

WHAT IN THE WORLD?



LEVEL 1 (GRADES 5 AND UP)

International
Student **Cap**

A **Car**

Theft

Epidemic

Trouble

in the **Red Sea**

**Total
Solar Eclipse!**

2023/2024: ISSUE 6



A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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WHAT IN THE WORLD

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Level 1, 2023/2024: Issue 6

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WHAT IN THE WORLD? © is published eight times during the school year by:

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Please let us know if you or a colleague would

like to receive a complimentary sample of any of

our publications.

HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the

Songhees and Esquimalt Nations, on whose unceded

land we now live, and do our work.

We welcome your comments and appreciate your

suggestions. Please contact us at any time.

MISSION STATEMENT

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



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

K. Camelon, Grade 7/8 teacher

Admaston, ON

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

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
<ul style="list-style-type: none"> • comprehension questions • focused reading or notemaking strategy and accompanying organizer 	<ul style="list-style-type: none"> • online exploration • critical thinking questions • self-directed inquiry project 	<ul style="list-style-type: none"> • 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.

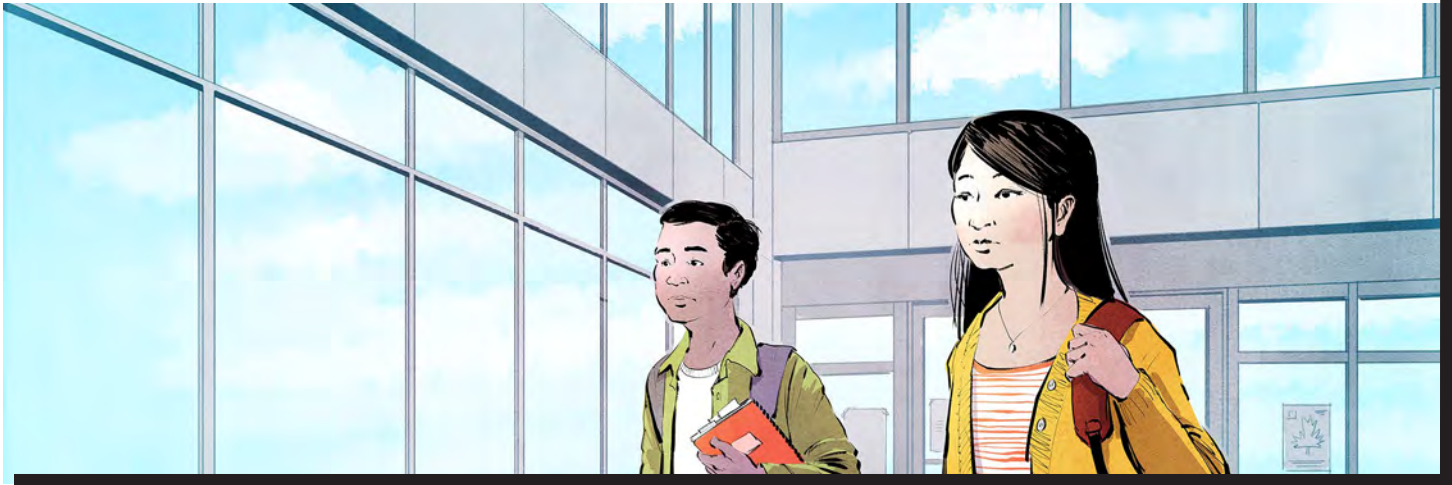
Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 52) to be useful for providing students with formative, strength-based feedback, and/or assessing students’ responses holistically.

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.

**BEFORE READING**

1. Write 'international students' on the board.
2. In small groups, have students estimate how many international students came to study in Canada in 2023.
3. Share answers as a class and give them the actual number (*about one million*).
4. Share the title and subtitle of the article they are about to read: **International Student Controversy – Federal Government Introduces Cap on Number of Permits**
5. Ask students to interpret the meaning of the title. (E.g., *controversy means there is a concern related to international students; the federal government wants to limit the number of permits issued to international students; etc.*) **Note:** You may need to explain that 'cap' means a limit in this context.
6. Ask students to predict why the government wants to cap the number of permits. Have them popcorn out ideas.
(E.g., *there aren't enough universities/colleges; there's nowhere for them to live; there aren't enough spots for Canadian students; etc.*)
7. Finally, invite students to use their predictions to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



About one million international students flocked to colleges and universities in Canada last year. They came seeking a world-class education.

Foreign students are big contributors to the Canadian economy. In 2020 alone they spent \$22.3 billion on **tuition**, rent, and other expenses. That's more than we make from exporting auto parts, lumber, or aircraft.

These students often benefit the Canadian economy even further once they graduate. Those who remain here sometimes start businesses. Others conduct research that keeps Canada **innovative** and competitive. They also fill crucial jobs, replenishing the nation's aging workforce.

MAJOR CUTBACKS

International students must apply for and receive a permit from the federal government to be able to study in Canada. In January, federal Immigration Minister Marc Miller announced a 35 percent cutback in new foreign student permits. Ottawa will issue just 364,000 in 2024. That won't change for two years. Each province and territory will get a portion of the permits based on population. They will decide how to distribute them among their universities and colleges.

Mr. Miller said that the change was necessary for several reasons. The main one? To take action against certain small private colleges. He said that some of them just want to make easy money. They don't offer students a good education.

By capping permits, the government will be able to force these substandard schools out of business.

DID YOU KNOW?

In Canada, provincial governments are responsible for all levels of education. However, the federal government provides financial support for postsecondary education.

STRESSING OUR SYSTEMS

What's more, Canada is in the midst of healthcare and housing crises. The minister argued that we can't cope with such a large annual **influx** of students

Many Canadians can't find a family doctor. Our hospital emergency rooms are struggling to handle patients. There are waiting lists for surgery.

DEFINITIONS

INFLUX: the fact of a lot of people, money, or things arriving somewhere

INNOVATIVE: introducing or using new ideas, ways of doing something, etc.

TUITION: the money that you pay to be taught, especially in a college or university



As well, the demand for affordable housing greatly exceeds the low supply. That's especially true in larger cities.

TENTS AND CLOSETS

Supporters of the student permit cutbacks say that Mr. Miller has a point. In the fall of 2023, some 25 international students in North Bay, Ontario, had to sleep outside in tents. The reason? They couldn't find – or couldn't afford – decent accommodation. Their school, Canadore College, eventually secured them places. However, the situation dramatically emphasized how drastic the housing crisis is.

"We come seeking a better life and sometimes we have to live in closets," said Natalia Tola of Ecuador. She graduated this year with a journalism degree from a Halifax university.

But others pointed out that the housing crisis is the result of many factors. They cautioned that foreign students shouldn't become **scapegoats**.

"There's a **narrative** that international students [cause the housing crisis]. We know that it's much more complicated," said Professor Joseph Wong of the University of Toronto.

MONEY IN THE BANK

In 2024, foreign students who apply to study in Canada must also show that they have \$20,635 for living expenses. That's more than double what they had to show before.

Ottawa said that this measure will protect foreign students, who can work in the country for up to 20 hours a week. The logic? If they don't have money to make ends meet, **unscrupulous** bosses can **exploit** them. They could force them to work in unsafe conditions, for example. But if they have enough money to support themselves, they are less vulnerable.

CASH COWS

Many schools don't like the permit cap because foreign students are a big source of income for them. And governments have been cutting funding to universities for years. Some provinces also limit the tuition that universities can charge citizens.

But schools are allowed to set their own rates for foreign students. Some charge up to five times what Canadians pay. On average, local students shell out about \$6500 per year for an undergraduate degree and

\$7000 for a graduate degree. Foreigners pay about \$30,000 and \$18,000 respectively. So, fewer international students means a big drop in revenue for universities and colleges.

UNEVEN CONSEQUENCES

The new plan will hit schools in Ontario, British Columbia, and Nova Scotia the hardest. They currently have the highest number of foreign students. In Ontario, for instance, the permit distribution proposal could result in a 50-percent-plus drop in the number of new international students. Meanwhile, other provinces could see an increase.

Some say all these changes will hurt Canada's global standing.

"Canada's reputation as a destination for top students from around the world is now damaged," warned an editorial in *The Globe and Mail*. "Tens of thousands... awaiting study permits... are in limbo while the provinces argue about their market share." ★

DEFINITIONS

EXPLOIT: to treat a person or situation as an opportunity to gain an advantage for yourself

NARRATIVE: a spoken or written account of connected events

SCAPEGOAT: to blame somebody/something for a failure or for something bad that another person has done

UNSCRUPULOUS: without moral principles; not honest or fair



COMPREHENSION QUESTIONS

1. How many international students attended Canadian colleges and universities in 2023?

2. How did these students benefit the Canadian economy?

3. Name the federal immigration minister.

4. What did he announce in January regarding foreign student permits?

5. List the main reason why Ottawa decided to reduce the number of permits for international students.

6. List at least one other reason why the number of foreign student permits was reduced.

7. How much money will foreign students must now access to in addition to their tuition fees?

8. How do tuition fees for foreign students compare to the fees paid by Canadian students?

9. Why are some universities and colleges opposed to the reduced number of foreign student permits?



NATIONAL

INTERNATIONAL STUDENT CONTROVERSY

– FEDERAL GOVERNMENT INTRODUCES CAP ON NUMBER OF PERMITS

QUESTIONS FOR FURTHER THOUGHT

1. Ottawa plans to issue a set number of international permits to provinces and territories based on their population. Some observers say that this will unfairly target schools in Ontario, British Columbia, and Nova Scotia where a higher percentage of international students go to study. What reasons can you suggest to explain why these provinces attract a higher number of international students than others? Explain.

2. A number of cultural organizations are concerned that international students are being unfairly blamed for the current housing crisis in Canada. As you see it, how might this belief affect international students and the communities where they study? Give reasons to support your thinking.



QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the cap that the Canadian government has placed on the number of international students:

<https://www.cbc.ca/player/play/2302028355750> [10:23]

<https://www.cbc.ca/news/politics/miller-cap-international-students-1.7090779> [4:53]

<https://www.cbc.ca/news/politics/international-students-provinces-volume-1.7085915> [5:03]

Why has Canada made this decision?

2. Discover what this cap will mean for students and the post-secondary institutions they attend:

Rate hikes: <https://www.cbc.ca/news/politics/liberals-double-income-requirement-foreign-students-1.7052387> [2:50]

Program cuts: <https://www.cbc.ca/news/canada/intl-student-program-1.7095990> [6:34]

<https://www.cbc.ca/news/canada/campus-impact-intl-students-cap-1.7094629> [3:35]

What did you learn?

3. Hear from international students who have already begun their studies here in Canada:

<https://www.cbc.ca/news/canada/toronto/ontario-international-students-sheridan-visa-cap-1.7097349>

<https://www.cbc.ca/player/play/2305427011916> [7:32]

4. What are the new rules for applying to be an international student in Canada?

<https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada.html>

5. Compare the cost for Canadian and international students to attend college and university in Canada:

<https://univcan.ca/universities/facts-and-stats/tuition-fees-by-university/>

https://www.educanada.ca/programs-programmes/education_cost-cout_education.aspx?lang=eng

**GRAPHING**

The number of foreign students attending Canadian schools, colleges and universities has increased over the past few years. According to Statistics Canada, there were 684,385 temporary residents in Canada with a study permit in 2023.

Complete the table below to show:

- the total number of study permits issued by Ottawa from 2015 to 2023 (line 2)
- the number of permits issued to students from the top five countries (lines 3 - 7)
- the number of study permit holders from all other countries (line 8)

The following source will help:

<https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee/resource/b505b9bc-d375-4525-af39-afdf25639acf>

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023
Canada	219,035							548,720	
India		52,625			138,600				278,860
China			82,690				55,785		
Nigeria				6,505					
Philippines					6,303			25,265	
France	11,855					7,935			
All Others			127,445				174,730		

Complete the following assignment:

Part A - Pie Chart

- Use the data in rows 3 to 8 to create a pie chart to show the distribution of study permits in 2023.
- Use the following colour scheme:

India - orange (41%)

China - red (9%)

Nigeria - pink (6%)

Philippines - green (5%)

France - blue (2%)

All Others - purple (38%)

- Label your chart with a proper title.
- Examine your chart. What observations can you make and what conclusions can you draw? Explain

Part B - Line Graph

- Use the table above to plot a line graph. Draw a line for each country listed in rows 3 to 7 to show the number of temporary study permits from 2015 to 2023.
- Use the following colour scheme:

India - orange; China - red; Nigeria - pink; Philippines - green; France - blue.

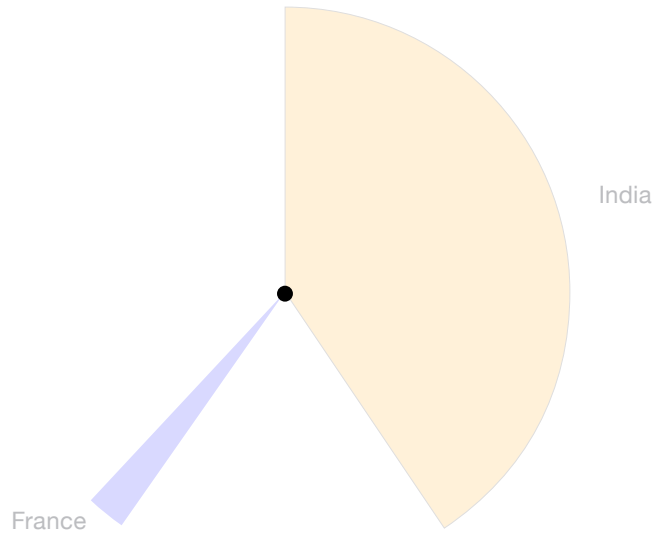
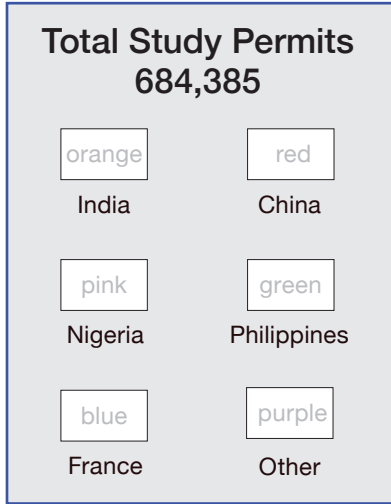
- Label your graph with a proper title.
- Examine your graph. What observations can you make and what conclusions can you draw? Explain



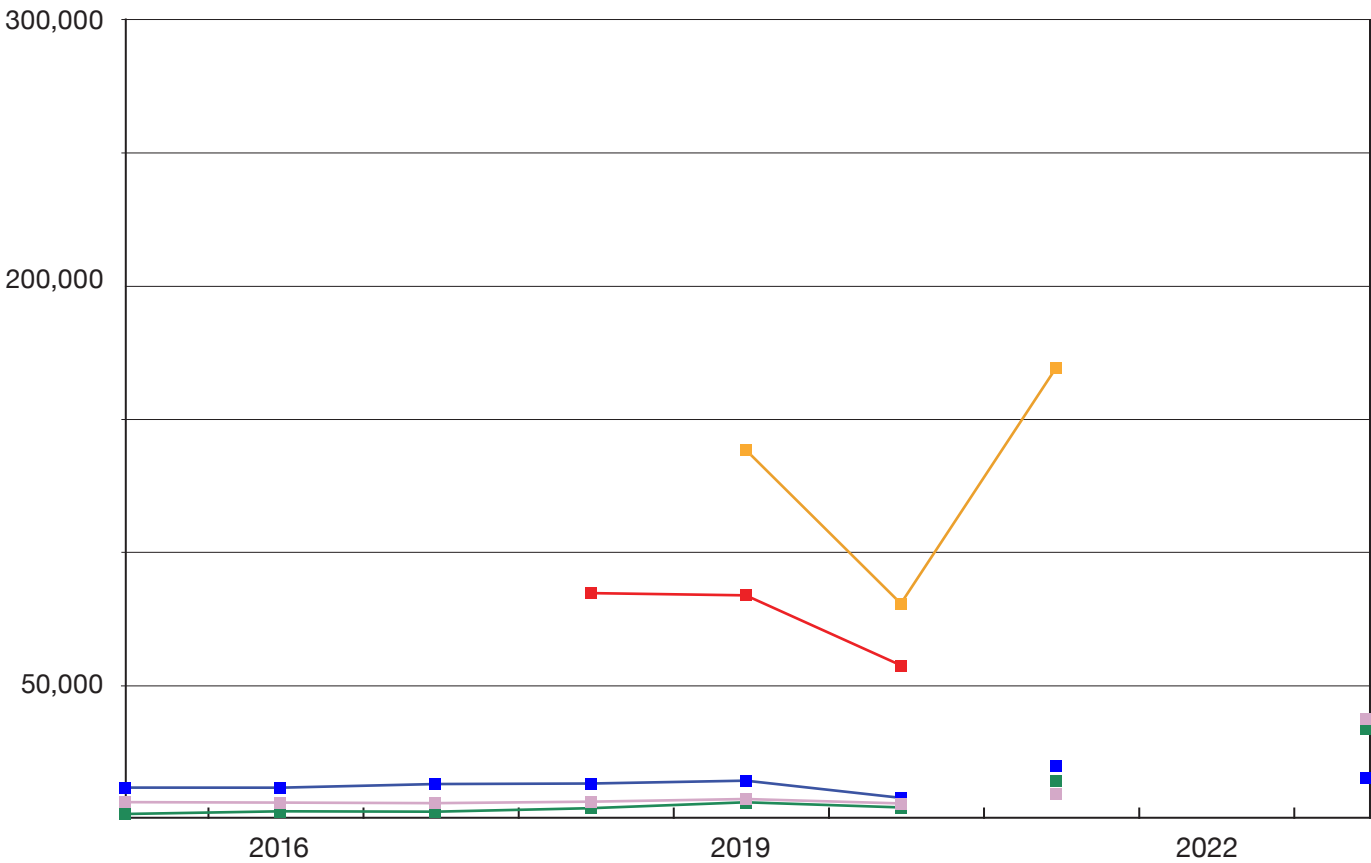
NATIONAL

INTERNATIONAL STUDENT CONTROVERSY

- FEDERAL GOVERNMENT INTRODUCES CAP ON NUMBER OF PERMITS



Study Permits



**BEFORE READING**

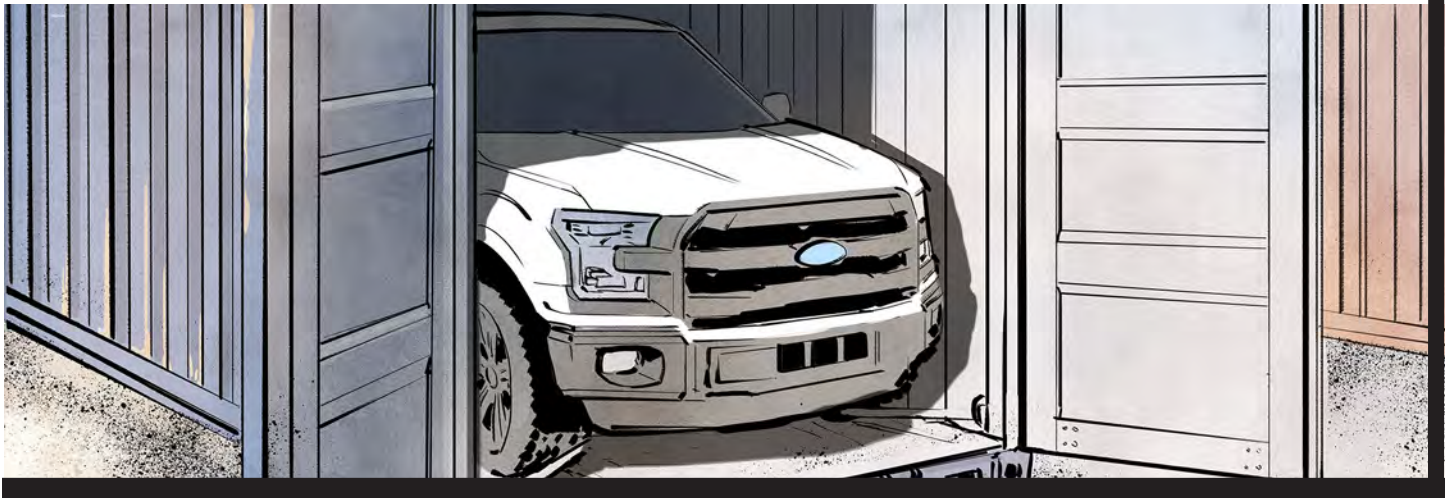
1. Share the title of the article with students: **A Car Theft Epidemic in Canada.**

Note: Most students would recognize the word 'epidemic' in terms of COVID-19 or the flu. Discuss the meaning of the word 'epidemic' and how it applies in this context. (E.g., *a problem occurring widely in a community at a certain time – meaning that car theft is widespread across Canada.*)

2. In small groups, ask students to brainstorm steps that car owners can take to make their vehicle more secure. (E.g., *always lock the door; park it inside a garage; use a steering wheel locking device; have a car alarm installed; install security cameras at home; when out, park it in a busy spot; etc.*) Share ideas as a class.

3. Next, ask students to predict what kind/make/model of cars they think might be stolen more often or less often. (E.g., *cars vs. SUVs vs. trucks vs. minivans; luxury models vs. economical models; older cars vs. newer cars; gas-powered vs. electric cars; etc.*) Lead a class discussion about the reasons for their choices.

4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



Federal Justice Minister and Attorney General Arif Virani is responsible for law and order in Canada. Yet he couldn't prevent his own government car from being stolen in November. It was the third time in three years that a justice minister's car was taken.

Mr. Virani's case is certainly not unique. Experts say Canada is in the midst of a car theft **epidemic**. This crime is costing **insurance** firms over \$1.2 billion annually.

Consider the following statistics. In 2022, the number of cars stolen in Quebec and Ontario rose by 50 percent. Alberta saw car thefts increase by over 18 percent, and Atlantic Canada by about one-third.

Averaged out across the country, 2022 saw a 27-percent increase in this illegal activity. Thieves made off with around 105,000 vehicles. That's the most in over a decade. Bottom line? A vehicle is stolen in Canada about every six minutes. In fact, one in four Canadians has had a car stolen in the last five years. Or they know someone else who has.

The situation is so bad that Interpol, the international policing agency, says Canada has become one of the world's main sources of stolen cars.

SOARING RATES

Experts say several factors account for the skyrocketing incidents of auto theft across the country. But many blame

the COVID-19 pandemic for turbocharging the latest surge.

Here's why. Factory lockdowns and **supply chain** blockages made computer chips and auto parts hard to source. That slowed car production. The resulting vehicle shortage caused a rise in global demand for cars.

DID YOU KNOW?

Between 2015 and 2023, vehicle thefts in the Greater Toronto Area increased by 300 percent.

Seeing an opportunity to fill this demand, **organized crime** rings got involved. Motorcycle gangs and the **mafia** began a coordinated push to steal cars. These groups sell them to finance activities such as drug **trafficking**, gun sales,

DEFINITIONS

EPIDEMIC: a problem occurring widely in a community at a particular time

INSURANCE: an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.

MAFIA: an organized group of criminals

ORGANIZED CRIME: criminal activities that are planned and controlled by powerful groups on a large scale

SUPPLY CHAIN: the series of processes involved in the production, supply, and delivery of goods

TRAFFICKING: the movement of people or goods from one place to another



and human smuggling. The most popular models to steal are Honda CR-Vs, Dodge Ram trucks, Ford F150 trucks, and the Lexus RX series of vehicles.

Other issues contribute to the car theft surge, too, says expert Michael Rothe. For one thing, car makers introduced new anti-theft devices in the early 2000s. That made Canadians **complacent**. As well, police departments had special teams for catching **perpetrators**. So car thefts plummeted.

“Everyone sat back and had their ‘mission accomplished’ moment and the teams were dissolved,” Mr. Rothe says. “So criminals saw another opportunity and theft rates started going up.”

What's more, today's technology makes it easier for thieves to do their dirty work. Modern cars run on computers. Criminals have learned how to hack into and disable anti-theft devices. They can even steal and copy signals that start cars with push-button ignitions.

SMUGGLING CARS

Crooks are also getting better at profiting from stolen cars. Typically, they give the cars false vehicle identification numbers (VIN). They then sell some of

the cars in Canada. Buyers often aren't aware of their history.

DID YOU KNOW?

Vehicle identification numbers (VINs) are unique to every car. One VIN is often on the dash and others can also be hidden under the frame or in the trunk.

But most of these stolen cars end up in Africa or the Middle East. That's because autos sell for far more money there than they can fetch domestically. A late-model Honda CR-V, for instance, can go for as much as \$27,000 in Nigeria. Here? about \$20,000.

CAR THEFT NATION

Why is Canada so popular with car thieves? The criminals know that short-staffed border officials can't inspect every container.

For example, many stolen cars start their global voyage at the Port of Montreal. Last year, nearly 760,000 containers shipped out from this port. Yet border guards caught just 1800 stolen vehicles – a tiny portion of those that passed through.

“We've got a haystack, and we're searching for the needles,” said one border official.

Even after cars are located, retrieving them isn't simple.

One man had a tracking device in his stolen car. It allowed him to follow its trail to the Port of Montreal. He could even pinpoint the container it was in. But border officials told him it could take four months to open the container. To get it back faster, he had to go Montreal.

Mr. Rothe adds that police must take car theft seriously again. Otherwise, crime rings will keep targeting Canada. They believe they won't be caught here – or be severely punished if they are.

AUTO THEFT SUMMIT

On February 8, Ottawa held a **summit** to address the problem. All levels of government, policing agencies, car makers, and car dealers took part. The group called for tougher penalties for thieves. Other ideas? Banning devices that crooks use to steal vehicles and creating new anti-theft tools.

For its part, Ottawa committed \$28 million to help stop the export of stolen vehicles. It also promised more cooperation between policing agencies.

“To the criminals out there, we're going to disrupt your activities with everything we have,” vowed Industry Minister François-Philippe Champagne. ★

DEFINITIONS

COMPLACENT: feeling so satisfied with your own abilities or situation that you do not feel that you need to try any harder
PERPETRATOR: someone who has done something very bad

SUMMIT: an important meeting between the leaders of governments and organizations



NATIONAL

A CAR THEFT EPIDEMIC IN CANADA

COMPREHENSION QUESTIONS

1. How often is a vehicle stolen in Canada?

2. How many vehicles were stolen across Canada in 2022?

3. How much did Canada's vehicle theft rate increase in 2022? What was the increase in Central Canada? In Eastern Canada?

4. How much do vehicle thefts cost insurance companies per year?

5. Explain how the recent pandemic contributed to this increasing problem.

6. How has new technology contributed to increased car thefts?

7. List at least three popular vehicles that are targeted by thieves.

8. What does **VIN** stand for?

9. What happens to many stolen vehicles that stay in Canada?

10. What is the most common route and method that is used to send stolen cars out of Canada?

11. Where do many stolen cars that leave Canada end up? Why are they shipped there?



NATIONAL

A CAR THEFT EPIDEMIC IN CANADA

QUESTIONS FOR FURTHER THOUGHT

1. The article states that car theft costs insurance companies an estimated \$1.2 billion annually. As you see it, how might these costs be handed down to car owners? Give examples to support your thinking.

2. If you were in charge of creating a PSA (public service announcement) to warn Canadians about car theft and to give them some tips about how to protect their vehicles, how might you use some of the information in the article to support your message? Explain.



NATIONAL

A CAR THEFT EPIDEMIC IN CANADA

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about Canada's car theft epidemic and why the federal government called a summit to address the issue:

<https://www.cbc.ca/player/play/2307275843859> [2:39]

<https://www.cbc.ca/player/play/2307348035611> [25:30-43:00]

What did you learn?

2. Hear from some heads of police in Ontario who explain why and how car thefts are increasing:

<https://www.cbc.ca/player/play/2307412547828> [1:01]

<https://www.cbc.ca/player/play/2305584707635> [2:38]

What did you find interesting?

3. Learn which makes and models of cars are stolen more frequently in Canada and why car theft costs everyone:

<https://www.equiteassociation.com/top-10-most-stolen-vehicles>

What questions do you still have?

4. Check out some tips for keeping your vehicle secure:

<https://www.carhub.ca/blog/10-tips-for-keeping-your-car-secure/>

<https://www.travelerscanada.ca/prepare-prevent/car/tips-for-preventing-vehicle-theft>

Do you or does anyone you know use these tips?

**BEFORE READING**

Please note: This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 52-53) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about the conflict in the Red Sea and how the Houthis, an armed political and religious group based in Yemen, are contributing to the instability in the region. Please note that the article details and the supporting resources are difficult and touch on a number of past and ongoing conflicts in the Middle East, namely: the Israel-Hamas war in Gaza; rebellions in Yemen between Sunni and Shia Muslims; Saudi Arabia and Iran; the Houthis and Israel; Iran and the U.S., U.K. & Israel. The article also discusses how the West's response to the war in Gaza and its military presence in the Red Sea have fueled fears that a larger conflict could break out in the region. Additionally, the article affirms that Iran, a political powerhouse in the region, is conducting a proxy war, providing the Houthis with arms, in order to achieve greater control 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.</p>	<ul style="list-style-type: none"> • The Houthis, an armed political and religious group based in Yemen, have been attacking cargo ships in the Red Sea since November 19; • Yemen, one of the world's poorest countries, borders the southern tip of the Red Sea; • Iran, an oil-rich, powerful country in the region, is providing weapons to the Houthis. <p>There are a number of factors that are fueling fears of a broader conflict in the region:</p> <ul style="list-style-type: none"> • Most Yemenis are Sunni Muslims but Houthis are Shia Muslims; • Saudi Arabia, Yemen's neighbour, is a Sunni majority country, and competes with Iran for dominance in the Middle East; • Iran, a Shia majority country, supports and arms the Houthis; • There has been an ongoing proxy war between Saudi Arabia and Iran in Yemen since 2014 that has claimed 160,000 lives and displaced four million people; • the Houthis, sworn enemies of Israel, claim that their strikes in the Red Sea are to pressure Israel to end the war in Gaza; • observers believe that Iran is conducting a proxy war to protest U.S. military presence in the region and its sanctions against Iran. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the complicated history of the Middle East and some of the ongoing regional conflicts; • explain the alliances and rivalries in the region and how they may contribute to the current conflicts; • explain the geographical, political, religious, and commercial considerations related to this conflict; • consider the importance of international cooperation and diplomacy between nations.



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

BEFORE READING

1. Write the title and subtitle of the article on the board: **Trouble in the Red Sea – Houthis Attack Commercial Ships, the U.S. and U.K. Respond.**
2. Write the following headings on the board: Who? What? Where? When? Why? How?
3. Provide stickie notes to small groups of students. Encourage each group to come up with 2 questions per question word to identify what they'd like to find out about this topic, and to record one question on each stickie note. **Note:** Students may not be following this story, so simple questions should be encouraged, such as "Who are the Houthis?", "When did this conflict begin?", "Where in the Middle East is this happening?" that do not require any background knowledge of this event.
4. Have groups post each of their questions under the appropriate heading. They should also 'stack' questions that are similar to those of other groups as they add them.
5. Debrief as a class and invite students to set a purpose for reading the article (perhaps using one of the unanswered questions from the Before Reading activity), referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND



The Red Sea is a 1900-kilometre-long water body that separates the Arabian Peninsula from northeast Africa. In November, the Houthi **militia** group began launching missiles and armed drones into this waterway. By late February, 45 ships had been hit – some badly damaged.

This Houthi aggression is fueling tensions in the Middle East. The area is already coping with a war in the **Gaza Strip**. Now there are fears that fighting could spread.

YEMEN'S HOUTHIS

The Houthis are an armed political and religious group. They are based in Yemen, one of the world's poorest countries. Yemen borders the southern tip of the Red Sea.

The country has a population of 34.5 million. Most Yemenis

are Sunni Muslims. However, Houthis are part of a Shia Muslim minority **faction** called the Zaidis. The U.S. and various other countries consider them a terrorist group.

In the early 2000s, the Houthis staged successful rebellions in their nation. They were seeking more control of their homeland in the northern region.

Saudi Arabia is a Sunni majority country and Yemen's northern neighbour. It watched the Houthis' activities with concern. The Saudis feared the Houthis would form an alliance with Iran, a Shia majority country.

Since the early days of Islam, religious differences between Shias and Sunnis have sometimes boiled over into conflict. Saudi Arabia also

competes with Iran for influence in the Middle East.

A RAGING PROXY WAR

In 2014, the Saudis' fears were realized. That year, Iran helped the Houthis gain control of much of western Yemen. The rebels captured the capital, Sanaa. They also forced President Abd-Rabbu Mansour Hadi to flee.

Mr. Hadi was Yemen's internationally recognized leader. So the Saudis organized a coalition of Arab states. In theory its role was to help restore Mr. Hadi's leadership. In reality, Saudi Arabia was worried that the Iran-backed Houthi uprising would upset the regional balance of power.

The upshot? Yemen became the site of a **proxy war** between

DEFINITIONS

FACTION: a small organized dissenting group within a larger one, especially in politics

GAZA STRIP: a thin piece of land bordered by the Mediterranean Sea to the west, Israel to the north and east, and Egypt to the south that is home to two million Palestinians. Israel has been at war with its leadership, Hamas, since October 7.

MILITIA: a group of people who have been trained as soldiers but are not part of a country's official army

PROXY WAR: a war started by a major power that does not itself become involved



INTERNATIONAL TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

Saudi Arabia and Iran. That war has claimed 160,000 lives to date and has displaced four million people. A truce was declared in 2022. But the Houthis have held onto territory that includes the capital and the Red Sea coast.

THE IRAN/HOUSHI LINK

So what's behind the Houthis' recent attacks on ships in the Red Sea? They claim their actions are in response to a war that began on October 7 between Israel and **Hamas**. The Houthis, sworn enemies of Israel, maintain that they are only targeting vessels with Israeli links, to pressure Israel to end the war in Gaza. Yet other ships have been attacked as well. So the Houthis likely have broader motives, including a desire to strengthen their relationship with Iran. U.S. intelligence officials say Iran is playing a major role in the Houthis' Red Sea hostilities.

"They're resupplying them as we sit here right now at sea," says Vice Admiral Cooper of the U.S. Navy. "We know this is happening. They're advising them, and they're providing target information. [It's] crystal clear."

The Houthis hope that striking ships in the Red Sea will encourage Iran to give them more political and military aid. That extra assistance could help them capture all of Yemen.

Yemenis are also strong backers of the Palestinians. So the Houthis believe their actions will bolster their support at home. And on the international stage, the Houthis want to show that Yemen is a strong military force – not just a small regional player.

WORLD TRADE AT RISK

The attacks are challenging the world economy. The Red Sea connects to the Mediterranean Sea via the Suez Canal. It is one of the globe's most vital shipping routes. About 12 percent of world trade and 30 percent of global container traffic travels through it yearly. The ships carry billions of dollars in goods and supplies.

Now, however, many major shipping firms have stopped using the Red Sea route. Instead, they are traveling around Africa. That extends their journey by 6000 kilometres and ten days. It's costing companies millions of dollars. They could decide to pass these costs on to consumers. That would result

in higher prices for essential goods, making existing global **inflation** worse.

GLOBAL TENSIONS RISE

In December, the U.S. organized a naval task force called Operation Prosperity Guardian. Its goal was to protect ships in the Red Sea. The U.K., Canada, France, Bahrain, Norway, and Spain are all part of the effort.

Many Houthi missiles and drones have been destroyed by military ships. But some have hit their targets.

On January 12, several days after the Houthis launched their biggest **barrage** yet, the U.S. and the U.K. carried out air strikes on Houthi targets in Yemen. These were followed by additional air strikes in the following weeks.

"[We] will not tolerate attacks or... allow hostile actors to **imperil** freedom of navigation," said U.S. President Joe Biden.

Time will tell if these moves help – or raise global tension further. ★

DEFINITIONS

BARRAGE: a concentrated artillery bombardment over a wide area

HAMAS: an extremist group that governs the Palestinian territory of Gaza and that is committed to violently resisting Israel. Canada, the U.S., the EU, and other nations consider Hamas to be a terrorist organization.

IMPERIL: endanger; threaten

INFLATION: a fall in the value of money and a general increase in prices; the rate at which this happens



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

COMPREHENSION QUESTIONS

1. Who are the Houthis? What territory do they control?

2. How did the Houthis gain power in Yemen? Which country helped them?

3. How did Saudi Arabia react to these developments? Why was Saudi Arabia concerned?

4. Describe the proxy war that broke out in Yemen in 2014.

5. List at least two other important facts about Yemen and the Red Sea.

6. How long is the Red Sea?

7. How important is this water body to the world economy? Explain.

8. What military action did the Houthis carry out in recent weeks against cargo ships in the Red Sea?

9. Explain why they did this.

10. What measures were put in place to protect commercial shipping in the region?



TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

ORGANIZER

A. The conflict in the Red Sea and the Middle East is complicated and impacts countries both in the region and around the world. Using the details provided in the article, summarize these considerations in the table below.

Country/Group	Allies	Opponents	History/Considerations/Goals
Yemen			
Saudi Arabia			
Iran			
Israel			
Palestine			
United States			

B. After gathering and considering the information in the above table, *I believe that the most important factor to ending the conflict in the Red Sea is* _____ *because:*

-
-
-



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

QUESTIONS FOR FURTHER THOUGHT

1. At the beginning of February, the United Nations appealed for \$2.7 billion to pay for humanitarian aid operations this year in war-torn Yemen, where 18 million people are in need. The UN is concerned that the escalating conflict in the Red Sea will have devastating effects on its ability to deliver aid. What do you imagine that life is like for Yemeni citizens living under these conditions? Give reasons to support your ideas. What questions do you have about this situation?

2. There are a number of rivalries and long-standing conflicts within countries and between countries in the region. The consequences of these tensions are beginning to spread to nations around the world. As you see it, what is the role of the international community in these regional conflicts? Give examples to support your thinking.



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about the Houthis and how their actions have contributed to the instability in the Middle East:

<https://www.cbc.ca/news/world/yemen-explainer-houthis-saudis-iran-1.7062381>

<https://www.cbc.ca/player/play/2307032643674> [6:51]

What did you learn?

2. Review the military actions that the Houthis have taken in recent months:

<https://www.cbc.ca/news/world/yemen-houthis-government-red-sea-1.7101447>

<https://www.cbc.ca/player/play/2300060739670> [9:39]

<https://www.cbc.ca/player/play/2298624067658> [2:17]

<https://www.cbc.ca/news/world/yemen-houthis-red-sea-attacks-israel-ships-1.7119330>

Against whom are the Houthis taking action?

3. Explore how this conflict has impacted commercial transport in the region:

<https://www.cbc.ca/player/play/2301011011805> [3:21]

<https://www.cbc.ca/news/world/maersk-red-sea-houthi-1.7075236>

<https://www.cbc.ca/news/business/armstrong-houthi-shipping-supply-chains-1.7086745>

How might this affect supply chains around the world?

4. Learn more about the country of Yemen, its ongoing internal conflicts, and the humanitarian crisis affecting many of its citizens:

<https://www.unrefugees.org/emergencies/yemen/>

<https://www.unrefugees.org/news/yemen-crisis-explained/>

<https://www.cbc.ca/strombo/news/yemen-is-the-middle-east-forgotten-crisis>

<https://www.worlddata.info/asia/yemen/index.php>

What did you learn?



INTERNATIONAL

TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND



Houthi supporters attend a rally against the U.S.-led airstrikes on Yemen and in support of the Palestinians in the Gaza Strip on Yemen, in Sanaa, Yemen, on February 9, 2024. (AP Photo/Osamah Abdulrahman)

Adapted from *Caring for Young Peoples' Rights*. Permission granted from TC², The Critical Thinking Consortium. © 2024.



INFOGRAPHIC

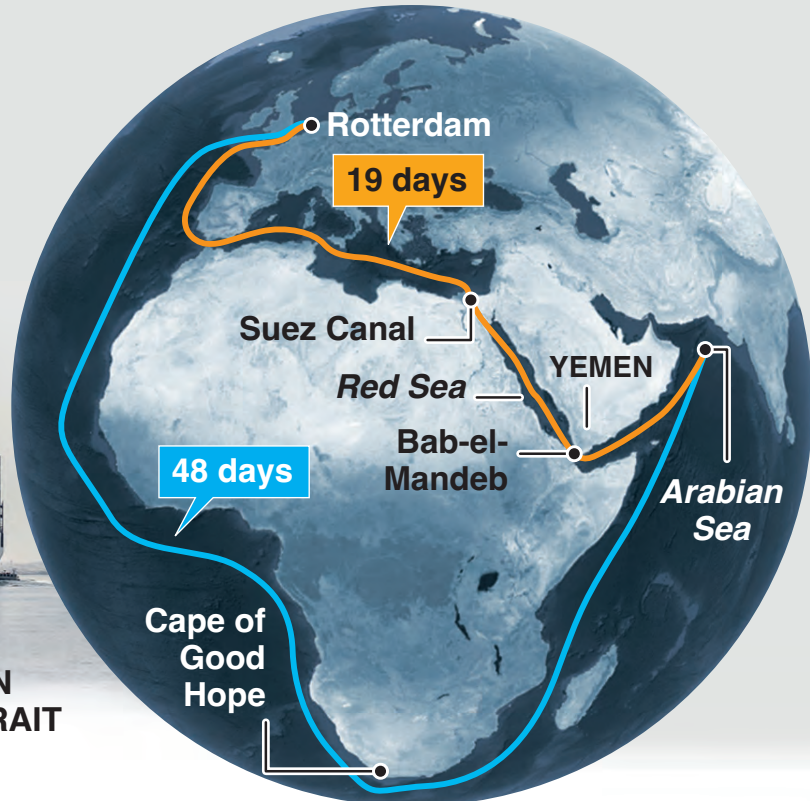
Europe's supply chains strained

Cargo shipments are being disrupted by continued attacks by Houthi militants on vessels in the Red Sea, with many businesses in Europe reporting lengthening delivery times for supplies to reach their factories

SHIPPING ROUTES ►

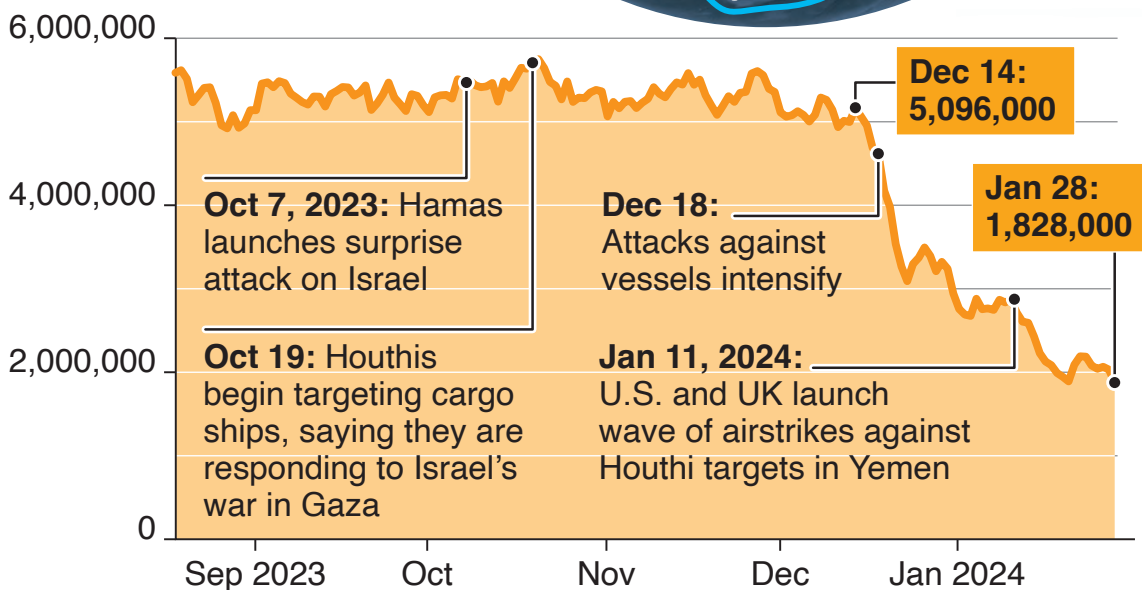
As of Jan 2024*

Attacks forcing most shipping lines to divert to longer route around Africa, increasing fuel costs, insurance fees and crew wages



TRANSIT VOLUMES IN BAB EL-MANDEB STRAIT

Tonnes, 7-day average



*Voyage time calculated for laden Suezmax tankers travelling at 14 knots (25km/hr) without delays from bottlenecks

Sources: FT, PortWatch, EIA

Pictures: Getty Images, Google Earth

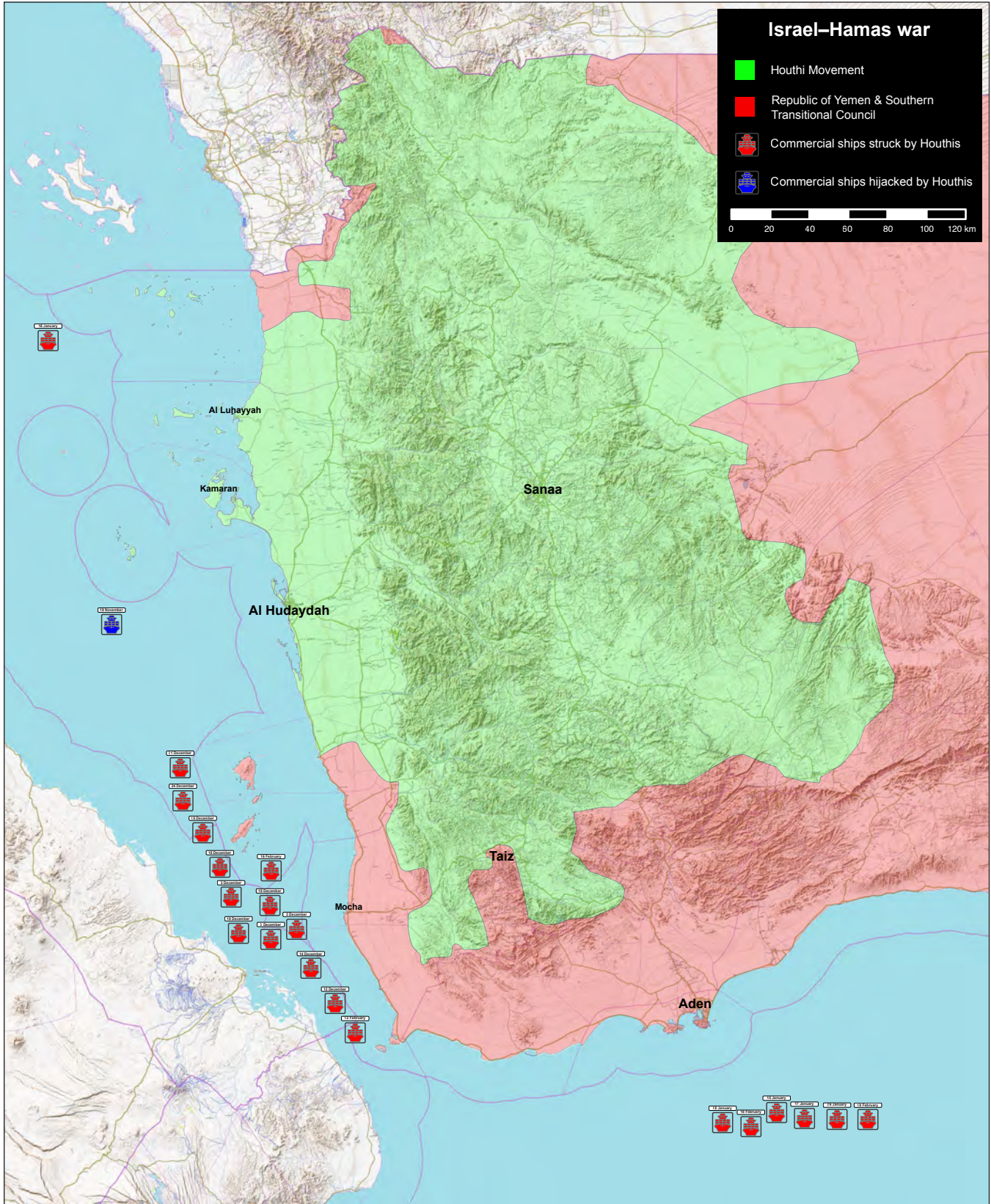
© GRAPHIC NEWS



INTERNATIONAL TROUBLE IN THE RED SEA

– HOUTHIS ATTACK COMMERCIAL SHIPS, THE U.S. AND U.K. RESPOND

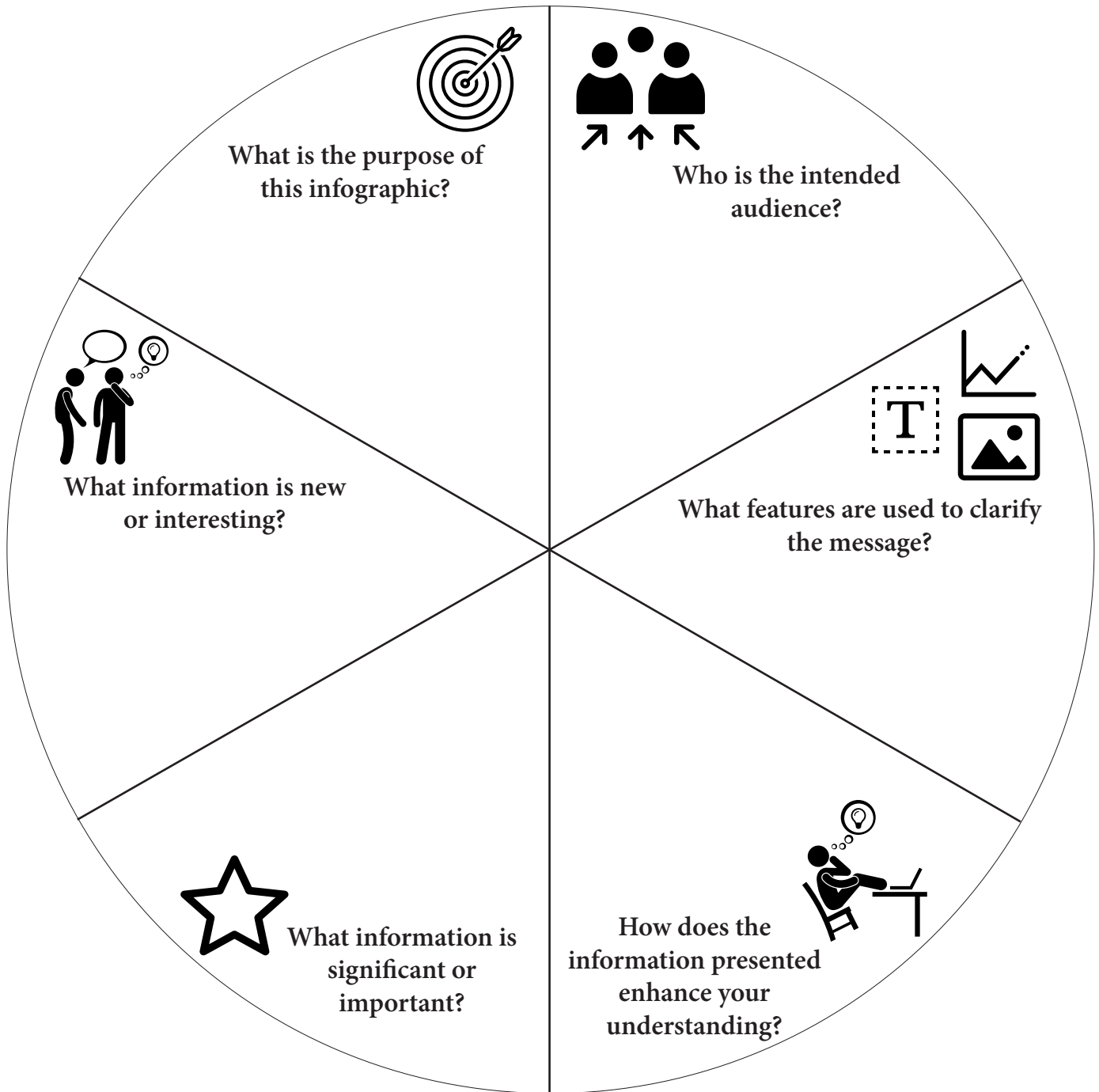
INFOGRAPHIC



https://en.wikipedia.org/wiki/Red_Sea_crisis#/media/File:2023_Israel–Hamas_war_-_Bab-el-Mandeb.svg



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



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 Yemen? Of Saudi Arabia? Of Iran?

B. Analyzing the map:

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

2. In what ways does this map help you to better understand the context of the Houthi attacks in the Red Sea? Explain.





THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

BEFORE READING

1. Write 'solar eclipse' on the board.
2. Have students turn and talk to a partner about what happens during a solar eclipse.
3. Invite students to share their ideas as a class. (*E.g., the Sun is blocked by the Moon; it looks like night during the day; the orbits of the Earth and the Moon line up to hide the Sun; etc.*)
4. Show students this animation of a total solar eclipse:
https://www.youtube.com/watch?v=hyf5JF_VxwM [2:06]
5. Have small groups come up with some questions that they hope to have answered while reading this article.
6. Finally, invite students use those questions to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



THE DISAPPEARING SUN

— TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8



If April 8 is a clear day, many Canadians will watch the Sun vanish. The reason? The Moon will line up perfectly between the Earth and the Sun. This will block the Sun and cast a shadow on parts of Earth. Such an event is called a total solar eclipse.

A PLACE-SPECIFIC EVENT

An eclipse is place-specific. It is only visible along the path where the Moon blocks the Sun. The path where a solar eclipse is complete is called the “path of totality.”

Imagine holding a dinner plate between you and a lamp. Line things up so that it looks like the lamp and plate are about the same size. If you’re directly behind the plate, the lamp will not be visible. Your friend standing beside you may see part of the lamp past the edge of the plate. Someone a few steps away will see the lamp normally. The plate will not affect their view.

For places far from the path of totality, there will be no sign of the eclipse. Places outside the path but near it will see a partial eclipse that dims the sky like twilight. A total eclipse brings near-complete darkness along the path.

Imagine how scary a total solar eclipse seemed to people long ago. To the ancient Greeks, who believed the gods were angry, it **heralded** disaster. The word eclipse comes from the Greek word “ekleipsis.” That translates to “being abandoned.”

A RARE TOTAL ECLIPSE

The diameter of the Sun is about 400 times that of the Moon. How can something so much smaller block the Sun? Because the Sun is about 400 times farther away from the Earth than the Moon is.

If the Moon was only 273 kilometres smaller in diameter, a total eclipse would not be

possible. The same is true if it were any farther from Earth. As it is, the Moon’s orbit around Earth is **elliptical**. When an eclipse happens with the Moon at the far point of its orbit, it can’t block the Sun completely. Instead, a halo of light appears around the Moon. This is called an annular eclipse.

In the far future, total eclipses may no longer occur because the Moon is slipping away from the Earth by a tiny amount (about 3.8 centimetres) each year.

A solar eclipse can happen only during a new moon phase when the Moon is between Earth and the Sun. At such times the Moon appears dark to us.

Why don’t we get an eclipse with every new moon? If the orbit of the Moon around Earth were on exactly the same plane as the orbit of Earth around the Sun, we would. But the orbit of the Moon tilts about five degrees

DEFINITIONS

ELLIPTICAL: shaped like an oval

HERALD: to be a sign that (something) is about to happen



THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

relative to Earth's orbit around the Sun. Usually, when the Moon passes in front of the Sun, the Moon's shadow reaches into space and doesn't fall on Earth.

A PATH OF DARKNESS

The April 8 solar eclipse will create a line of darkness through parts of Mexico, the United States, and Canada. There won't be another total solar eclipse in North America until 2044.

In Canada, the path of totality will travel through the eastern provinces. Some Ontario cities to be plunged into shadow include Port Dover, Niagara Falls, Hamilton, Belleville, Kingston, and Cornwall. In Québec, Sherbrooke, Saint-Georges, and parts of southern Montréal will experience the full eclipse. So will residents of Fredericton, Miramichi, and the northern tip of Cape Breton Island.

Cities closest to the centre of the path of totality will have the longest eclipses. The total eclipse may last just a few seconds or as long as three and a half minutes.

NASA calculates that the eclipse will peak in Canada along the north shore of Lake Erie just before 3:15 pm. Minutes later, it will darken cities along Lake Ontario. It will reach residents of central New Brunswick and

STAYING SAFE

As amazing as the eclipse will be, it's not safe to look at it without protection. The infrared radiation can cause permanent eye damage. Sunglasses aren't enough. Looking through dark material such as a garbage bag won't cut it, either. The same goes for using binoculars or a telescope that don't have a solar filter. You need to wear special eclipse glasses to view an eclipse.

If you don't have eclipse glasses, you can build a pinhole camera to observe the shadow cast by the Moon in miniature.

You can also experience the eclipse with your ears! One free app, Soundscapes, includes an interactive "Rumble Map." It transforms the eclipse into a touch- and sound-based experience. Another option is to build a LightSound Device, developed at Harvard University. It outputs sound based on detected brightness. As the Moon blocks the Sun, the sound levels decrease.

The tools were developed for the Blind and Low Vision community, but anyone can use them to safely enhance the eclipse experience.

western Prince Edward Island after 4:30 their time. Canada's final glimpse of it will be at 5:10 local time in Newfoundland,

A BIG OPPORTUNITY

Total solar eclipses occur about every 400 years or so. The last time Kingston, Ontario, was in the path of totality was nearly 700 years ago, in 1349. The next time will be 375 years from now, in 2399. So cities in the path of totality can expect many visitors on April 8. As the eclipse approaches, they'll see the sky darken. Temperatures may drop by more than five degrees.

Meanwhile, scientists will use this chance to study the Sun's

corona, or outer atmosphere. It's usually impossible to see because the Sun is so bright. They want to better understand why the corona can reach temperatures of millions of degrees. Yet the Sun's surface hovers at around 5500 degrees Celsius. They are also planning experiments involving animal noises. What do they expect to hear? More cricket sounds because many cricket species search for mates in twilight.

They aren't sure exactly what else the eclipse will bring. But unlike the ancient Greeks, they see it as a learning experience – not something to fear. ★

DEFINITIONS

NASA: National Aeronautics and Space Administration – an independent agency of the U.S. federal government responsible for the civil space program, aeronautics research, and space research



THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

COMPREHENSION QUESTIONS

1. Describe the shape of the Moon's orbit around the Earth;

2. When the Moon fully blocks the Sun and casts a shadow on part of the Earth, this is called a(n):

3. What is the **path of totality**?

4. When Sun, Moon, and Earth line up and the Moon is at the far point of its orbit and does not fully block the Sun, this is called a(n):

5. The Moon looks slightly different each night and there are four main lunar phases: a) new moon, b) first quarter, c) full moon, and d) last quarter. In which phase does a solar eclipse occur?

6. Why is there no eclipse every time the Moon is in this phase?

7. Where in Canada will the path of totality travel during the total solar eclipse on April 8, 2024?

8. Describe what will happen as the eclipse approaches. How long will the eclipse last?

9. What do scientists plan to study during the eclipse?

10. Why are people in the path of the eclipse warned not to look at the Sun without proper protection?



THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

QUESTIONS FOR FURTHER THOUGHT

1. The article tells us that the origin of the word “eclipse” comes from the Greek word “ekleipsis” which means ‘being abandoned’. What reasons can you suggest to explain why the ancient Greeks might have used this word to describe a total solar eclipse? Explain.

2. A number of school boards in Ontario and Quebec have switched their school calendar to provide a professional activity day for teachers so that students can stay at home on April 8. They are concerned that the projected time of the total solar eclipse will correspond to the student dismissal time for many of their schools. As you see it, why might these school boards have made this decision? Do you agree or disagree with this decision? Give reasons to support your response.



QUESTIONS FOR ONLINE EXPLORATION

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

1. What is a solar eclipse?

<https://www.asc-csa.gc.ca/eng/astronomy/eclipses/solar-eclipses.asp>

Explain what a solar eclipse is in your own words to a peer.

2. What can we expect on April 8, 2024?

<https://www.yout-ube.com/watch?v=fojTobyNJB8> [2:48]

<https://www.yout-ube.com/watch?v=DUCLzPInVLQ> [1:10]

<https://www.theweathernetwork.com/en/news/science/space/how-to-prepare-for-the-april-8-total-solar-eclipse-across-eastern-canada>

What did you learn?

3. Where and at what time will the 2024 total solar eclipse be the most visible?

<https://www.asc-csa.gc.ca/eng/astronomy/eclipses/total-solar-eclipse.asp>

<https://science.nasa.gov/eclipses/future-eclipses/eclipse-2024/where-when/>

<https://www.yout-ube.com/watch?v=AwlGxVcVNNw> [1:08]

4. Explore the Harvard University LightSound Project site and learn how to build a LightSound Device:

<https://astrolab.fas.harvard.edu/LightSound.html#about>

What did you find interesting?

5. Check out these classroom resources for educators on different types of eclipses:

<https://www.asc-csa.gc.ca/eng/youth-educators/toolkits/solar-and-lunar-eclipses/>

<https://letstalkscience.ca/search/site?keys=eclipse&op=Search>



THE DISAPPEARING SUN

— TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

INFOGRAPHIC

What is a solar eclipse?

Whoa. It's the middle of the day—so why is the sky getting dark?

It's a **Solar Eclipse**



National Aeronautics and Space Administration

TOTAL SOLAR ECLIPSE



Sometimes the moon only blocks part of the sun's light. This is called a **partial solar eclipse**. Other times, the moon blocks all of the sun's light. This is called a **total solar eclipse**.

PARTIAL SOLAR ECLIPSE



A solar eclipse happens when, at just the right moment, the moon passes between the sun and Earth.



As the moon blocks the sun's light, it casts a shadow on part of the Earth. The moon's shadow creates a path as Earth rotates. This path is called the **path of totality**. If you want to experience total darkness during an eclipse, you have to be in the path of totality.

But when they do happen, the moon gives scientists—and the rest of us—a glimpse at the corona's beautiful streams and ribbons.



Thanks, moon!

YOU'RE WELCOME!



Total solar eclipses over the land—where people can see them—don't happen very often.

In that path, the moon completely blocks the sun's light for a few minutes. It gets so dark that it looks like night time during a full moon! If you don't know what's happening, it can be confusing. Animals can get confused too. But this total darkness can also be kind of cool for scientists who study the sun's atmosphere, called the **corona**.

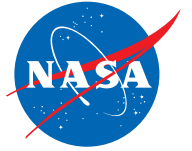
CORONA



The corona is very dim. It's usually hard to see because the sun is so much brighter. But, when the moon blocks the sun's light during an eclipse, all you can see is the light from the corona!



Note: For information about how to safely view an eclipse, go here: <https://eclipse2017.nasa.gov/safety> For more information, visit spaceplace.nasa.gov/eclipse-snap



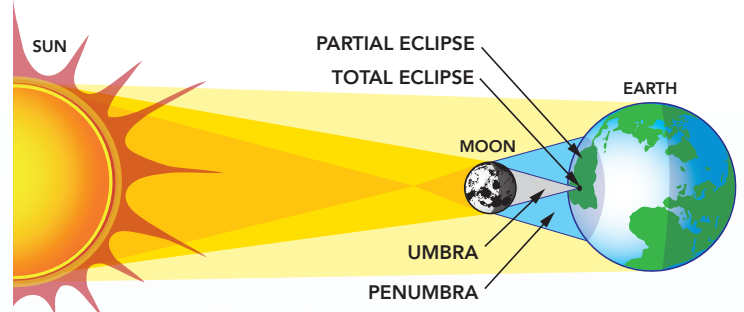
INFOGRAPHIC

Experience a Solar Eclipse



Credit: S. Habbal, M. Druckmüller and P. Aniol

TOTAL SOLAR ECLIPSE



Not to scale: If drawn to scale, the Moon would be 30 Earth diameters away from Earth. The Sun would be 400 times that distance.



Credit: Rick Fienberg, TravelQuest International and Wilderness Travel

In this series of stills from 2013, the eclipse sequence runs from right to left. The center image shows totality; on either side are the 2nd contact (right) and 3rd contact (left) diamond rings that mark the beginning and end of totality respectively.

WHAT IS A SOLAR ECLIPSE?

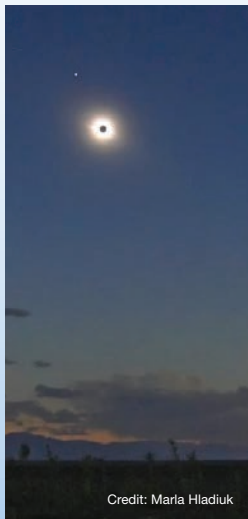
A solar eclipse happens when the Moon moves between the Sun and Earth, casting a shadow on Earth, fully or partially blocking the Sun's light in some areas. There are different types of solar eclipses.

Total Solar Eclipse

For a total eclipse to take place, the Sun, Moon, and Earth must be in a direct line. The people who see the total eclipse are in the center of the Moon's shadow when it hits Earth. The sky will become very dark, as if it were night. Weather permitting, people in the path of a total solar eclipse can see the Sun's corona, the outer atmosphere of the Sun. A total solar eclipse is the only type of solar eclipse where viewers can watch without their eclipse glasses – and they can only remove them when the Moon is completely blocking the Sun.

Annular Solar Eclipse

An annular eclipse happens when the Moon is lined up between the Sun and Earth, but at its farthest point from Earth. Because the Moon is farther away from Earth, it seems smaller. It does not block the entire view of the Sun. The Moon in front of the Sun will look like a dark disk on top of a larger, bright disk. This creates what looks like a ring around the Moon.



Credit: Marla Hladiuk

Known as a hybrid eclipse, sometimes an eclipse can shift between annular and total as the Moon's shadow moves across Earth's surface.

Partial Solar Eclipse

This happens when the Sun, Moon and Earth are not exactly lined up. The Sun will appear to have a dark shadow on only part of its surface. During a total or annular solar eclipse, people outside the Moon's inner shadow see a partial solar eclipse.



WHERE TO WATCH

Find a nice, clear spot with a good view of the sky.



HOW TO WATCH

You can see the Sun and an eclipse with special eclipse or solar viewing glasses. NEVER look directly at the Sun without appropriate eyewear. Regular sunglasses are not safe to view an eclipse. <https://go.nasa.gov/342otvS>



HOW LONG WILL IT LAST

A total eclipse, when the Sun is completely blocked by the Moon, will last up to a few minutes, depending on your location.



Credit: International Space Station

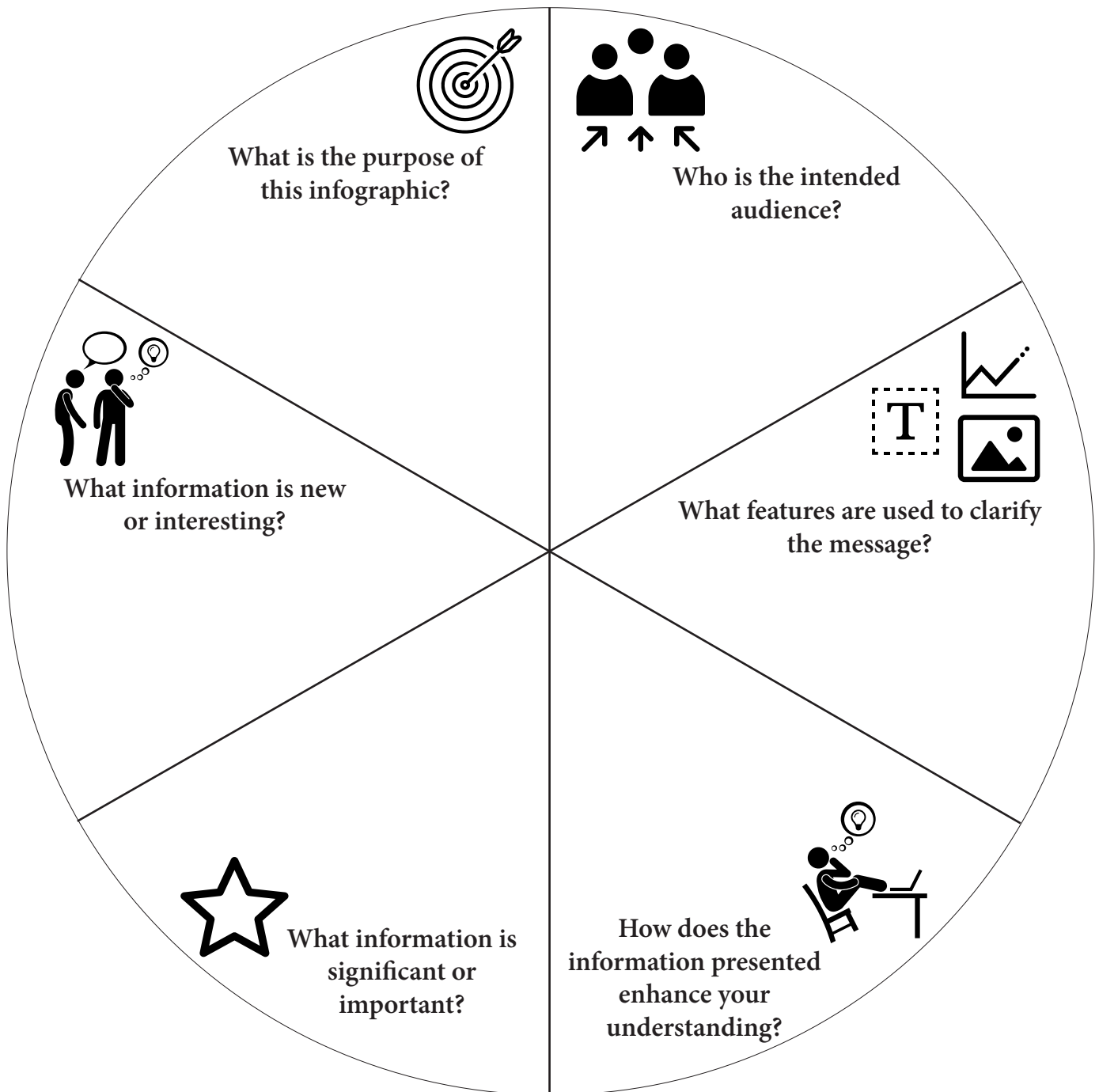
This photo taken from the International Space Station shows the Moon's umbral, or inner, shadow during the total solar eclipse of March 29, 2006.



THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



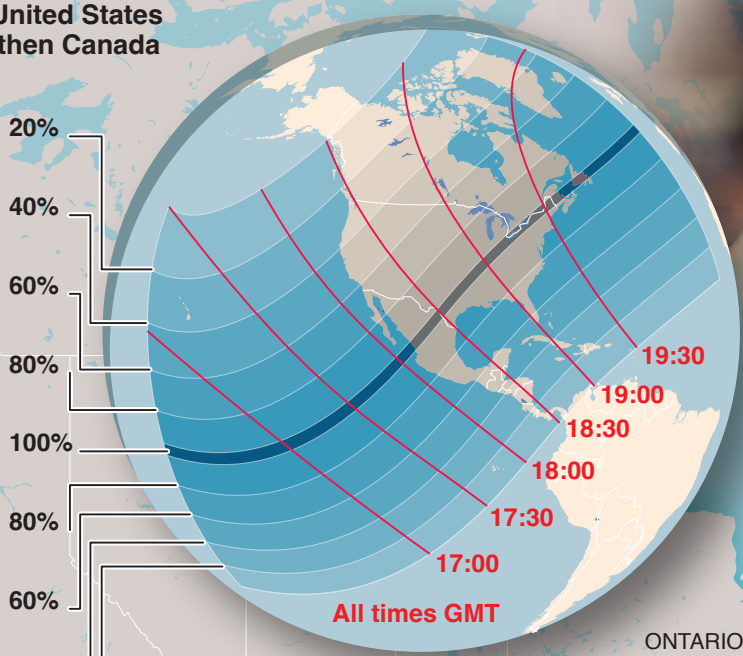
THE DISAPPEARING SUN

- TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

INFOGRAPHIC

Great North American eclipse

On April 8, a total solar eclipse will dazzle millions of people in North America along a path crossing from Mexico into the United States and then Canada




End: Catalina, Newfoundland 19:46GMT

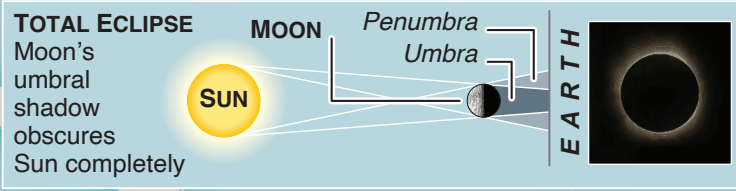
UNITED STATES
More than 31 million people live inside path of totality in U.S.

GREATEST DURATION
4 min, 28 secs
at 18:17GMT,
Nazas, Mexico

Start:
Mazatlán,
Mexico
18:07GMT

TOTALITY PATH
Width 185km
(115 miles)
average


Never look directly at eclipse with naked eye, binoculars, cameras or telescopes without specialised solar filters





THE DISAPPEARING SUN

– TOTAL SOLAR ECLIPSE TO OCCUR IN PARTS OF CANADA ON APRIL 8

PUTTING IT ALL TOGETHER

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

- _____ 1. Which of the following is TRUE about a total solar eclipse?
 a) it often recurs in the same place b) the Moon blocks the view of the Sun
 c) it can last up to 10 minutes d) it occurs with each new moon phase
- _____ 2. The Sun's outer atmosphere is called the:
 a) corona b) sunspot region
 c) ring of fire d) solar flare band
- _____ 3. Why will total eclipses no longer occur in the distant future?
 a) the Moon's orbit is slowing b) space dust will hide the eclipse
 c) the Sun is moving farther away d) the Moon is becoming more distant each year

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

- _____ 5. **True or False?** A solar eclipse can only occur during a full moon phase.

- _____ 5. **True or False?** The surface of the Sun is hotter than its atmosphere.

- _____ 6. **True or False?** Infrared radiation from the Sun can cause permanent eye damage.

C. Fill in the blanks to complete each sentence.

7. The path of _____ is the location on Earth where a solar eclipse is complete.
8. The Moon's orbit around Earth is _____ shaped.
9. NASA: National Aeronautic and _____ Administration.

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

10. What is your understanding of how a solar eclipse occurs? Explain.
- _____
- _____
- _____
- _____
- _____



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. 47. 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. 48);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

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

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

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

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

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

7. You are now ready to begin researching. Have fun!



INQUIRY PROJECT PLANNER

Topic: _____

Inquiry question:

This question is important to me because...

Research questions:

-
-
-
-
-

Resources I'll use:

How I will document my findings:

How I will share what I've learned:

Due:



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:



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.

**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.

**INTERNATIONAL STUDENT CONTROVERSY**

1. How many international students attended Canadian colleges and universities in 2023?

About 1 million.

2. How did these students benefit the Canadian economy?

Foreign students are big economic contributors. In 2020 they spent \$22.3 billion on tuition, rent, and other living expenses. The economic benefits can continue for years. Many students leave Canada after their studies end, but some remain to start businesses, conduct research, or work.

3. Name the federal immigration minister.

Marc Miller (Liberal MP from Quebec.)

4. What did he announce in January regarding foreign student permits?

The minister announced a 35-percent reduction in new foreign student permits in 2024. The number will be capped at 364,000, and won't change for two years. Each province/territory will receive a permit quota based on population to distribute to universities and colleges in their jurisdiction.

5. List the main reason why Ottawa decided to reduce the number of permits for international students.

Mr. Miller said that some private institutions only want to make easy money, not offer students a good education. By capping student permits to allow governments to decide which schools can admit foreign students, these substandard schools will have to close.

6. List at least one other reason why the number of foreign student permits was reduced.

Mr. Miller also said a large influx of foreign students further worsens the national healthcare and housing crises. (Many Canadians can't find a doctor and many emergency rooms are strained. The demand for decent affordable housing vastly exceeds the low supply – especially in larger cities.)

7. How much money will foreign students must now access to in addition to their tuition fees?

Starting this September foreign students must also show they can access \$20,635 for living expenses – more than double what was previously required. (Ottawa says this measure will protect foreign students, who sometimes take jobs where they are exploited.)

8. How do tuition fees for foreign students compare to the fees paid by Canadian students?

Colleges and universities usually charge international students three to five times more for tuition fees than Canadian students. (Many post-secondary institutions have frozen fees for domestic students and many schools have also experienced funding cuts from provincial governments.)

9. Why are some universities and colleges opposed to the reduced number of foreign student permits?

Fees paid by international students at colleges and universities have not been frozen and many post-secondary institutions have used these higher tuition fees to fund other programs. If the number of foreign students falls, financial problems are likely to affect colleges and universities.

Quiz: 1. d; 2. b; 3. c; 4. False; 5. True; 6. False; 7. provincial; 8. tuition; 9. 20; 10. *Answers will vary.*



GRAPHING

The number of foreign students attending Canadian schools, colleges and universities has increased over the past few years. According to Statistics Canada, there were 684,385 temporary residents in Canada with a study permit in 2023.

Complete the table below to show:

- the total number of study permits issued by Ottawa from 2015 to 2023 (line 2)
- the number permits issued to students from the top five countries (lines 3 - 7)
- the number of study permit holders from all other countries (line 8)

The following source will help:

<https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee/resource/b505b9bc-d375-4525-af39-afdf25639acf>

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023
Canada	219,035	264,285	314,985	354,275	400,590	255,580	443,705	548,720	684,385
India	31,920	52,625	82,935	107,020	138,600	80,875	169,330	225,820	278,860
China	65,860	76,840	82,690	84,980	84,140	57,705	55,785	51,740	58,430
Nigeria	6,325	6,160	5,945	6,505	7,505	5,835	9,515	16,110	37,675
Philippines	1,880	2,895	2,750	4,070	6,303	4,360	14,350	25,265	33,945
France	11,855	11,825	13,220	13,415	14,510	7,935	19,995	16,625	15,540
All Others	101,195	113,939	127,445	138,285	149,532	98,870	174,730	213,160	259,935

Complete the following assignment:

Part A - Pie Chart

- Use the data in rows 3 to 8 to create a pie chart to show the distribution of study permits in 2023.
- Use the following colour scheme:

India - orange; **China** - red; **Nigeria** - pink; **Philippines** - green; **France** - blue; **All Others** - purple.

- Label your chart with a proper title.
- Examine your chart. What observations can you make and what conclusions can you draw? Explain

Part B - Line Graph

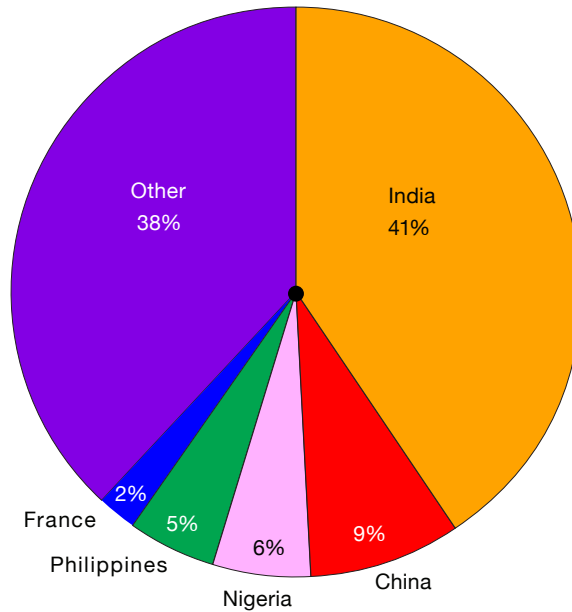
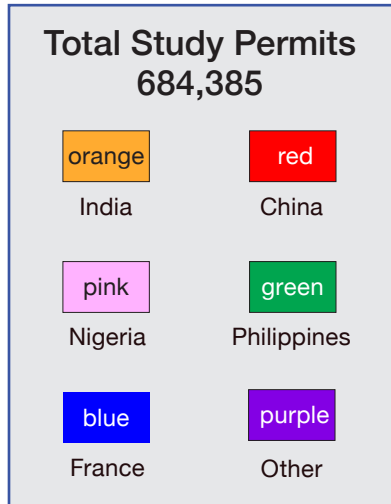
- Use the table above to plot a line graph. Draw a line for each country listed in rows 3 to 7 to show the number of temporary study permits from 2015 to 2023.
- Use the following colour scheme:

India - orange; **China** - red; **Nigeria** - pink; **Philippines** - green; **France** - blue.

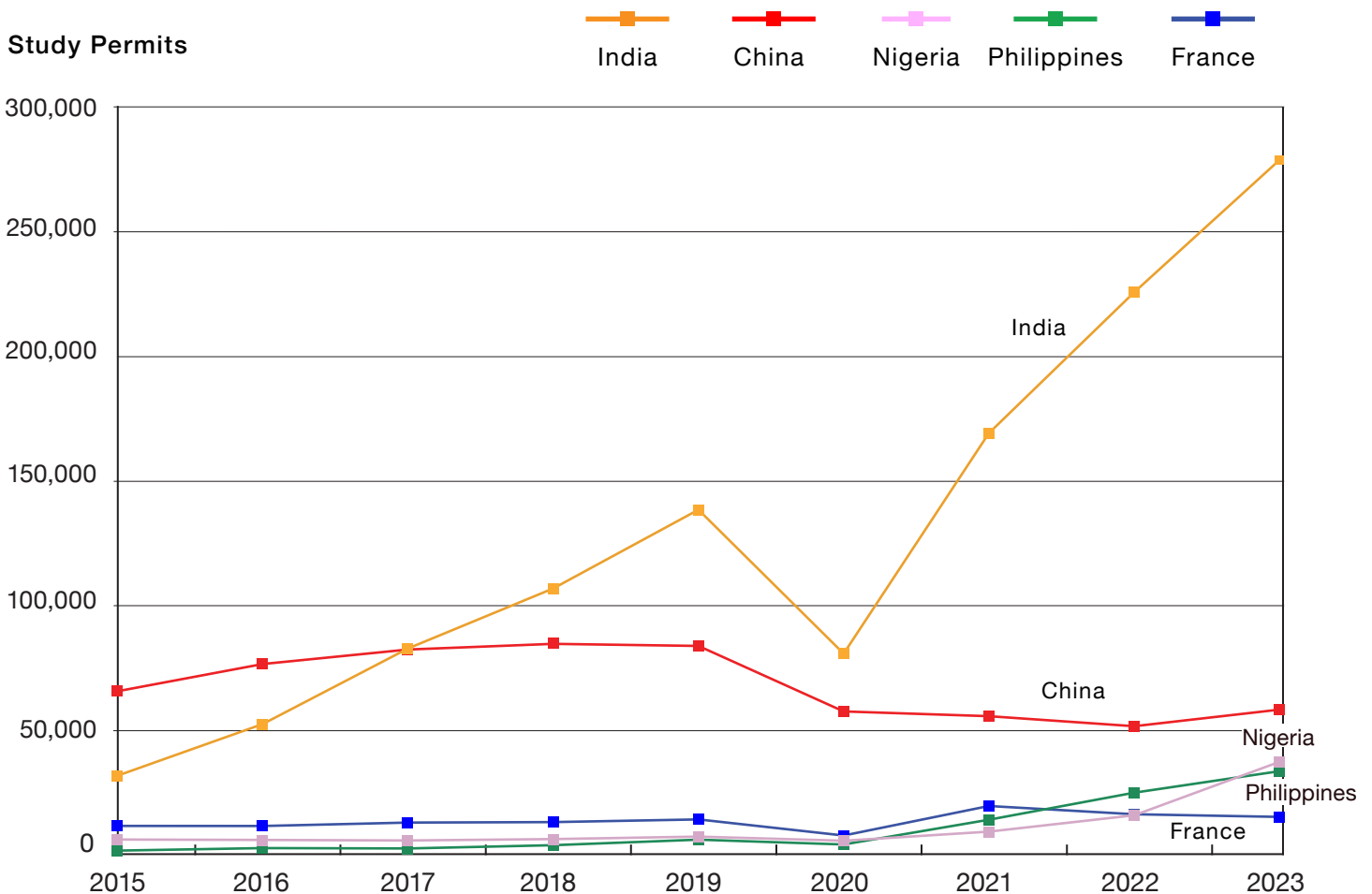
- Label your graph with a proper title.
- Examine your graph. What observations can you make and what conclusions can you draw? Explain



Temporary Residents In Canada With Study Permits: 2023



Temporary Study Permits: 2015 to 2023





A CAR THEFT EPIDEMIC IN CANADA

1. How often is a vehicle stolen in Canada?

Every six minutes.

2. How many vehicles were stolen across Canada in 2022? **About 105,000 (the largest number in 10 years)**

3. How much did Canada's vehicle theft rate increase in 2022? What was the increase in Central Canada? In Eastern Canada?

The Canada-wide vehicle theft rate rose by 27 percent. The number of vehicles stolen in Quebec and Ontario spiked by 50 percent and it jumped by 33 percent in Atlantic Canada. (Interpol says Canada is now a major source of stolen cars and trucks.)

4. How much do vehicle thefts cost insurance companies per year?

An estimated \$1.2 billion (three times more than in 2018.)

5. Explain how the recent pandemic contributed to this increasing problem.

Factory lockdowns and supply chain blockages during the worldwide pandemic created a shortage of computer chips and auto parts. Production slowed which then created a vehicle shortage and it triggered a rise in global consumer demand.

6. How has new technology contributed to increased car thefts?

Most new vehicles rely on computers. Criminals have learned how to hack anti-theft devices and how to copy wireless signals that start cars with push-button ignitions. (Criminals in Canada believe they likely won't get caught but if that happens they think the penalty will be light.)

7. List at least three popular vehicles that are targeted by thieves.

The most popular are 1) Honda CR-Vs, 2) Dodge Ram trucks, 3) Ford F150 trucks and 4) the Lexus RX luxury series. (Newer vehicles are targeted since they are easier to sell and fetch higher prices.)

8. What does VIN stand for?

Every car and truck has a unique VIN = Vehicle Identification Number. Usually one is located on top of the dashboard in plain sight, but others are hidden under the frame or in the trunk.

9. What happens to many stolen vehicles that stay in Canada?

They often receive a new fake VIN. They are then sold to buyers who aren't aware of their history.

10. What is the most common route and method that is used to send stolen cars out of Canada?

Authorities say that many are sent to the Port of Montreal and leave Canada in containers. (In 2023, some 760,000 containers left Montreal. The Canada Border Services Agency (CBSA) only intercepted 1800 stolen vehicles – a tiny portion of those that passed through.)

11. Where do many stolen cars that leave Canada end up? Why are they shipped there?

The destination is Africa or the Middle East because there they can be sold for a high price.

Quiz: 1. c; 2. a; 3. b; 4. True; 5. False; 6. True; 7. Number; 8. six; 9. Montreal; 10. *Answers will vary.*



TROUBLE IN THE RED SEA

1. Who are the Houthis? What territory do they control?

The Houthis are an armed political and religious group that controls much of western Yemen.

2. How did the Houthis gain power in Yemen? Which country helped them?

In the early 2000s, the Houthis staged a series of rebellions. They wanted greater control of their homeland in the north. In 2014, Iran helped the Houthis gain control of much of western Yemen. The rebels captured the capital, Sanaa, and forced the president of Yemen to flee.

3. How did Saudi Arabia react to these developments? Why was Saudi Arabia concerned?

The Saudis organized a military coalition of Arab states to restore Yemen's president to power. Saudi Arabia also saw the Houthis as an Iranian-backed threat to the regional balance of power.

4. Describe the proxy war that broke out in Yemen in 2014.

A war that involved Saudi Arabia and Iran and other countries began. Over 160,000 people have died in the conflict and some four million more have been displaced. A truce took hold in 2022 and the fighting has subsided. (Many thousands of civilians have also died due to starvation and disease. Currently 17 million Yemenis face food insecurity. The life expectancy for Yemeni men is 61 years.)

5. List at least two other important facts about Yemen and the Red Sea.

- i) The population of Yemen is 34.5 million (Yemen is about half the size of Ontario).**
- ii) Yemen is one of the world's poorest countries.**
- iii) Yemen borders Saudi Arabia to the north and Oman to the east.**
- iv) Most Yemenis follow Sunni Islam, but the Houthis are part of a Shia Muslim minority.**

6. How long is the Red Sea?

It is 1900 kilometre long and it separates northeast Africa from the Arabian Peninsula. (Countries with Red Sea coastline include Djibouti, Eritrea, Sudan, Egypt [Africa] and Yemen and Saudi Arabia [Middle East]).

7. How important is this water body to the world economy? Explain.

The Red Sea is a vital shipping route that connects to the Mediterranean via the Suez Canal. Every year about 12% of all international trade and 30% of all global container traffic pass through, carrying goods worth billions of dollars. (The route to Europe is about ten days shorter than around Africa.)

8. What military action did the Houthis carry out in recent weeks against cargo ships in the Red Sea?

The Houthis launched missiles and armed drones and attacked some 45 ships sailing near Yemen. (Iran is believed to have supplied the weapons and trained the Houthis.)

9. Explain why they did this.

The Houthis claim they are responding to the war that began on October 7 between Israel and Hamas. The Houthis are enemies of Israel and say they are targeting only Israeli-linked ships to pressure Israel to end the war. (Various ships have been attacked that are not linked to Israel.)

**TROUBLE IN THE RED SEA**

10. What measures were put in place to protect commercial shipping in the region?

Some merchant ships chose to travel around Africa. The U.S. also organized an international maritime security force (Operation Prosperity Guardian) to protect cargo ships in the region. Many Houthi missiles and drones have been destroyed by military ships but some have hit their targets. On January 12, the U.S. and the U.K. carried out air strikes on Houthi targets. Additional air strikes occurred in the following weeks.

Quiz:

1. b; 2. d; 3. c; 4. True; 5. True; 6. False;
7. 1900; 8. Gaza; 9. ten; 10. *Answers will vary.*



THE DISAPPEARING SUN

1. Describe the shape of the Moon's orbit around the Earth;

The Moon travels around the planet in an elliptical orbit – an elongated circle. (Each orbit takes 27,322 days. The Moon spins on its axis exactly once each orbit.)

2. When the Moon fully blocks the Sun and casts a shadow on part of the Earth, this is called a(n):

Total solar eclipse

3. What is the **path of totality**?

The area on Earth where the Moon blocks the Sun completely during a total solar eclipse.

4. When Sun, Moon, and Earth line up and the Moon is at the far point of its orbit and does not fully block the Sun, this is called a(n):

Annular eclipse. (A ring of light [called a “ring of fire”] appears around the Moon, like a halo.)

5. The Moon looks slightly different each night and there are four main lunar phases: a) new moon, b) first quarter, c) full moon, and d) last quarter. In which phase does a solar eclipse occur?

New moon phase

6. Why is there no eclipse every time the Moon is in this phase?

The Moon's orbit tilts about 5 degrees relative to the Earth's orbit around the Sun. Usually when the Moon passes in front of the Sun, the Moon's shadow reaches into space and does not fall on the Earth.

7. Where in Canada will the path of totality travel during the total solar eclipse on April 8, 2024?

The path of totality will travel up from Mexico, through the U.S. Midwest and then through Southern Ontario and Southern Quebec, central New Brunswick, western Prince Edward Island, and finally central Newfoundland.

8. Describe what will happen as the eclipse approaches. How long will the eclipse last?

As the eclipse approaches, the sky will darken and temperatures may drop by about five degrees. The eclipse may last from just a few seconds to three and a half minutes.

9. What do scientists plan to study during the eclipse?

Scientists will study changing animal noises (e.g. crickets). Researchers will also examine the Sun's corona (outer atmosphere) to determine why its temperature can reach millions of degrees while the surface of the Sun is around 5500 degrees Celsius. (This energy transfer is one of the unanswered questions in astronomy. The Sun's brightness usually makes the corona impossible to view. Viewers with proper safety equipment can see the corona.)



THE DISAPPEARING SUN

10. Why are people in the path of the eclipse warned not to look at the Sun without proper protection?

It's dangerous to look at the eclipse without proper protection. Sunglasses don't offer proper protections and looking through a dark material like a garbage bag also won't work. It's not the light that's the problem – it's the infrared radiation that can cause permanent eye damage.

Quiz:

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

7. totality; 8. elliptical/oval; 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

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



What in the World?

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

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



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

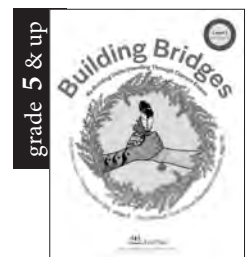
Product details: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.
Currents4Kids/Infos-Jeunes: Grades 3 and up (1 reading level).
News4Youth/Infos-Ados: Grades 5 and up (3 reading levels).



Building Bridges

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

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



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Contact us for a sample copy or free demo.

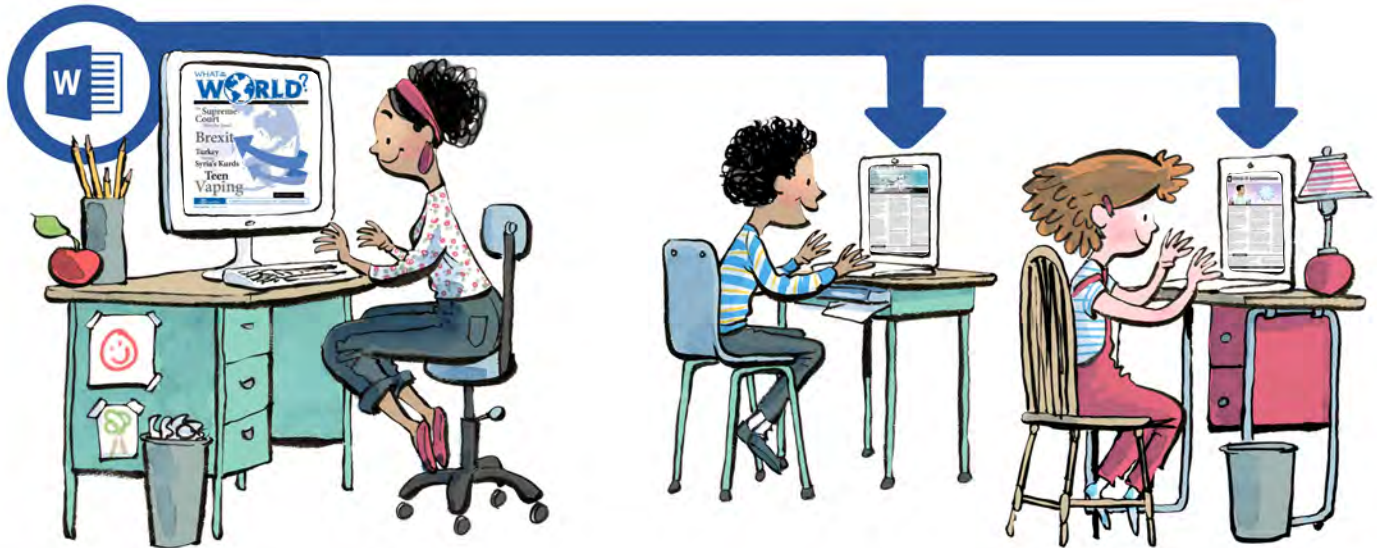
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Students Can Work In Word/Google Docs...



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

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2023 – 2024 Publication Schedule

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 1^{er} 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 1^{er} 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.

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PDF/WORD SUBSCRIPTIONS: 2024-2025

Publication	Language	Grade Level	Price		Amount
			4 issues (Sept. - Dec.)	8 issues (Sept. - May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>Nos Nouvelles</i>	Français	À partir de la 3 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Le Monde en Marche</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
			5 issues (Sept. - May)		
<i>Building Bridges</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$180		
<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$180		
<i>Bâtir des ponts</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 180 \$		
<i>Bâtir des ponts</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 180 \$		
Subtotal A					\$

ONLINE INTERACTIVE SUBSCRIPTIONS: 2024-2025

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



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



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