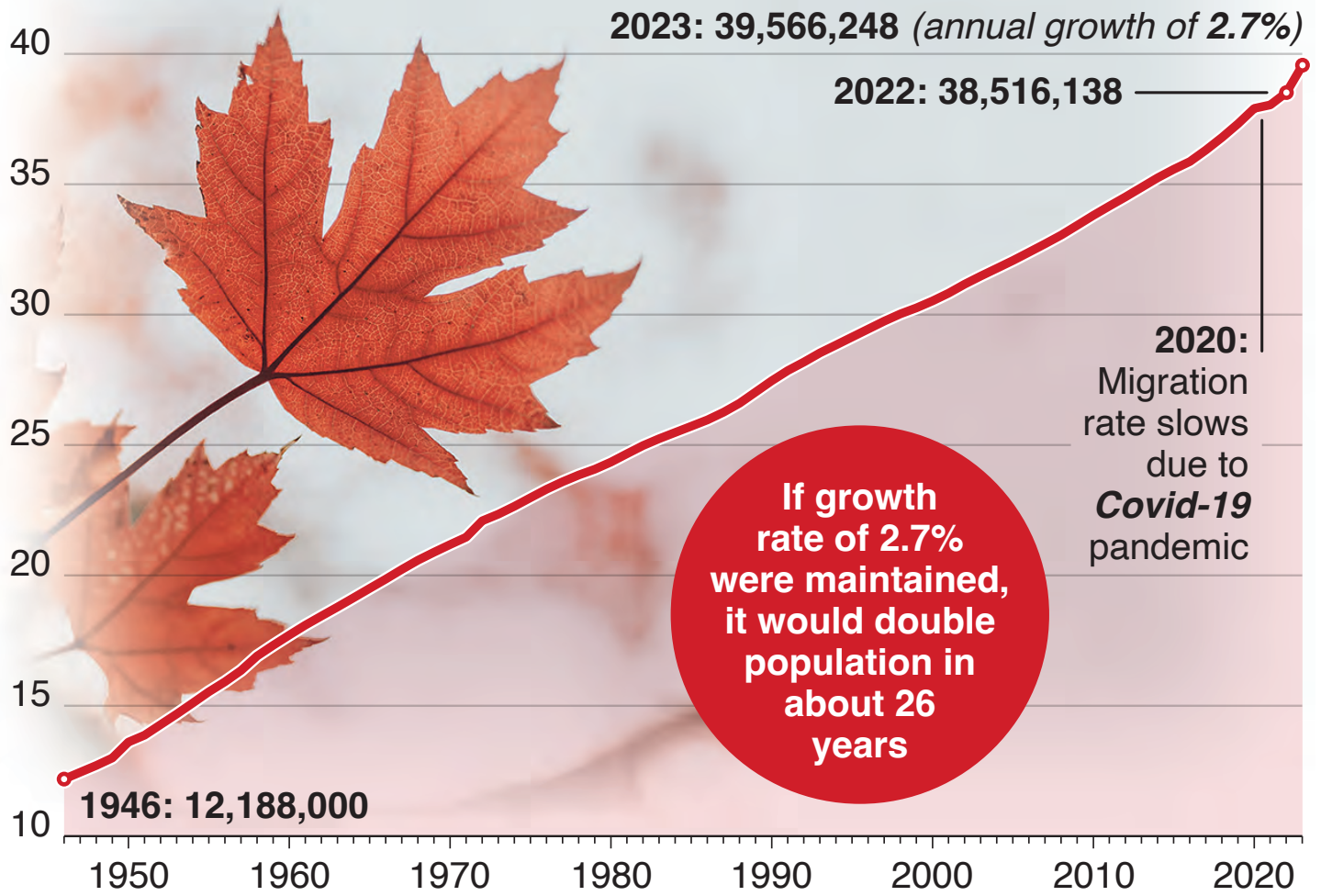
Sources: Reuters, BBC, Statistics Canada   Picture: Cole Keister (Unsplash)   © GRAPHIC NEWS

March 23, 2023 - The population of Canada increased by more than one million people in 2022, mostly due to efforts to recruit migrants to the country.

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. **What is the main reason for Canada's shrinking labour force?**
a) an aging population   b) a large number of refugees
c) an increasing birth rate   d) people moving to the United States

_____ 2. **In 2022 about one million _____ came to Canada.**
a) refugees   b) migrants
c) immigrants   d) tourists

_____ 3. **By 2043 Canada's population is expected to reach:**
a) 40 million   b) 47 million
c) 50 million   d) 65 million

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

_____ 4. **True** or **False?** About 40 percent of Canadians are immigrants or children of immigrants.

_____

_____ 5. **True** or **False?** GDP = Grand Domestic Product.

_____

_____ 6. **True** or **False?** Canada recently accepted many refugees from Ukraine who fled after a large earthquake destroyed their homes.

_____

C. **Fill in the blanks to complete each sentence.**

7. _____ Canada produces data about Canada's population, resources, economy, etc.

8. Canada's annual population growth rate is higher than any _____ country.

9. About one in five Canadians don't have a family _____ .

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 biggest challenge related to Canada's growing population? Give reasons to support your response.

_____

_____

_____

_____

WHAT'S NEXT FOR DONALD TRUMP?
– Former U.S. President's Legal Woes Mount

BEFORE READING

1. Have students view a summary of the charges Donald Trump is facing:
https://www.cbc.ca/player/play/2255437891519 [1:35]

2. After viewing, distribute 3 sticky notes to each student and have students write the following, each on a different note:

- 1 word that sums up what they saw;
- 1 emotion that they are feeling about what they saw;
- 1 question that they have about what they saw.

3. Ask students to join with a partner to compare ideas. Then have each pair join with another to compare ideas.

4. Next, share as a class the words, emotions, and questions generated from the video.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 54) as needed.

WHAT'S NEXT FOR DONALD TRUMP?
– Former U.S. President's Legal Woes Mount

Former U.S. president Donald Trump is facing 91 **felony** charges for a host of crimes he **allegedly** committed. He is pleading not guilty to each one. But if, after four trials, he is convicted of any of them, he could go to prison for years.

Mr. Trump, a Republican, served one term as U.S. president between 2017 and 2021. But after a fair election in November 2020, he lost the job to the current president, Democrat Joe Biden. Now Mr. Trump's legal woes are closing in on him. That's happening just as his campaign to become the Republican candidate in the 2024 presidential election accelerates.

All kinds of charges

This is the first time that any U.S. president has been charged with a criminal offence. Authorities say he mishandled top-secret documents. They claim he promoted an election **fraud** that helped **incite** a deadly riot. They charge that he also illegally misused funds meant to support his 2016 presidential bid.

To understand the criminal charges, let's look at each case.

An illegal payoff?

The former president was first charged in New York State in March 2023. He faces 34 counts of improperly using money donated to his 2016 election campaign. State prosecutors allege that Mr. Trump illegally used campaign funds to pay $130,000 to a woman to remain quiet about an affair. If the allegations are proven true, Mr. Trump could go to prison for up to four years.

DID YOU KNOW?

The Republicans and the Democrats are the two main political parties in the U.S. The Republicans are more conservative. They want less government control, a strong military, and less taxes. The Democrats are more progressive. They emphasize the military less, but the environment and social programs more.

Leaking secret Papers?

Then, on June 9, 2023, federal prosecutors charged Mr. Trump with 37 felonies. The claim this time? They say the former president willfully ignored official requests to turn over secret material that the government rightfully owns.

In 2022, acting on a **search warrant**, the **FBI** scoured

DEFINITIONS

ALLEGATION: a statement made without proof, accusing somebody of doing something that is wrong or illegal
FBI: Federal Bureau of Investigation – the U.S. intelligence and security service and federal law enforcement agency
FELONY: a serious crime in the U.S.

FRAUD: the act of cheating somebody in order to get money, goods, or a position of power illegally
INCITE: to encourage somebody to do something violent, illegal, or unpleasant, often by making them angry
SEARCH WARRANT: an official document that allows police to search a building

his home and private club in Florida. There, they found about 100 **classified** documents. Federal lawyers say that many of the documents had highly sensitive information about other nations, the U.S. military, and even nuclear weapons. Mr. Trump should not have had them.

On July 27, prosecutors added three more charges. They say that the former president tried to thwart investigators by telling an aide to hide boxes that may have contained documents the FBI was searching for.

Election theft?

Next, on August 1, federal lawyers charged Mr Trump with four new felonies. These charges could result in a 10-year sentence.

This time, he was accused of trying to steal the election from Mr. Biden. His false claims of election victory could also have contributed to the January 6, 2021 attack on the U.S. Capitol building, where lawmakers gather to work.

That day, Mr. Trump gave a speech to his supporters. Later, a mob stormed the site. They hoped to stop Joe Biden from becoming president. Five people died as a result of the incident.

Racketeering?

In the fourth case, made public on August 14, the state of Georgia accused Mr. Trump of 13 felonies. The main charges? **Racketeering** and tampering with the 2020 election in that state.

Also charged were 18 of Mr. Trump's allies. Prosecutors allege that his team tried to bully officials, election workers, and others into claiming Mr. Trump had won in Georgia. He and others could face up to 20 years in prison if found guilty.

Prison in his future?

So will Mr. Trump go to jail if convicted of any of the charges? Not necessarily. For one thing, former presidents get 24/7 protection from the **Secret Service**. How would that work in prison?

And suppose Mr. Trump is re-elected in 2024. He couldn't run the country from jail. So, many experts believe that he wouldn't have to serve time until he is out of office – or maybe, not at all. How would that be possible? A president can pardon a person convicted of federal crimes. So if he wins the election, he could possibly pardon himself from some of the charges if he's found guilty. However, a U.S. president can't pardon anyone for state crimes, so he could still face justice in New York and Georgia.

Still a front-runner

Yet despite everything, Mr. Trump is still beating other Republican presidential candidates by a wide margin. The reason? For years, He has claimed that his political enemies are out to get him. There's no evidence of this. But his many followers say that 91 charges prove he is right. Meanwhile, other Republican candidates don't want to anger his supporters, so they aren't playing up his legal woes.

As for 2024? Mr. Biden is running again for the Democrats. Currently, polls indicate that he is leading Mr. Trump by a small margin of just two to four percent.

Will Donald Trump go to jail, win in 2024, neither, or both? Stay tuned. ★

DEFINITIONS

CLASSIFIED: officially secret; available only to certain people
RACKETEERING: organized criminal activities that use illegal schemes, in this case to try to keep Mr. Trump in power

SECRET SERVICE: a branch of the U.S. government that provides protection to the president and the vice-president

COMPREHENSION QUESTIONS

1. The **Republican Party** is a major American political party. What does this party believe in?

_____

_____

2. The **Democratic Party** is the other main political party in the U.S. What does this party stand for?

_____

_____

3. Name the current U.S. president. When was he elected and what party does he represent?

_____

_____

4. Who was the previous president? What party does he represent?

_____

_____

5. What are Mr. Trump's political plans for the next year and a half?

_____

_____

6. What do recent polls show about the race to secure the Republican presidential nomination?

_____

_____

7. How many criminal charges was Mr. Trump facing in mid-August?

_____

_____

8. Identify and describe two of the four sets of charges that were filed against the former president.

_____

_____

_____

_____

WHAT'S NEXT FOR DONALD TRUMP?
– Former U.S. President's Legal Woes Mount

QUESTIONS FOR FURTHER THOUGHT

1. As you see it, why are Mr. Trump's supporters so loyal, regardless of the 91 felony charges against him? Give reasons to support your opinion.

_____

_____

_____

_____

_____

_____

2. Many elected U.S. Republican officials have commented on the multiple legal charges that Donald Trump is facing. Mike Pence, former vice-president to Mr. Trump, is also seeking the Republican party nomination for the 2024 election. He had this to say about one of Mr. Trump's indictments: "***Today's indictment serves as an important reminder: Anyone who puts himself over the Constitution should never be President of the United States… with this indictment, [Mr. Trump's] candidacy means more talk about January 6th and more distractions. Our country is more important than one man. Our Constitution is more important than any one man's career.***"

Do you agree with Mr. Pence's comments? Why or why not? Do you believe that Mr. Trump will win the party nomination for the 2024 election? Explain.

_____

_____

_____

_____

_____

_____

_____

QUESTIONS FOR ONLINE EXPLORATION

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

1. Find out what the indictments mean for Donald Trump's reelection bid:
https://www.cbc.ca/player/play/2255439939535 [6:45]

Do you agree with the experts? Why or why not?

_____

_____

_____

_____

_____

2. How does a U.S. presidential election work? **https://www.cbc.ca/kidsnews/post/wondering-about-the-u.s.-presidential-election-heres-how-it-works/**

Summarize what you learned.

_____

_____

_____

_____

_____

3. Prior to the presidential election in November, U.S. states hold primaries and caucuses. Learn more about these events: **https://www.yout-ube.com/watch?v=ojELcKHdwvA** [2:26]

What is your understanding of the purpose of primaries and caucuses and how they work?

_____

_____

_____

_____

_____

_____

WHAT'S NEXT FOR DONALD TRUMP?
– Former U.S. President's Legal Woes Mount

YOUR TASK:

Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

1. What do you *already know* about the criminal charges against Donald Trump?

2. Describe what you *see* and *read* in the cartoon.

3. What do you suppose the shoes stand for? How do you know?

4. Whom might the shoes be piled on top of? How do you know?

5. What is your understanding of the expression "waiting for the other shoe to drop"? Use a dictionary or online resource to help you define this expression, if necessary.

6. As you see it, what might the cartoonist be saying about Donald Trump's legal troubles? Explain.

7. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★

PUTTING IT ALL TOGETHER

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

_____ 1. **Who is the current U.S. president?**
    a) Donald Trump   b) Taylor Swift
    c) Joe Biden   d) Justin Trudeau

_____ 2. **A serious crime in the U.S. is called a(n):**
    a) indictable offence   b) summary offence
    c) ticket   d) felony

_____ 3. **The first state to file charges of illegally using campaign money against Mr. Trump was:**
    a) Florida   b) New York
    c) Georgia   d) California

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

_____ 4. **True** or **False?** The two main American political parties are Democrats and Republicans.

_____

_____ 5. **True** or **False?** Law enforcement officials found about 100 classified documents at
                       Mr. Trump's Texas residence.

_____

_____ 6. **True** or **False?** The Republican presidential nomination campaign is a very close race.

_____

C. Fill in the blanks to complete each sentence.

7. FBI = _____ Bureau of Investigation.

8. A legal document, signed by a judge, that allows law enforcement officials to enter and look for or take things from private property, is called a _____ warrant.

9. _____ was the most recent state to charge Mr. Trump with election interference.

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

10. As you see it, should Donald Trump be allowed to run for president in 2024? Give reasons to support your response.

_____

_____

_____

International
NIGER IN TURMOIL
– West African Nation Destabilized by Coup

Please note: This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 51-52) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
This article is about **the recent military coup in the West African country of Niger to remove President Mohamed Bazoum, its democratically elected leader, from office.** Please note that the article details and the supporting resources are difficult and touch on the **topics of terrorist groups, extremists, and targeted ethnic groups.** The article also discusses the **poverty and hardship faced by citizens in Niger** as well as **the political unrest in Niger and neighbouring countries.** Additionally, **there is international concern that new military leaders are drawing closer to Russia for support in the region**. It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.	• On July 26, members of Niger's military presidential guard, led by General Tchiani, captured President Bazoum and his family and placed them under house arrest; • General Tchiani has claimed to be the new leader of Niger, and that he and other military officers have formed a transitional government; • General Tchiani said that President Bazoum had handled Niger's economy poorly and failed to protect the country from roving bands of violent extremists. Experts say these claims are false; • International reaction to this coup has been swift: ECOWAS (Economic Community of West African States), the European Union, and the United States have all condemned this coup and suspended financial support to Niger; • Military troops from France and the U.S. that were already stationed in Niger to support President Bazoum and his government remain in Niger; • Recently, juntas (military governments that have taken power by force) have also staged coups in the neighbouring countries of Mali and Burkina Faso. The political stability in the region is volatile; • Pro-Russian sentiment is rising with coup leaders in the region and many are concerned about how this conflict will be resolved.	*After reading this article, students will...* • understand the current political situation in Niger; • explain the relationship between Niger and the international community; • consider the importance of international cooperation and support for countries experiencing political instability; • consider the potential outcomes of this coup.

BEFORE READING

1. Introduce the title and subtitle of the article to students: **Niger in Turmoil – West African Nation Destabilized by Coup** *N.B. There are two correct pronunciations of the country's name: nai-jr (English) and ni-jèr (French) because the country's official language is French. You may wish to check these before presenting the article.*

2. Deconstruct the title with students, focussing on the following words:

Niger – West African nation;

turmoil – chaos, distress, trouble;

destabilized – stability is gone, state of unrest and uncertainty;

coup – a sudden, illegal, and often violent change of government.

Have small groups of students predict and discuss what might be happening right now in Niger (*e.g., a civil war, a group of disgruntled citizens may have taken over the government, a national election where results are being disputed, etc.*).

3. Ask groups of 4 students to number themselves 1, 2, 3, 4 and have each keep track of the first, second, third, and fourth key ideas respectively while viewing the following video showing the four ideas they need to know about the coup in Niger: **https://www.youtube.com/watch?v=-AkZyYSZm6o** [4:40]

4. Invite students to share the ideas as a class, recording them on the board or chart paper that can be displayed for reference while students read.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 54) as needed.

In the early morning darkness on July 26, soldiers swooped down on a white stucco palace in Niamey. Niamey is the capital Niger.

These soldiers were part of the presidential guard. They had sworn to protect President Mohamed Bazoum, who was democratically elected in 2021. But they had other plans. Heavily armed, they quickly overwhelmed the palace's security team. Then they captured the president and his family, and placed them under house arrest. It appeared that a **coup** was fully underway. It was the fifth coup in this West African nation since 1960.

On July 27, General Abdourahamane Tchiani claimed to be in charge of the country. Mr. Tchiani is head of the presidential guard. He and his men suspended Niger's constitution. They closed the borders, and cleared the streets of pro-Bazoum protestors.

General Tchiani said that removing President Bazoum was in Niger's best interests. He claimed that the ousted leader had handled Niger's economy poorly. He added that the president had failed to protect the country from attacks by violent **extremists**.

BEHIND THE COUP

But many experts say his arguments are not accurate. In fact, Niger experienced 114 attacks from terrorist groups in 2022. That compares to some 2000 such events in neighbouring Burkina Faso and Mali. What's more, Niger's economy had been improving under President Bazoum's leadership.

In reality, say some observers, the takeover may have boiled down to a personal conflict. President Bazoum had just dismissed some key military figures. Rumours were flying that he also planned to fire Mr. Tchiani. That might have angered the general.

Another possibility? President Bazoum was ousted because of his Diffa Arab ethnic background. Diffas are a small minority group in the country.

Whatever the reason, the coup has triggered events that could have major consequences.

SWIFT CONDEMNATION

In Africa, the **Economic Community of West African States** (ECOWAS) was

DEFINITIONS

ECONOMIC COMMUNITY OF WEST AFRICAN STATES: a 15-member regional organization in West Africa that promotes economic integration

COUP: a sudden, illegal, and often violent change of government

EXTREMIST: a person whose opinions are extreme, and who may act violently or illegally to promote their beliefs

anxious about the coup. This organization immediately froze bank accounts, assets, and aid to try to stop the takeover.

ECOWAS also issued an ultimatum to General Tchiani: Restore President Bazoum to power by August 6 or face possible military action. General Tchiani, however, ignored the deadline. Now ECOWAS is weighing its next move.

Many western countries also criticized the takeover. Under Mr. Bazoum, Niger was a strategic ally and a beacon of democracy. It had fought hard against extremism, helped by 1100 U.S. troops and financial support. Now the U.S. has temporarily ended aid programs to Niger. The 27-member European Union also withdrew financial and military aid.

A divided people

As for Nigeriens, many want Niger to stay on its democratic path. But others resent President Bazoum because of his close ties to France. The reason? During European **colonialism**, France ruled Niger. It exploited the African country's resources and kept it under its thumb.

NIGER AND THE SAHEL REGION

At 1,267,000 square kilometres, Niger is the largest nation in West Africa. It is slightly smaller than Quebec in size. Its population of about 25 million mainly works in farming. It is rich in uranium, coal, and gold. Yet it is one of the world's poorest countries.

Much of Niger is in the Sahel Region – a stretch of north-central Africa that runs from Senegal to Sudan. This narrow band of semi-arid land south of the Sahara Desert borders the Atlantic Ocean in the west and the Red Sea in the east.

The Sahel is a troubled area. It is plagued by soil erosion, drought, and deforestation. That has thrown people into even deeper poverty, and raised tensions between farmers and herders. Meanwhile, violent extremist groups have been attacking people and grabbing land along the borders of Mali, Niger, and Burkina Faso, adding to instability.

Over the past two years, coups in Mali and Burkina Faso have resulted in **juntas**. These juntas claim that military rule is needed to counter the terrorist groups in the Sahel. Yet 90 percent of acts of violent extremism in the region took place in those two countries last year. Nonetheless, General Tchiani, leader of Niger's coup, made the same argument – that only the army can control extremists in the region.

Niger won independence from France in 1960. But even today, 1500 French troops remain there. For some, that's a painful reminder of a time when Niger didn't control its own destiny.

Russia's big chance

Russia competes with the West for influence in Africa – and recently, the **juntas** in Burkina Faso and Mali have drawn closer to that nation. They have vowed to fight to keep General Tchiani in power. As well, the Wagner Group, a **mercenary** army based in Russia, is stoking anti-French anger. Why? Wagner is active in the region, exploiting Sahel minerals to fund its operations. It wants to extend its control to Niger.

Will all these tensions result in another armed conflict in the world? That remains to be seen. ★

COMPREHENSION QUESTIONS

1. What is the **Sahel** region? How big is it and where is it located?

_____

_____

2. Describe the environmental damage in this region.

_____

_____

3. Describe the political instability in this area.

_____

_____

4. Which country colonized Niger? When did this control end?

_____

5. List at least four important facts about the country of Niger.

_____

_____

6. A sudden and illegal change of government that is usually imposed by military forces is called a:

_____

7. Name the leader of Niger who was recently forced from power. When was he elected?

_____

8. Describe how the leader of Niger was removed from office. What reasons did the new military ruler give for the takeover?

_____

_____

9. Explain what **ECOWAS** is.

_____

_____

10. How did ECOWAS react to Niger's new military government?

_____

QUESTION FOR FURTHER THOUGHT

The United Nations has expressed its concern for the reported "deplorable living conditions" of ousted President Bazoum and his family, and have called for their immediate and safe release. ECOWAS (Economic Community of West African States), the United States, and the European Union have withdrawn financial support, military aid, and assistance programs to Niger, and called for General Tchiani to drop the coup. In addition, the World Food Programme chief has reported that before this coup, there were 3.3 million citizens of Niger experiencing extreme hunger. The situation has gotten worse since General Tchiani and his military officers have closed Niger's borders, making it difficult for emergency food and cash to reach those who need it.

Do you agree with the international reaction to the coup in Niger? As you see it, how should the international community respond to conflicts in other countries? Give examples to support your ideas.

NIGER IN TURMOIL
– WEST AFRICAN NATION DESTABILIZED BY COUP

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the coup in Niger:
https://www.bbc.com/news/world-africa-66339528
https://www.cbc.ca/player/play/2249614915978 (2:14)

List two ideas that were new to you and one question that you still have:

_____

_____

_____

_____

2. There are a number of stakeholders who may be impacted by the coup in Niger: ECOWAS countries; the European Union; the United States; Canada; and Russia. Learn more about the concerns and interests of these stakeholders:
https://www.cbc.ca/radio/thecurrent/niger-coup-canadian-military-funding-freeze-1.6929780 [19:38]

Who may be negatively impacted by this coup? How? Who may be positively impacted by this coup? How?

_____

_____

_____

_____

_____

3. Learn more about the country of Niger:
https://knoema.com/ATLAS
https://www.worlddata.info

Identify 3 statistics that helped you to understand Niger's people, economy, or geography.

_____

_____

_____

_____

Niger central to Sahel security

West African nations have imposed sanctions and threatened force if Niger's coup leaders do not reinstate ousted President Mohamed Bazoum following the latest coup in the jihadist-plagued Sahel

Tillabéri region: Regular target of atacks by Al Qaeda and Islamic State-linked terrorists

MALI Menaka

Tiloa

TILLABÉRI

Niamey

Italy: 300 troops

BURKINA FASO

Tillia

Germany: About 200 troops

France: 1,000-1,500 troops as part of Operation Almahaou in Tillabéri region

Agadez

200km
125 miles

U.S.: About 1,100 troops at two locations including drone base

N I G E R

Diffa

NIGERIA

Attacks by Boko Haram terrorists

■ **Jul 26:** President *Mohamed Bazoum (left)* is seized by members of presidential guard. Bazoum came to office in 2021, in Niger's first democratic transfer of power

■ **Jul 28:** General *Abdourahmane Tiani (right)*, declares himself head of state, claiming he seized power because of worsening security. Since 2021 at least 500 people have been killed in terrorist attacks

■ Economic Community of West African States and West African Economic and Monetary Union ban commercial flights, halt financial transactions, freeze national assets

■ France suspends development aid which reached around €120 million last year. European Union suspends aid to Niger and stops all security cooperation
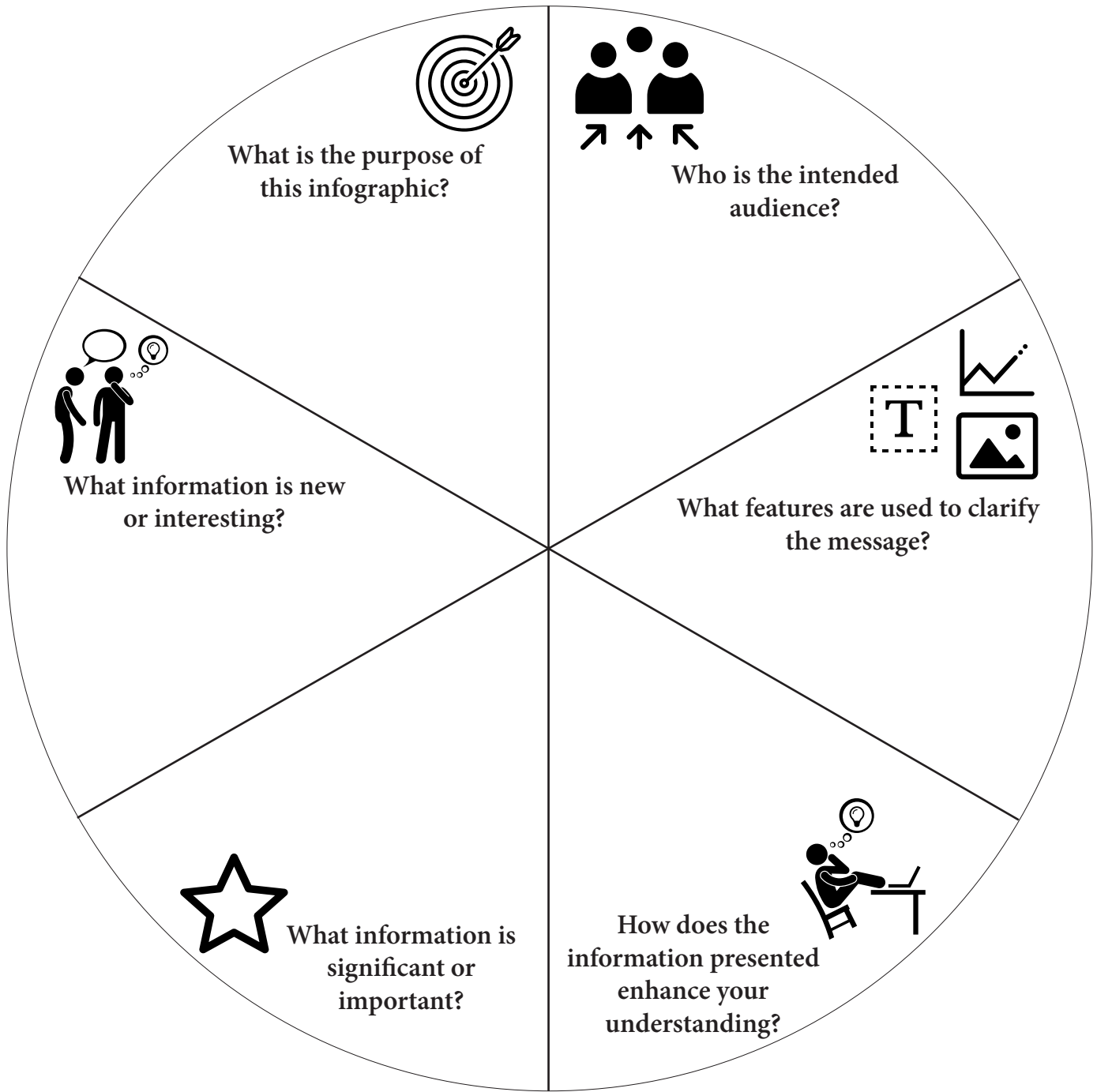
Sources: France 24, Politico, Reuters   Pictures: Getty Images   © GRAPHIC NEWS

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?

_____

_____

_____

_____

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

Mohamed Toumba, one of the leading figures of the National Council for the Protection of the Fatherland, attends a demonstration of coup supporters and greets them at a stadium in the capital city of Niger, Niamey on August 6, 2023. (Photo by Balima Boureima/Anadolu Agency via Getty Images)

NIGER IN TURMOIL

– WEST AFRICAN NATION DESTABILIZED BY COUP

MAP ANALYSIS

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.
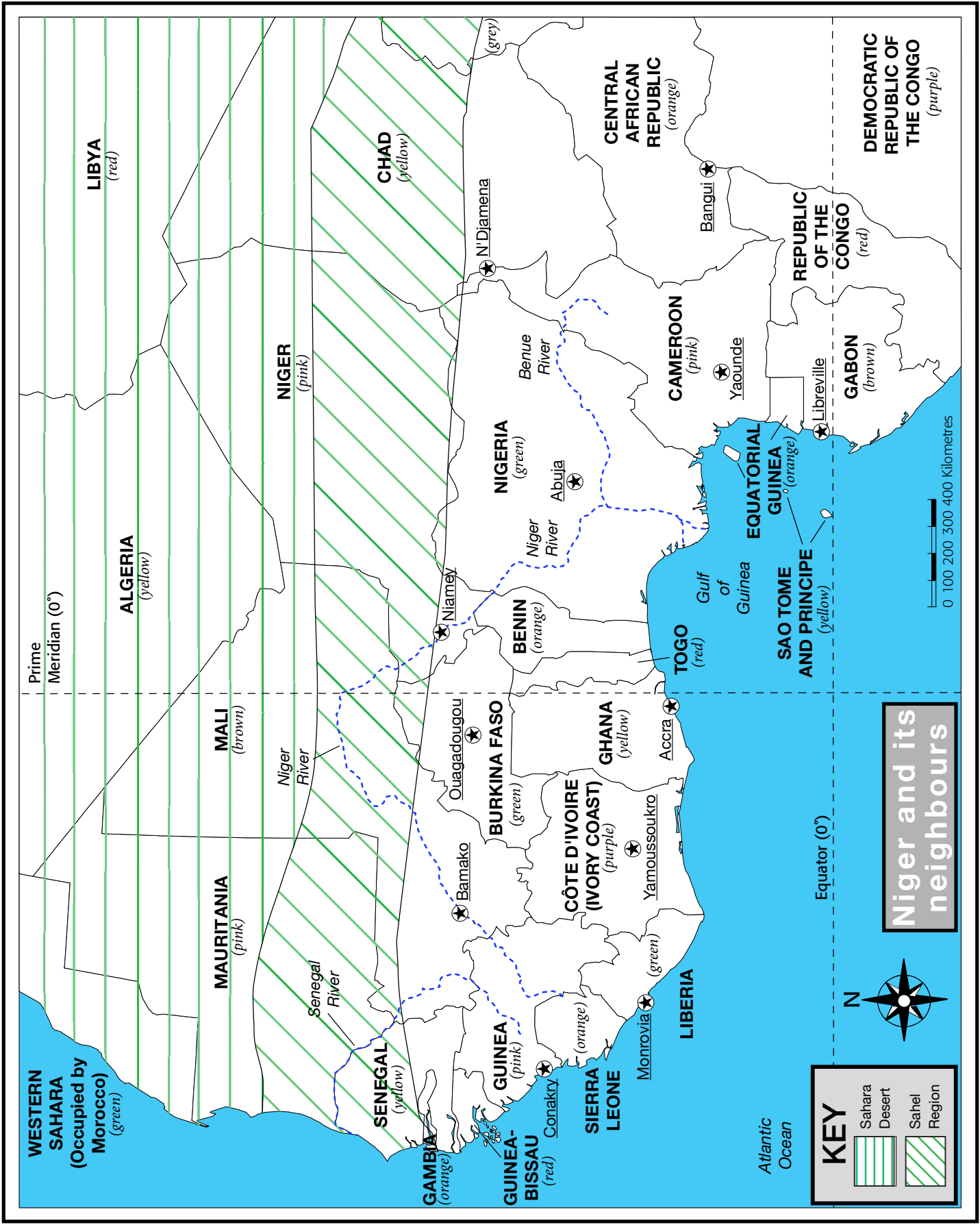
_____

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

_____

6. What is the capital of Niger?

_____

B. Analyzing the map:

1. Describe the location of Niger relative to other features on the map. Aim for 5 to 10 descriptors. (*E.g., Niger is located to the west of Chad.*)

_____

_____

_____

_____

2. In what ways does this map help you to better understand the context of the miliary coup in Niger? Explain.

_____

_____

_____

_____

Niger and its neighbours

WESTERN SAHARA (Occupied by Morocco) *(green)*

LIBYA *(red)*

ALGERIA *(yellow)*

MAURITANIA *(pink)*

MALI *(brown)*

Prime Meridian (0°)

NIGER *(pink)*

CHAD *(yellow)*

N'Djamena

(grey)

CENTRAL AFRICAN REPUBLIC *(orange)*

Bangui

DEMOCRATIC REPUBLIC OF THE CONGO *(purple)*

REPUBLIC OF THE CONGO *(red)*

CAMEROON *(pink)*

Yaounde

Benue River

NIGERIA *(green)*

Abuja

Niger River

Niamey

GABON *(brown)*

Libreville

EQUATORIAL GUINEA *(orange)*

BENIN *(orange)*

SAO TOME AND PRINCIPE *(yellow)*

Gulf of Guinea

TOGO *(red)*

GHANA *(yellow)*

Accra

Ouagadougou

BURKINA FASO *(green)*

CÔTE D'IVOIRE (IVORY COAST) *(purple)*

Yamoussoukro

Bamako

Niger River

Senegal River

SENEGAL *(yellow)*

GUINEA *(pink)*

Conakry

SIERRA LEONE *(orange)*

Monrovia

LIBERIA *(green)*

GAMBIA *(orange)*

GUINEA-BISSAU *(red)*

Equator (0°)

Atlantic Ocean

N

0 100 200 300 400 Kilometres

KEY

- Sahara Desert
- Sahel Region

PUTTING IT ALL TOGETHER

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

_____ 1. **Which country colonized Niger?**

    a) the United Kingdom   b) Russia

    c) France   d) Spain

_____ 2. **The semi-arid strip of land across all of northern Africa is called the:**

    a) Sahara   b) Sahel

    c) Gobi   d) Savanna

_____ 3. **How many countries belong to ECOWAS?**

    a) 7   b) 13

    c) 15   d) 24

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

_____ 4. **True** or **False?** Niger is the largest country in West Africa.

_____

_____ 5. **True** or **False?** Niger is the only African country that has a military government.

_____

_____ 6. **True** or **False?** ECOWAS is not worried about the change of government in Niger.

_____

C. Fill in the blanks to complete each sentence.

7. A _____ occurs when military forces violently remove a civilian government.

8. ECOWAS = The _____ Community of West African States.

9. The Wagner Group is a mercenary military force based in _____ .

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

10. What do you predict will happen next in Niger? Give reasons to support your response.

_____

_____

_____

_____

_____

THE JAMES WEBB SPACE TELESCOPE
– One Year In

BEFORE READING

1. Write the word "telescope" on the board.

2. Have students brainstorm what they know about telescopes. (*E.g., they are used to see things that are far away; some people use them to see stars and planets; they can be small and fit in your hand or be larger on a stand; etc.*)

3. Invite students to share their ideas with the class. Then, ask them to share what they know about the James Webb Space Telescope.

4. Have students view the following summary report about the James Webb Space Telescope and its mission: **https://www.yout-ube.com/watch?v=Gx4uq83GSrE** [4:38]

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 54) as needed.

The James Webb Space Telescope
– One Year In
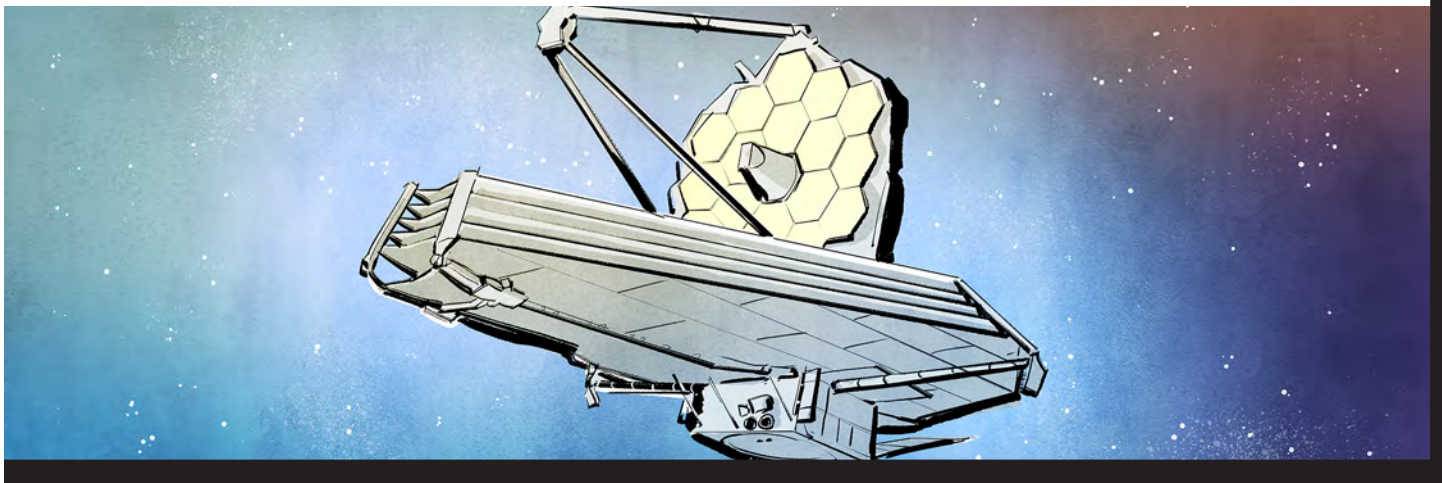
On Christmas Day 2021, the **National Aeronautics and Space Agency (NASA)** launched the James Webb Space Telescope (JWST). The send-off took place in French Guiana, South America. The JWST is the largest, most powerful space telescope ever built. NASA, the European Space Agency (ESA), and the Canadian Space Agency (CSA) have spent $10 billion on the project.

In July 2022, the first image from JWST was released. It was a photo of a 4.6 billion-year-old **galaxy** called SMACS 0723. That was our first view of the distant galaxy. Then, in July 2023, JWST shared an image of the Rho Ophiuchi cloud complex – a star-forming region closest to Earth. It is 460 **light-years** away.

Ambitious objectives

The Webb telescope has five objectives. It will observe farther into the **Universe** than ever before. It will search for the first stars and galaxies created after the **Big Bang**. It will help us understand how planets, stars, and galaxies evolve. It will explore distant worlds and study the Solar System. Finally, it will help us learn if there could be life on other planets.

Key to the past

JWST can gaze deeply into **infrared** light. That will help it accomplish these goals. Here's why. Distant starlight stretches as the Universe expands. By the time it gets to our part of the Universe, it is in the infrared region of the light spectrum.

Our eyes – and less powerful telescopes – can't see this light.

JWST, however, can. It detects infrared glow from the most distant objects in the Universe. By doing so, the telescope is looking back in time. It shows us how the Universe looked when it was new. So it could help us answer some Big Questions. What are the origins of the Universe? Where do we come from? How did we come to be?

What we're learning

By April 2023, JWST had found the four oldest, most distant galaxies yet observed. Their light has taken 13.4 billion years to reach us. They date from 300 to 500 million years after the Big Bang. That's when the first stars are believed to have emerged.

DEFINITIONS

big bang: the scientific theory that explains the origins of the Universe. Scientists believe that from a single point, the Universe underwent a massive expansion and stretching that happened in a fraction of a second.
galaxy: an extremely large group of stars and planets
infrared: relating to or using a type of light that can be felt as heat but cannot be seen

light-year: a unit of length equal to just under 10 trillion kilometres – the distance light travels in one calendar year
national aeronautics and space agency (nasa): U.S. government agency responsible for space travel and research
universe: everything in space: stars, planets, galaxies, etc.

The James Webb Space Telescope
– One Year In

JWST has also given us detailed images of the 'Pillars of Creation.' These are three towers of **interstellar** gas and dust in the Eagle Nebula. Each one is a light-year tall. Stars form in the dense clouds of these pillars.

We've never seen inside these clouds before. But JWST's technology can penetrate them. The new images revealed young red stars sprinkled throughout the clouds. They are called 'protostars.' That means they are not yet big enough or hot enough to burn hydrogen in their cores.

JWST's images have also provided more precise counts of new stars. And they have revealed the quantities of gas and dust in each region. That's helping scientists learn more about how stars form.

Strange new worlds

JWST is showing us what planets outside our solar system look like, too. These planets are called exoplanets. In September 2022, the telescope took its first image of an exoplanet – HIP 65426 b. It's a gas giant 6-12 times the mass of Jupiter, nearly 400 light-years from Earth.

Images of a gas giant called WASP-39 b surprised analysts.

The planet's atmosphere showed water vapour, sulfur dioxide, carbon monoxide, sodium, and potassium. Carbon dioxide could potentially support life.

The real revelation, though, was the sulfur dioxide. WASP-39 b is incredibly hot – 900 degrees Celsius. We thought that the processes that lead to the creation of sulfur dioxide couldn't occur at such high temperatures. So, less common chemical reactions must be responsible. One possibility? Photochemistry, such as when intense light hits water.

Proving us wrong

The JWST has shown us exciting things we didn't expect to see. For example, massive galaxies from 500-700 million years after the Big Bang are larger than we thought possible. And images from one of these galaxies, CEERS 1019, show the most distant active **black hole** we've found. Scientists can't yet explain how a black hole formed so soon after the Universe began.

Another image reveals a young cluster of stars, NGC 346. The picture indicates how the Universe looked during a period of intense star formation between 10 and 11 billion years ago. It showed stars and planets

About JWST

JWST follows the Earth's orbit around the Sun, about 1.5 million kilometres further out from the Sun than the Earth. It stays on the Earth's night side. The telescope has a large, diamond-shaped sunshield about the size of a tennis court. It blocks the Sun's heat and light from its heat-sensitive optics. The part of the observatory on the side of the sunshield facing the Sun is always bathed in sunshine, generating power via a solar array.

At JWST's core is a 6.5 metre-wide primary mirror coated with a microscopically thin layer of gold. Eighteen mirror segments hinged together have motors on the back to adjust the curvature. They must be aligned to within nanometres – about 1/10,000th the thickness of a hair.

in cloud-like formations full of dust and hydrogen.

Thrilling discoveries

These revelations are exciting scientists, who say that the JWST has transformed their thinking.

"[It sees] light from faraway corners of the Universe for the very first time," said NASA's Bill Nelson. "Every image is a new discovery."

Expect more thrills to come! ★

DEFINITIONS

black hole: a region of space resulting from the collapse of a star, that has an extremely high gravitational field

interstellar: between the stars

THE JAMES WEBB SPACE TELESCOPE
– ONE YEAR IN

COMPREHENSION QUESTIONS

1. Everything in space including stars, planets, galaxies, etc. is called the:

_____

2. Explain what the **Big Bang** theory is.

_____

_____

3. Who built the James Webb Space Telescope? How much did it cost?

_____

_____

4. When and where was this telescope launched?

_____

5. Where is the James Webb Telescope located?

_____

6. Explain how the telescope is aligned.

_____

7. How can the James Webb Telescope both block and make use of the Sun's heat and light?

_____

_____

8. Describe the mirror on the James Webb Telescope and explain how it works.

_____

_____

9. What can the James Webb Telescope detect that other telescopes cannot? Why is this important?

_____

_____

10. List at least three mission objectives of the James Webb Telescope.

_____

_____

_____

ORGANIZER

A. The article describes many of the photos that JWST has been able to capture and what they tell us about the Universe. Note the details of each photo and the significance of its discovery, where possible.

Photo	Details/Significance
SMACS 0723	
Rho Ophiuchi cloud complex	
The four oldest, most distant galaxies yet observed	
Pillars of Creation	
HIP 65426 b	
WASP-39 b	
CEERS 1019	
NGC 346	

B. After gathering and considering the information in the above table, which of these photos, in your opinion, may have the ***most significant impact*** on the scientific understanding of the origins of the Universe? Give reasons to support your response.

THE JAMES WEBB SPACE TELESCOPE
– One Year In

QUESTIONS FOR FURTHER THOUGHT

1. *"In just one year, the James Webb Space Telescope has transformed humanity's view of the cosmos, peering into dust clouds and seeing light from faraway corners of the Universe for the very first time. Every image is a new discovery, empowering scientists around the globe to ask and answer questions they once could never dream of."* - NASA Administrator Bill Nelson

As you see it, why is it important to learn the answers to these questions? Support your ideas with examples.

_____

_____

_____

_____

_____

2. Which of JWST's five mission objectives, according to the Canadian Space Agency (CSA), do you believe will have the biggest impact on science and scientific exploration in the future? Give reasons to support your opinion.

_____

_____

_____

_____

_____

_____

QUESTIONS FOR ONLINE EXPLORATION

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

1. Visit NASA's official James Webb Space Telescope site to learn more about the mission:
https://www.nasa.gov/mission_pages/webb/main/index.html

List 3 facts that you learned from the site:

2. Watch the construction of the James Webb Telescope:
https://www.yout-ube.com/watch?v=QNY6DPZNZII [3:35]

What impressed you the most about this engineering feat? Explain.

3. Explore the JWST photo albums to find the photos described in the article:
2022: https://www.flickr.com/photos/nasawebbtelescope/albums/72177720301006030
2023: https://www.flickr.com/photos/nasawebbtelescope/albums/72177720305127361

Which of these images do you find the most interesting? Why?

4. Learn more about Canada's role in the James Webb Space Telescope and its Near-Infrared Imager and Slitless Spectrograph (NIRISS):
https://www.asc-csa.gc.ca/eng/satellites/jwst/canada-role.asp
https://asc-csa.gc.ca/eng/search/video/watch.asp?v=1_zc7mdlng [1:32]

What three facts stand out to you as important? Why?

5. Check out these lesson plans, activities, and programs, developed by NASA and the Canadian Space Agency, that relate to the James Webb Space Telescope:
https://jwst.nasa.gov/content/forEducators/formal.html
https://www.asc-csa.gc.ca/eng/youth-educators/

Folding / unfolding

Too big to fit inside any rocket, Webb will be folded up for launch, and unfolded gradually over its first month in space
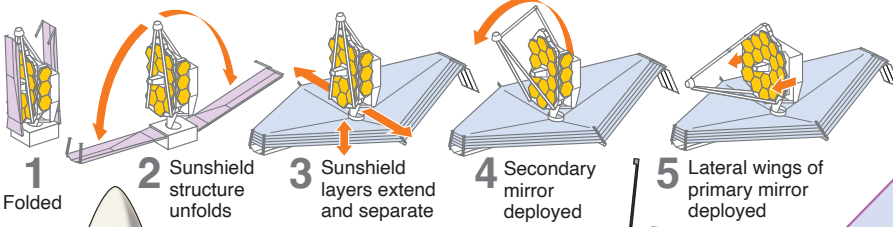
James Webb Space Telescope

Conceived more than 30 years ago as the successor to the Hubble Space Telescope, Webb is the largest and most powerful observatory ever built. Once in orbit, it will allow astronomers to peer into the farthest reaches of the universe

SUN

Earth orbit

Moon orbit

Hubble orbit, 570km

Not to scale

L2

1 Folded

2 Sunshield structure unfolds

3 Sunshield layers extend and separate

4 Secondary mirror deployed

5 Lateral wings of primary mirror deployed

Secondary mirror: Reflects light from primary mirror into science instruments
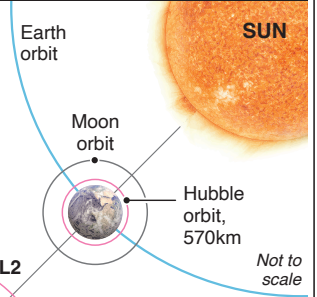
Webb will orbit *Lagrange point 2* – spot 1.5 million km from Earth where gravitational pull from Earth and sun balance out – allowing observatory to remain in stable position

Primary mirror
Almost three times bigger than Hubble's. 18 gold-plated beryllium hexagons give much greater light-gathering capability

James Webb 6.5m

Hubble 2.4m
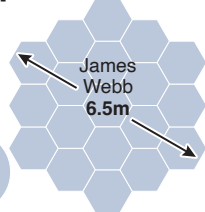
Integrated Science Instrument Module (ISIM): Houses four main instruments

Sunshield
Five tennis court-sized layers block light from sun, moon and Earth to keep telescope at -223C, essential to see faint infrared light without interference
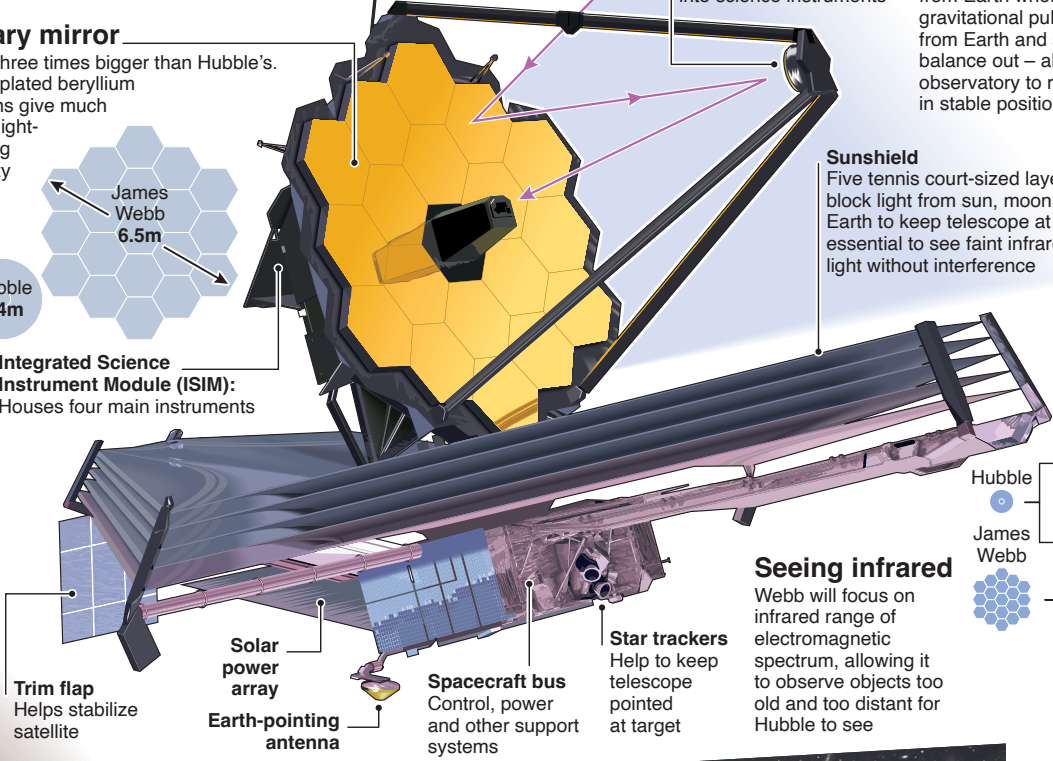
X-rays

Ultraviolet

Visible

Infrared

Hubble

James Webb

Trim flap
Helps stabilize satellite

Solar power array

Earth-pointing antenna

Spacecraft bus
Control, power and other support systems

Star trackers
Help to keep telescope pointed at target

Seeing infrared
Webb will focus on infrared range of electromagnetic spectrum, allowing it to observe objects too old and too distant for Hubble to see
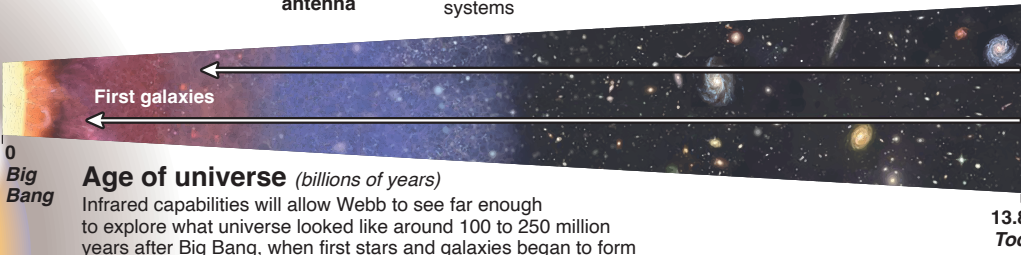
Hubble

James Webb

Radio waves

First galaxies

0 Big Bang

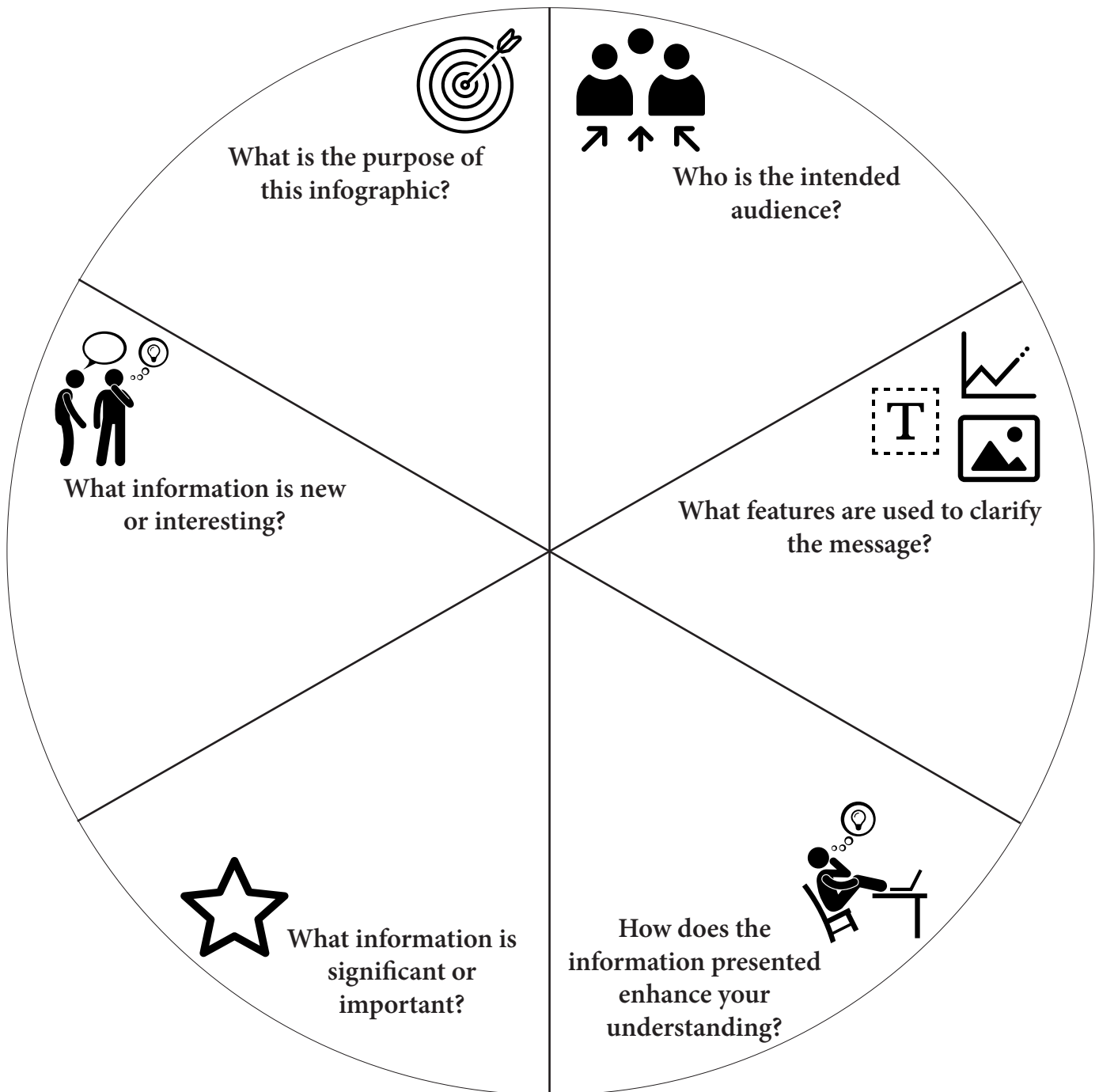### Age of universe *(billions of years)*
Infrared capabilities will allow Webb to see far enough to explore what universe looked like around 100 to 250 million years after Big Bang, when first stars and galaxies began to form

13.8bn *Today*

Ariane 5 will launch from Europe's Kourou spaceport in French Guiana

Sources: NASA, ESA, CSA

© 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?

_____

_____

_____

_____

THE JAMES WEBB SPACE TELESCOPE

PUTTING IT ALL TOGETHER

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

_____ 1. **The Big Bang is a scientific theory that explains how _____ was created.**
    a) the Solar System   b) a black hole
    c) the Sun   d) the Universe

_____ 2. **Which part of the James Webb Space Telescope is covered in a very thin layer of gold?**
    a) the battery pack   b) the antennas
    c) the sunshield   d) the main mirror

_____ 3. **The James Webb Space Telescope orbits:**
    a) the Solar System   b) Jupiter
    c) the Sun   d) the Earth

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

_____ 4. **True** or **False?** A planet that exists outside of our Solar System is called a dwarf planet.

_____

_____ 5. **True** or **False?** The James Webb Space Telescope was built by three space agencies.

_____

_____ 6. **True** or **False?** The James Webb Space Telescope rotates as it travels through space.

_____

C. Fill in the blanks to complete each sentence.

7. A black _____ is a part of space with a very high gravitational field that is created when a star collapses.

8. An extremely large group of stars and planets is called a _____ .

9. NASA = National Aeronautics and _____ Agency.

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

10. As you see it, is the money spent on the JWST justified? Give reasons to support your response.

_____

_____

_____

_____

_____

THE STEPS OF AN INQUIRY PROJECT

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. Notice the questions that come to mind as you read.

When you have a deeper understanding of the topic or issue, complete the **Inquiry Project Planner** on p. 49. 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-out 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/q1k8rcYUmbQ** [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. 50);
• 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

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:

INQUIRY PROJECT

INQUIRY RESEARCH ORGANIZER

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.

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?

Inquiry Question: _____

Q:	Q:
A:	A:

INQUIRY PROJECT

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**

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**

- "Using a Wonder Week to Spark Inquiry-based Learning" **http://www.spencerauthor.com/wonder-week/**

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

- "What the heck is Inquiry-based Learning?" **https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron**

- "Resources and Downloads to Facilitate Inquiry-based Learning" **https://www.edutopia.org/article/inquiry-based-learning-resources-downloads**

* *Note*: All links in this document are listed at **www.lesplan.com/links** for easy access.

FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

SETTING THE TONE

Setting a positive and empathetic tone in your classroom is essential to the exploration of sensitive issues.

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:

- Listen respectfully and actively, without interrupting
- Assume best intentions
- Challenge ideas, not individuals
- Commit to learning, not winning
- Speak with evidence
- Agree and disagree politely

2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

BEFORE READING

1. **Know the topic**:
- review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.

2. **Know yourself**:
- consider your perspective on the article content and how you will respond to student questions.

3. **Know your students**:
- anticipate student connections and/or triggers related to the article content.
- anticipate how you might incorporate or respond to these connections.

4. **Find out what your students know**:
- brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
- begin with basic questions (e.g., Who? What? Where? When?).
- progress to more probing questions (e.g., How? Why?).

5. **Gather student ideas and questions**:
- examine student ideas together.
- determine commonalities.

6. **Help students make connections**:
- how might this topic affect them, their family, or their friends?
- are there connections that can be made to other topics you've studied(e.g., political, environmental, etc.)?

7. **Introduce the article**:

• share the *Learning Outcomes* (found in the Before Reading section of the lesson plan accompanying the article) with students.

• encourage them to focus their reading on these outcomes. You may assign specific outcomes to certain groups.

• invite them to note further questions about the topic as they read.

DURING THE DISCUSSION

When dealing with sensitive topics, it is important to actively facilitate the conversation and to monitor its progress:

• **Take the temperature of the discussion often**. Remind students of the discussion objective as needed. If the intensity of the discussion is escalating, remain calm and try to turn it into a learning experience. Don't avoid the issue, but defer it so that you can make a plan to deal with it at a later date.

• **Remind students of discussion norms as needed**. (e.g., "Remember our norms: challenge ideas, not individuals.")

• **Reword student comments/questions as needed**. (e.g., "What I think you are saying is… Is that correct?")

• **Correct misinformation**. (e.g., "What makes you say that? What evidence are you basing that idea on?")

• **Ask for clarification**. (e.g., "Can you explain that idea again?")

• **Review/summarize the main points of the article as needed**. (e.g., "Let's review our *Learning Outcomes*. Which of these do you feel you are able to do after today's discussion?")

AFTER THE DISCUSSION

It's important to build in reflection time for students to consolidate their experience. Their reflections will also help you prepare for future discussions:

• Ask students to reflect on the discussion and the ideas shared by other students, particularly those that they disagree with. Provide reflection prompts as needed. (e.g., What was the most important idea discussed today? What idea/perspective would you like to learn more about?)

• Ask students to self-assess their progress in achieving their goal norm for the discussion.

ASSESSMENT RUBRIC

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**

	Emerging	**Developing**	**Proficient**	**Extending**
Supports thinking	Answers or reflections are brief and include obvious facts/ details/ evidence.	Answers or reflections are general and supported with some relevant facts/details/ evidence.	Answers or reflections are clearly supported with specific, relevant facts/ details/evidence.	Answers or reflections are insightful and supported with specific, relevant facts/details/ evidence.
Shows understanding	Responses show a basic understanding of the text, topic, issue or message.	Responses are thoughtful and show a general understanding of the text, topic, issue or message.	Responses are thoughtful and show a complete understanding of the text, topic, issue or message.	Responses are insightful and show a deep understanding the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
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.	Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible.	Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful.

SETTING A PURPOSE BEFORE READING

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

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

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

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

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

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

40 MILLION AND COUNTING

1. What is Canada's **population clock**?

The federal government uses a 'population clock' - a statistical model that estimates the current population. See: https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2018005-eng.htm

2. Explain how this 'model' works.

This population clock is based on birth, death, and immigration trends. The model tracks residents in every province and territory. As of mid-August, Canada's population was estimated to be 40,253,321 (an increase of over 253,000 since June 16).

3. What milestone did Canada's population reach in mid-June?

Canada's population reached 40 million.

4. Describe the recent rate of population growth in Canada.

The population is growing very fast. The annual growth rate is 2.7% – the highest since 1957. Canada is the fastest-growing G7 member. If this continues, the population could hit 50 million in 20 years.

5. What is an **immigrant**? Explain.

A person who comes to live permanently in a different country from the one they were born in.

6. How many people moved to Canada last year?

Over one million people arrived in Canada in 2022.

7. What is a **refugee**? Explain.

A person who leaves their country or home, because of war or for political, religious, or social reasons.

8. Canada welcomed a large number of refugees in 2022. Which countries did many come from?

Canada welcomed refugees from war-torn nations like Ukraine, Syria, and Afghanistan. Others arrived from Turkey and Syria where a huge earthquake in February 2022 destroyed many homes.

9. Explain why Canada's labour force is shrinking.

The labour force has decreased because people are living longer and there are more retirees. Canada's birth rate also fell so there are fewer young people to replace those who stop working.

10. List two reasons why the government is concerned about a decrease in the labour force.

Fewer workers strain critical public services for two reasons: 1) The government relies heavily on income taxes to fund schools, hospitals, and other critical infrastructure. If there are fewer people working, then less taxes are collected. 2) There are currently serious labour shortages in many areas such as health care. More young people are needed to fill jobs in many fields across the country.

Quiz: 1. a; 2. c; 3. c; 4. True; 5. False; 6. False; 7. Statistics; 8. G7; 9. doctor; 10. *Answers will vary.*

GRAPHING

1. Complete the table below to show:

      a) the total population of Canada during the last five census years;
      b) the total number of immigrants in Canada during the last five census years;
      c) the percentage of immigrants compared to the total population.

The following source will help: **https://en.wikipedia.org/wiki/Canada_immigration_statistics**

Census	2001	Census	2006	Census	2011	Census	2016	Census	2021
Population	30,007,094	Population	31,612,897	Population	33,476,688	Population	35,151,728	Population	36,991,981
Immigrants	5,448,480	Immigrants	6,186,950	Immigrants	6,775,765	Immigrants	7,540,830	Immigrants	8,361,505
%	18.2%	%	19.6%	%	20.2%	%	21.5%	%	22.6%

2. Plot a bar graph to show the total number of immigrants in each of the past five census counts. Shade each of these five columns blue.

3. Plot a column to show the total number of immigrants beside each of the blue columns. Shade each new column red.

4. Label your graph with a proper title.

5. Examine your graph. What observations can you make and what conclusions can you draw? Explain.

Immigrants in Canada - 5 Census Counts
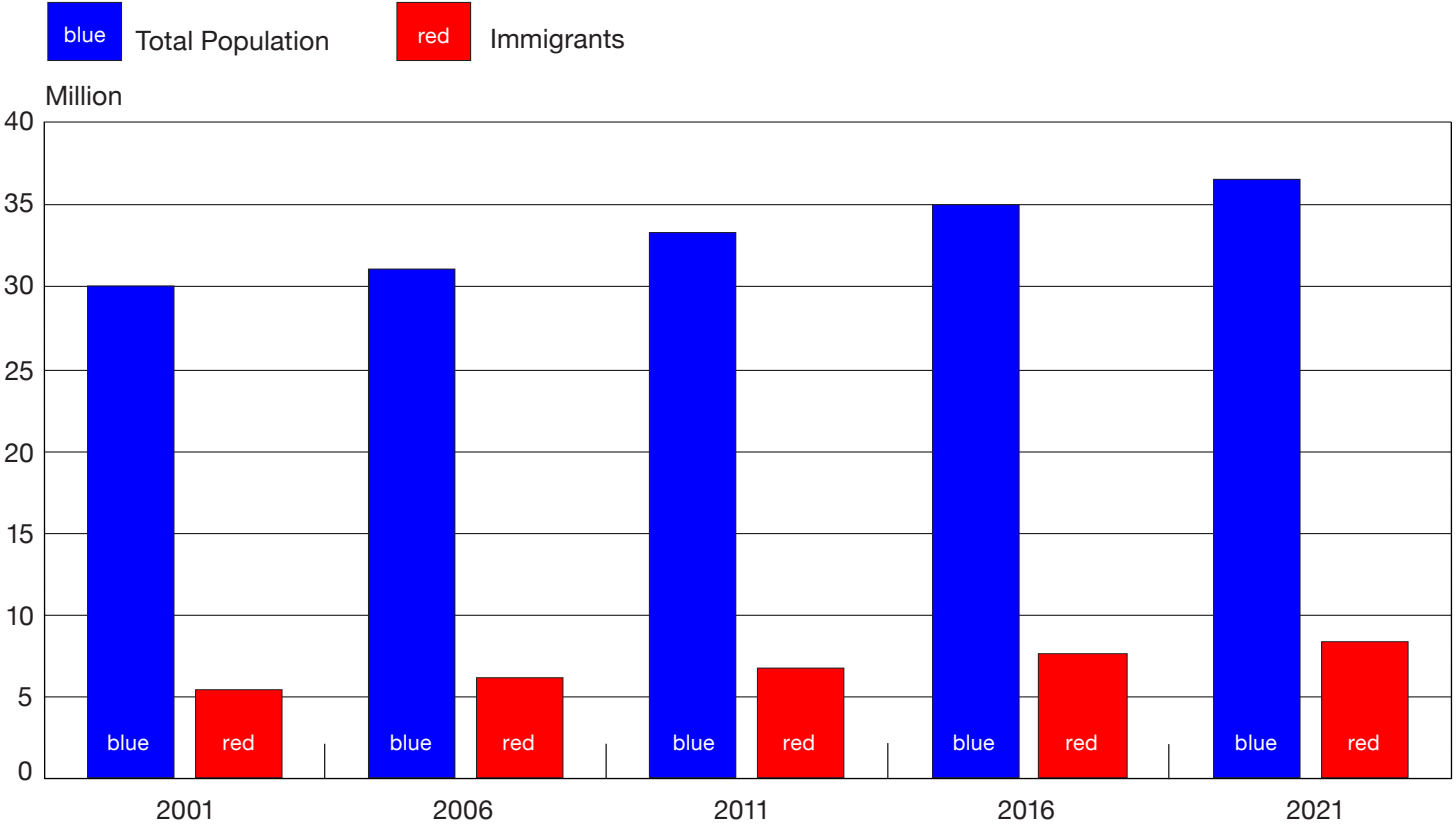
WHAT'S NEXT FOR DONALD TRUMP?

1. The Republican Party is a major American political party. What does this party believe in?

The Republicans are conservative (on the right of the political spectrum). They believe in small government, a strong military, and less taxes.

2. The Democratic Party is the other main political party in the U.S. What does this party stand for?

The Democrats are more progressive (on the left of the political spectrum). They emphasize the military less, but believe the government should monitor and regulate the economy, the environment, social programs (e.g. health and education), etc.

3. Name the current U.S. president. When was he elected and what party does he represent?

Democrat Joe Biden took office in 2021 (for a four-year term. The next election is in November 2024.)

4. Who was the previous president? What party does he represent?

Republican Donald Trump was president from 2017 to 2021. (He defeated Hilary Clinton in 2016.)

5. What are Mr. Trump's political plans for the next year and a half?

Mr. Trump plans to win the nomination and then run as the official Republican candidate in the 2024 election campaign against President Joe Biden.

6. What do recent polls show about the race to secure the Republican presidential nomination?

Mr. Trump is far ahead of all other Republican candidates. (In late August the former president was ahead of his closest challenger, Florida Governor Ron DeSantis by 41 percentage points - 57% to 16%.)

7. How many criminal charges was Mr. Trump facing in mid-August?

He was facing 91 criminal charges (felonies). (No other U.S. president has ever been charged with a crime before.)

8. Identify and describe two of the four sets of charges that were filed against the former president.

1) March 30 - New York State: Mr. Trump was charged with improperly using money donated to his 2016 campaign to pay a woman to remain quiet about a secret relationship. (State charges.)

2) June 8 - Florida: Mr. Trump was charged with keeping and hiding classified U.S. documents after he was no longer president and for refusing to return the secret files. (Federal charges.)

3) August 1 - Washington, D.C.: Mr. Trump was charged with trying to overturn the 2020 election to stay in office. He is accused of conspiring to prevent Congress from certifying the Democrat victory and to deprive voters of a fair election. The indictment says Mr. Trump pressured election workers, lawmakers. etc. and the effort to overturn the election culminated in the insurrection at the U.S. capitol on January 6, 2021. (Federal charges.)

4) August 14 - Georgia: Mr. Trump (along with 18 of others) is accused of racketeering and tampering with the 2020 election in Georgia. (State charges.)

Editorial Cartoon:

1. In recent months, former U.S. president Donald Trump has been indicted four times, for mishandling top secret documents, promoting election fraud that helped incite a deadly riot, and misusing funds meant to support his 2016 presidential bid. Two of the charges are being heard in federal courts, one is taking place in Georgia, and one in New York.

2. The cartoon shows three shoes stacked one on top of the other, with a fourth shoe in the process of dropping down onto the pile. Each shoe has a different label: NY is on the bottom, DOCS is second, J6 is third, and FULTON CO. is last. At the bottom of the pile is a man, who is being flattened by the weight of the shoes. The caption of the cartoon reads "Waiting for the other, other, other shoe to drop."

3. The shoes stand for the different criminal charges that Donald Trump is facing. NY stands for the hush money case in New York; DOCS stands for the federal classified documents case; J6 stands for the case accusing Mr. Trump of conspiring to steal the election and for inciting the January 6 attack on the U.S. Capitol building; and FULTON CO. stands for the case accusing Mr. Trump of tampering with the 2020 election in Georgia.

4. The man flattened by the weight of the shoes appears to be Donald Trump. He has similar features to Mr. Trump, including his business attire (tie, suit jacket), hair, and facial features.

5. The expression 'waiting for the other shoe to drop' means to await a seemingly inevitable event, especially one that is not desirable.

6. The cartoonist may be suggesting that Donald Trump is being overwhelmed by the sheer number of serious charges he is facing in multiple jurisdictions in the U.S.

7. *Answers will vary.*

Quiz:

1. c; 2. d; 3. b; 4. True; 5. False; 6. False;

7. Federal; 8. search; 9. Georgia; 10. *Answers will vary.*

1. What is the **Sahel** region? How big is it and where is it located?

It is a strip of semi-arid land south of the Sahara Desert that stretches across the entire continent (The Sahel was once the hub of some of Africa's most notable civilizations.)

2. Describe the environmental damage in this region.

Soil erosion, drought, and deforestation have ravaged the region and raised tensions between farmers and herders. (Devastating environmental damage has increased poverty and ethnic tensions.)

3. Describe the political instability in this area.   **Violent extremist groups (e.g. Boko Haram, Islamic State, and al-Qaeda) have taken advantage of the instability to stage attacks and to seize control of some territory. (Military leaders in Mali and Burkina Faso [and now Niger] claim that military rule is needed to counter these terrorist groups.)**

4. Which country colonized Niger? When did this control end?

In the age of European colonialism, France controlled Niger (starting in 1922) and exploited its resources. Niger gained independence in 1960.

5. List at least four important facts about the country of Niger.

**1) At 1,267,000 square km, it is the largest nation in West Africa. 2) The capital is Niamey.
3) The population is 25 million. 4) Most citizens are farmers. 5) It is rich in uranium, coal, and gold.
6) It is one of the world's poorest countries.**

6. A sudden and illegal change of government that is usually imposed by military forces is called a: **coup**

7. Name the leader of Niger who was recently forced from power. When was he elected?

President Mohamed Bazoum was ousted in late July. He was elected in 2021.

8. Describe how the leader of Niger was removed from office. What reasons did the new military ruler give for the takeover? **On July 26, presidential guard soldiers, led by Gen. Abdourahamane Tchiani, arrested President Bazoum and his family. General Tchiani said the coup was needed since the ousted leader had handled Niger's economy poorly and had failed to protect the country from violent extremists.**

9. Explain what **ECOWAS** is.

ECOWAS = Economic Community of West African States. It is a 15-member regional group that promotes economic integration. (It is a political and economic union established in 1975.)

10. How did ECOWAS react to Niger's new military government?

ECOWAS imposed sanctions on Niger's new government, freezing bank accounts, assets, and financial aid. ECOWAS called for the deposed president to be reinstated and threatened military action. (The U.S. and the EU condemned the coup and withdrew financial aid. Under President Bazoum, Niger was seen as a beacon of democracy and an effective fighter against extremism.)

Quiz: 1. c; 2. b; 3. c; 4. True; 5. False; 6. False; 7. coup; 8. Economic; 9. Russia; 10. *Answers will vary.*

THE JAMES WEBB SPACE TELESCOPE

1. Everything in space including stars, planets, galaxies, etc. is called the: **Universe**

2. Explain what the **Big Bang** theory is.

Many scientists believe the Big Bang theory explains how the Universe was created. These scientists believe that from a single point, the Universe underwent a massive expansion and stretching that happened in a fraction of a second.

3. Who built the James Webb Space Telescope? How much did it cost?

NASA, the European Space Agency, and the Canadian Space Agency built JWST – the largest and most powerful space telescope ever – at a cost of $10 billion.

4. When and where was this telescope launched?

It was launched on December 25, 2021 from French Guiana in South America.

5. Where is the James Webb Telescope located?

It orbits the Sun, about 1.5 million kilometres further past Earth (but it tracks the Earth's orbit).

6. Explain how the telescope is aligned.

The telescope always stays on the night side of the Earth, looking out into deep space.

7. How can the James Webb Telescope both block and make use of the Sun's heat and light?

It has a large diamond-shaped shield (about the size of a tennis court) that blocks the Sun's rays from its heat-sensitive optics. The part of the observatory on the side of the sunshield facing the Sun is always exposed to the sun's rays and it generates power via a solar array.

8. Describe the mirror on the James Webb Telescope and explain how it works.

At the core of the telescope is a 6.5 metre-wide mirror coated with a very thin layer of gold. Eighteen mirror segments are hinged together and have motors to adjust the curvature. They must be aligned to within nanometres – about 1/10,000th the thickness of a hair.

9. What can the James Webb Telescope detect that other telescopes cannot? Why is this important?

The telescope can detect infrared rays from distant objects. By doing this, the telescope is looking back in time. This shows how the Universe first looked and possibly helps answer 'Big Questions' such as: What are the origins of the Universe? Where do we come from? How did we come to be?

10. List at least three mission objectives of the James Webb Telescope.

1) To observe farther into the Universe than ever before.
2) To search for the first stars and galaxies created after the Big Bang.
3) To help us better understand how planets, stars, and galaxies are evolve.
4) To explore distant worlds and study the Solar System.
5) To help determine if life is possible on distant planets.

<u>**Quiz:**</u> 1. d; 2. d; 3. c; 4. False; 5. True; 6. False; 7. hole; 8. galaxy; 9. Space; 10. *Answers will vary.*

Current Events, Clearly Explained

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

WE HAVE THE SOLUTION. (Five, actually.)

The Canadian Reader

PDF/Word resource

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

grade 3 & up

Product details: 8 issues. 38 pages. Available in English and in French for grades 3 and up (1 reading level).

Currents4Kids.com News4Youth.com

- ✓ **Online** and interactive
- ✓ Weekly
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities

grade 3 & up

Online interactive resource

Product details: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French. *Currents4Kids/Infos-Jeunes*: Grades 3 and up (1 reading level). *News4Youth/Infos-Ados*: Grades 5 and up (3 reading levels).

What in the World?

- ✓ **PDF/Word** resource
- ✓ National and international news stories
- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
- ✓ Maps and illustrations

grade 5 & up

Product details: 8 issues. 60 pages. Available in English and in French, and in 2 reading levels, for grades 5 and up.

Building Bridges

- ✓ **PDF/Word** resource
- ✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians
- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind

grade 5 & up
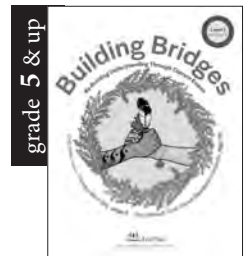
Product details: 5 issues. Variable page length. Available in English and in French, and in 2 reading levels, for grades 5 and up.

1-888-240-2212 www.lesplan.com
Contact us for a sample copy or free demo.

Students Can Work In Word/Google Docs...
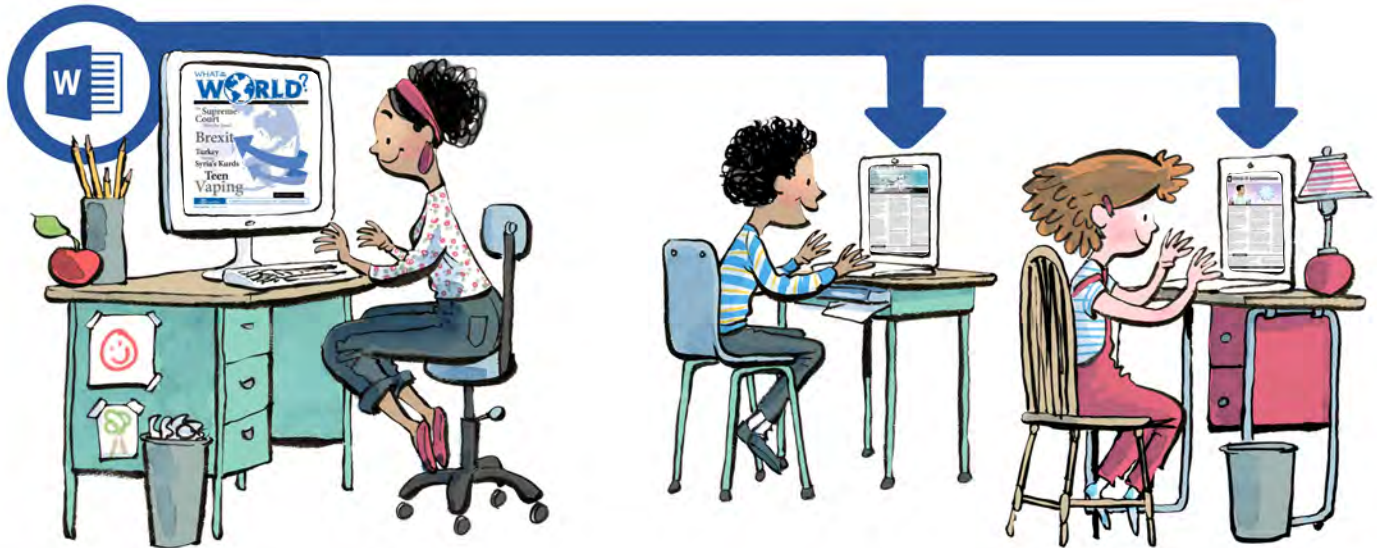
Did you know...

. . . that each issue of *What In The World?* includes a **PDF** file (**complete document**) and a **Word** file (**articles and questions only**).

Students can complete assignments directly in the **Word** file. Teachers can email the file to students or post it on the Internet. The **Word** file also allows teachers to:

- easily modify and format content including changing **fonts** and **text** sizes
- create a **PDF** document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

Password Security

There are **three** ways to access data from a **Word** file that is password protected:

1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.

2) Import the entire **Word** file into **LibreOffice** (or another similar program) and then save as a new file

3) To remove the password from a protected **Word** file, use **Save As** to make a new copy of the file. You can then change the **Security** settings and remove the password.

Google Docs and LibreOffice

- You can easily upload the **Word** file to **Google Docs** and share it with students or other teachers.

- You can translate **Google Docs** into another language *(see Tools>Translate document)* but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.

- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: www.libreoffice.org

2023 – 2024 Publication Schedule

LesPlan
Educational Services Ltd
Teachers Serving Teachers Since 1990

What in the World?
Level 2

Issue 1: August 24
Issue 2: September 25
Issue 3: October 30
Issue 4: December 4
Issue 5: January 22
Issue 6: February 26
Issue 7: April 1
Issue 8: May 13

Level 1

Issue 1: August 28
Issue 2: September 27
Issue 3: November 1
Issue 4: December 6
Issue 5: January 24
Issue 6: February 28
Issue 7: April 3
Issue 8: May 15

The Canadian Reader

Issue 1: August 29
Issue 2: September 29
Issue 3: November 3
Issue 4: December 8
Issue 5: January 26
Issue 6: March 1
Issue 7: April 5
Issue 8: May 17

Le Monde en Marche
Niveau 2

Numéro 1 : 28 août
Numéro 2 : 2 octobre
Numéro 3 : 6 novembre
Numéro 4 : 11 décembre
Numéro 5 : 29 janvier
Numéro 6 : 4 mars
Numéro 7 : 8 avril
Numéro 8 : 20 mai

Niveau 1

Numéro 1 : 31 août
Numéro 2 : 4 octobre
Numéro 3 : 8 novembre
Numéro 4 : 13 décembre
Numéro 5 : 31 janvier
Numéro 6 : 6 mars
Numéro 7 : 10 avril
Numéro 8 : 22 mai

Nos Nouvelles

Numéro 1 : 31 août
Numéro 2 : 6 octobre
Numéro 3 : 10 novembre
Numéro 4 : 15 décembre
Numéro 5 : 2 février
Numéro 6 : 8 mars
Numéro 7 : 12 avril
Numéro 8 : 24 mai

Building Bridges Level 2

Issue 1: August 28
Issue 2: November 13
Issue 3: January 15
Issue 4: March 18
Issue 5: May 6

Building Bridges Level 1

Issue 1: August 30
Issue 2: November 15
Issue 3: January 17
Issue 4: March 20
Issue 5: May 8

Bâtir des ponts Niveau 2

Numéro 1 : 5 septembre
Numéro 2 : 20 novembre
Numéro 3 : 22 janvier
Numéro 4 : 25 mars
Numéro 5 : 13 mai

Bâtir des ponts Niveau 1

Numéro 1 : 7 septembre
Numéro 2 : 22 novembre
Numéro 3 : 24 janvier
Numéro 4 : 27 mars
Numéro 5 : 15 mai

Currents4Kids

Every **Monday** from August 28 – June 17, except December 22 and December 29.

Infos-Jeunes

Chaque **mardi** du 29 août au 18 juin, sauf le 25 décembre et le 1er janvier.

News4Youth

Every **Monday** from August 28 – June 17, except December 22 and December 29.

Infos-Ados

Chaque **mardi** du 29 août au 18 juin, sauf le 25 décembre et le 1er janvier.

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

Order Form - Subscriptions

Email to **info@lesplan.com** or fax to **(888) 240-2246** or order online: **www.lesplan.com**

LesPlan
Educational Services Ltd
Teachers Serving Teachers Since 1990

DELIVER TO (please print clearly)

TEACHER

EMAIL

(   )

PHONE

SCHOOL

ADDRESS

CITY   PROVINCE/TERRITORY   POSTAL CODE

PDF/WORD SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			4 issues (Sept. – Dec.)	**8 issues** (Sept. – May)	
The Canadian Reader	**English**	Grades 3 and up	☐ $115	☐ $230	
What in the World? - Level 1	**English**	Grades 5 and up	☐ $115	☐ $230	
What in the World? - Level 2	**English**	Grades 8 and up	☐ $115	☐ $230	
Nos Nouvelles	Français	À partir de la 3ᵉ année	☐ 115 $	☐ 230 $	
Le Monde en Marche - Niveau 1	Français	À partir de la 5ᵉ année	☐ 115 $	☐ 230 $	
Le Monde en Marche - Niveau 2	Français	À partir de la 8ᵉ année	☐ 115 $	☐ 230 $	
			5 issues (Sept. – May)		
Building Bridges - Level 1	**English**	Grades 5 and up	☐ $150		
Building Bridges - Level 2	**English**	Grades 8 and up	☐ $150		
Bâtir des ponts - Niveau 1	Français	À partir de la 5ᵉ année	☐ 150 $		
Bâtir des ponts - Niveau 2	Français	À partir de la 8ᵉ année	☐ 150 $		
				Subtotal A	$

ONLINE INTERACTIVE SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. – Jan.)	**40 issues** (Sept. – June)	
Currents4Kids	**English**	Grades 3 and up	☐ $115	☐ $230	
News4Youth - Levels 1, 2, & 3	**English**	Grades 5 and up	☐ $220	☐ $440	
Infos-Jeunes	Français	À partir de la 3ᵉ année	☐ 115 $	☐ 230 $	
Infos-Ados - Niveaux 1, 2, et 3	Français	À partir de la 5ᵉ année	☐ 220 $	☐ 440 $	
				Subtotal B	$
		ON add 13% HST **NB, NL, NS & PEI** add 15% HST		**HST**	
		All others add 5% GST		**GST**	
				TOTAL	$

Canadian Content • Contenu canadien

BILLING OPTIONS

☐ Invoice school   ☐ Invoice **Bill To** address

☐ Purchase Order _____

Please charge to: ☐ MasterCard ☐ VISA

_____   _____

CARD NUMBER   EXPIRY DATE (MM/YY)

_____   _____

CARDHOLDER NAME   CVV CODE

BILL TO (if different from school information)

CONTACT

ADDRESS

CITY

PROVINCE/TERRITORY   POSTAL CODE

LesPlan Educational Services Ltd.

info@lesplan.com   www.lesplan.com   Toll free 888 240-2212   #1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7

Order Form - Collections

Email to **info@lesplan.com** or fax to **(888) 240-2246** or order online: **www.lesplan.com**

LesPlan
Educational Services Ltd
Teachers Serving Teachers Since 1990

DELIVER TO (please print clearly)

TEACHER _____

EMAIL _____

(_____) _____
PHONE

SCHOOL _____

ADDRESS _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE

Publication	English	Français	Level		Price Per Product	Amount
Lesson Collections						
Critical Literacy	☐	☐			$55 each	
News Literacy	☐	☐			$55 each	
Note-Making	☐	☐			$55 each	
Themed Collections						
Community Connections	☐	☐	☐ Level 1	☐ Level 2	$55 each	
Text Collections						
The Canadian Reader	**English**	**Français**			**Price Per Product**	**Amount**
• *Amazing Animals*	☐	☐			$18 each	
• *Animals and Us*	☐	☐			$27 each	
• *Endangered Animals*	☐	☐			$21 each	
• *Government*	☐	☐			$18 each	
• *Health*	☐	☐			$42 each	
• *Indigenous*	☐	☐			$27 each	
• *O Canada - Volume 1*	☐	☐			$30 each	
• *O Canada - Volume 2*	☐	☐			$27 each	
• *Ocean Animals*	☐	☐			$15 each	
• *Our Great Outdoors*	☐	☐			$15 each	
• *Reduce, Reuse, Recycle*	☐	☐			$18 each	
• *Space*	☐	☐			$21 each	
• *Technology*	☐	☐			$33 each	
• *The Environment and Us*	☐	☐			$24 each	
What in the World?	**English**	**Français**	**Level 1**	**Level 2**	**Price Per Product**	**Amount**
• *Animals*	☐	☐	☐	☐	$21 each	
• *Environment*	☐	☐	☐	☐	$36 each	
• *Government*	☐	☐	☐	☐	$27 each	
• *Indigenous*	☐	☐	☐	☐	$18 each	
• *Legislation*	☐	☐	☐	☐	$21 each	
• *O Canada*	☐	☐	☐	☐	$21 each	
• *Space*	☐	☐	☐	☐	$36 each	
• *Technology - Volume 1*	☐	☐	☐	☐	$24 each	
• *Technology - Volume 2*	☐	☐	☐	☐	$24 each	
			ON add 13% HST **NB, NL, NS & PEI** add 15% HST			
			All others add 5% GST			
					TOTAL	

Canadian Content / Contenu canadien

BILLING OPTIONS

☐ Invoice school   ☐ Invoice **Bill To** address

☐ Purchase Order _____

Please charge to: ☐ MasterCard ☐ VISA

CARD NUMBER _____

CARDHOLDER NAME _____ EXPIRY DATE (MM/YY) _____

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE

21.5