WHAT IN THE WORLD?

Level 2 (Grades 8 and up)

All About EV Batteries

The U.S. Primaries

An Election in Taiwan

Tobacco Use in Canada

2023/2024: Issue 5

LesPlan

A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

WHAT IN THE WORLD?

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Level 2, 2023/2024: Issue 5

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HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

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

MISSION STATEMENT

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

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

K. Camelon, Grade 7/8 teacher

Admaston, ON

PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at:

www.lesplan.com/subscribers

TO THE TEACHER

SUGGESTED APPROACH

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

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

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

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

After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher's goals and the needs and interests of the class.

Literacy	Inquiry	Media Literacy
• comprehension questions • focused reading or notemaking strategy and accompanying organizer	• online exploration • critical thinking questions • self-directed inquiry project	• analyzing visuals (eg, 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.

National ALL ABOUT BATTERIES – And Canada's Future as an EV Leader

BEFORE READING

1. Write 'EV' on the board.

2. In small groups, ask students to discuss the advantages of driving an EV. (*E.g., environmentally friendly; they don't burn fossil fuels; supports reducing climate change and our carbon footprint; they use electricity; they create jobs in other fields (mining and battery production); they're quieter to operate; etc.*) Share ideas as a class.

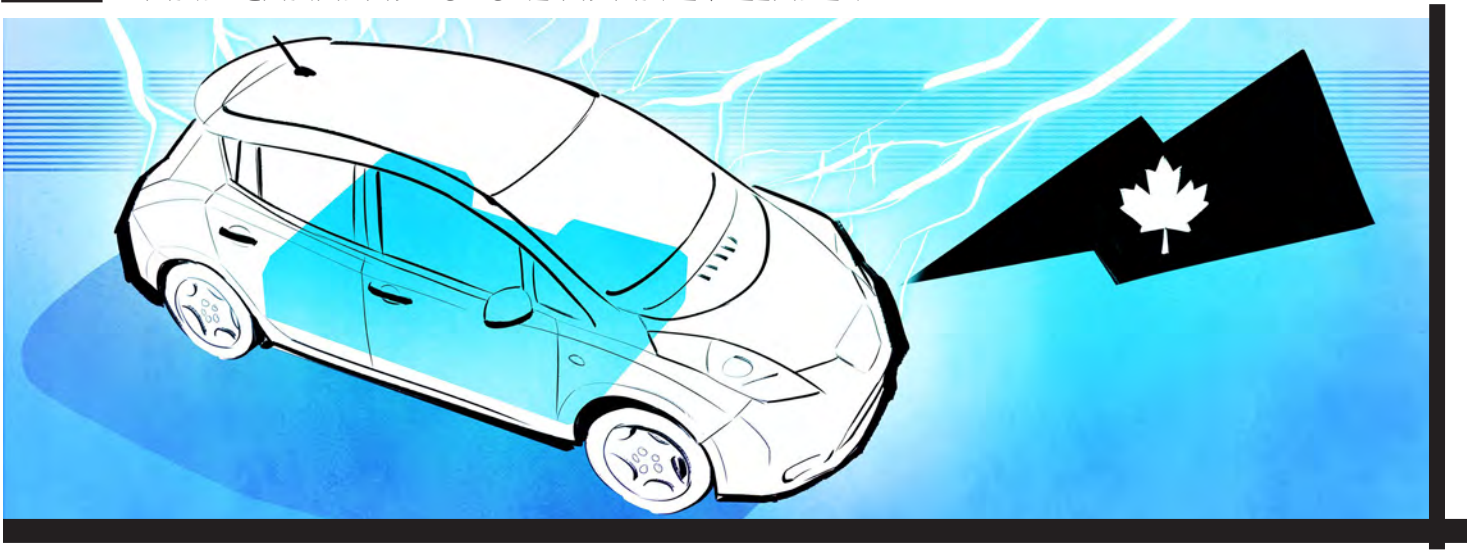
3. Have the same groups now discuss the disadvantages of driving an EV. (*E.g., they're hard to get – you need to order them and wait; the battery might die while you're on the road; it's hard to find a charging station; they're more expensive; we will lose jobs in the fossil fuel industry; etc.*) Share ideas as a class.

4. Share the title of the article with students: "All About Batteries – and Canada's Future as an EV Leader".

5. Ask students to share what they know about how EV batteries are made and Canada's investments in EVs. (*E.g., EV batteries are made from metals – lithium, nickel, cobalt, graphite, manganese; there are 2 new EV battery plants under construction in Ontario – Stellantis & Volkswagen; the federal government offers incentives for people to buy EVs; etc.*)

6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 53) as needed.

National
ALL ABOUT BATTERIES
– And Canada's Future as an EV Leader



Canada could experience a mining and manufacturing **bonanza** as the world moves away from producing cars and trucks that rely on **fossil fuels** to run, experts say.

The reason? Our country has a healthy supply of the **natural resources** needed to build the batteries that power electric vehicles (EV). As well, we have the will and capacity to make these batteries in Canadian factories. And estimates are that by 2030, EVs could account for half of all new passenger vehicles sold worldwide.

If everything falls into place, reports Clean Energy Canada, a group promoting a greener economy, our nation could develop an EV battery **supply chain** of factories and ore production sites that would create a whopping 250,000 jobs by 2030. What's more, by doing so we could pump up our economy by $48 billion every year. That's a massive influx of cash. So what are we waiting for?

Not so fast! We have several positives going for us, analysts of the EV industry point out. But it's going to take hard work, a huge financial commitment, and cautious environmental practices before we can exploit our **competitive advantage** to the fullest.

Here's where we stand now and here's why battery building in Canada could take time.

Riches under the Earth

Canada is one of the world's leading mining nations and that's a big plus. After all, five minerals – lithium, nickel, cobalt, graphite, and manganese – are needed to make EV batteries. Our nation has deep underground reserves of several of these ores and 17 mines across the country are already producing some of them.

There's real potential to dig down for much more of them, too, but it will take some doing.

Let's consider lithium first. At present, most EV batteries are lithium-based. Canada has an estimated 3.2 million tonnes of lithium oxide waiting to be tapped underground. In the past, however, when lithium was used to make ceramics and pharmaceuticals, mining it wasn't a priority because there was a limited market for it.

But as sales of EVs take off, that has changed. So in 2023, two firms took over a non-operating lithium mine in Quebec. The downside? Both firms are foreign-owned. The re-opened mine stands to create jobs locally, but Canada might not reap the full economic benefits.

Next up: Nickel. Here's where we shine. Canada is one of the three largest producers of battery-grade nickel in the world and nickel makes up about 65 percent of the metal in EV batteries.

Foreign companies own our major nickel mines, too. And today, most of the nickel they produce is used

DEFINITIONS

BONANZA: a situation in which people can make a lot of money or be very successful

COMPETITIVE ADVANTAGE: a condition or circumstance that puts a company or country in a favorable or superior business position

FOSSIL FUEL: fuel such as coal or oil that was formed over millions of years from parts of dead animals or plants

NATURAL RESOURCE: materials and energy that occur naturally and are used in economic activities

SUPPLY CHAIN: a network of companies and people that are involved in the production and delivery of a product or service

to make steel. But recently, mining firms such as Vale Canada and Canada Nickel have been ramping up production. Vale has said that the additional nickel will be used to produce EV batteries in Canada.

Then there's cobalt, which makes up about 20 percent of EV batteries. We hold around three percent of the world's cobalt reserves but we haven't been mining a lot of it. Most of the cobalt we do collect is a **byproduct** of nickel mining.

The fourth metal in question is graphite. Canada has just two percent of the world's graphite reserves and in 2021 just one Canadian mine located in Quebec was producing graphite. As for manganese, Canada produces very little and has no plans to up its output.

Playing the long game

Still, many mining companies are betting on Canada as new deposits of ore continue to be found. And we know there is even more metal to exploit, but accessing it is problematic. Why? Because much of it is in an area known as the Ring of Fire, a remote 5000-square-kilometre patch of volcanic rock in Ontario about 540 kilometres northeast of Thunder Bay.

Geologists say the region holds a wide range of metals, including mission-critical nickel, that could be worth as much as $90 billion. But no roads run through this territory so until some are put in place, ore has no way to get to market.

Yet a cost comes with building infrastructure there. Some observers fear that mining and other development could permanently scar one of the few **pristine** regions left in Canada.

The bottom line? **Red tape**, environmental concerns, consultations with Indigenous communities, and long completion timeframes mean it could be years before new mines are functioning.

A special expertise

As things now stand, Canada exports most of the minerals it extracts for the production of EV batteries.

Why send them elsewhere? Ores need to be highly purified before they can be turned into battery components. That calls for a lot of processing and refining – something only a handful of companies worldwide can handle.

Producing a metal-rich powder called cathode active material, or CAM, is particularly hard and very few facilities in North America can do it. As long as that's the case, we'll have to continue shipping these ores to Asia, where most refining takes place.

The industry is hoping a B.C. company called Nano One Materials Corp. can change that. It has **patented** a process for making CAM.

Once refining is localized and other hurdles have been overcome, though, Canada could be in a great position to supply metals to EV manufacturing facilities across the continent.

Canadian-made batteries

In any event, the federal government clearly believes that Canada has a great future – not only in mining ore for EV batteries but in making the actual batteries themselves. Higher salaries and other factors make building a battery plant here up to four times more expensive than in Asia, so government support is needed.

To that end, Ottawa is offering billions of dollars in **subsidies** to companies willing to take the plunge. Along with Quebec, it has already invested in a Montreal battery plant expected to be the size of 300 football fields. The project is on hold due to environmental concerns, but if approved, it could make one million EV batteries a year.

Ontario and Ottawa have also invested tens of billions in two EV battery plants to be built in that province.

What's more, vehicle manufacturer Honda is rumoured to be considering building both a vehicle and battery plant in Canada.

The dead battery issue

All this is exciting. But there's another fly in the ointment to contend with. While electric cars are eco-friendly, observers worry about how to dispose of their batteries when they reach the end of their lifespan. That's because some of the elements used to make them, such as cadmium, arsenic, and nickel, are toxic and can't be dumped in landfill.

No question, there's much to consider as Canada takes this leap into the future – and the risks can't be dismissed. But if we can resolve the downsides, our nation could be a world leader in the field of EV batteries. ★

Definitions

byproduct: a substance that is produced during the process of making or destroying something else
patent: an official right to be the only person to make, use, or sell a product or an invention; a document that proves this
pristine: not developed or changed in any way; left in its original condition
red tape: official rules that seem more complicated than necessary and prevent things from being done quickly
subsidy: money paid by a government to reduce the costs of services or of producing goods to keep prices low

Comprehension Questions

1. How are most cars and trucks powered?

2. What changes are predicted to the way passenger vehicles are powered by 2030?

3. How might Canada benefit if these projections pan out and a large auto battery supply chain is established?

4. List the five metals used to produce EV batteries.

5. Which two metals are currently in short supply in Canada?

6. What happens now to most of the minerals mined in Canada for EV battery production? Explain why this is happening.

7. Why is Canada a good location to manufacture electric vehicle batteries?

8. What is the **Ring of Fire**? Where is it located?

9. Why is this region important to EV production in Canada?

10. What obstacles are preventing mining companies from setting up in the Ring of Fire?

QUESTIONS FOR FURTHER THOUGHT

1. The article states that most of the lithium and nickel mines in Canada are owned by foreign countries. As you see it, what are the advantages and disadvantages of having foreign companies set up business in Canada? Support your ideas with examples.

2. Canada has established a goal of net-zero emissions by the year 2050. How might the investments it is making into mining and EV battery production now impact that goal? Explain.

3. Although EVs are eco-friendly, there is concern from environmental groups about how to recycle EV batteries once they reach the end of their lifespan. How do you predict that this concern will be managed in the future? Provide examples to explain your thinking.

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn how an EV plant functions: **https://www.cbc.ca/player/play/2182042179695** [7:09](podcast)

What did you learn?

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2. Learn more about the two EV plants that are being built in Ontario by Volkswagen and Stellantis, and Honda's plans to set up shop here in Canada:
Volkswagen: **https://www.yout-ube.com/watch?v=DPrhh2LiF6o** [1:59]
https://www.cbc.ca/news/canada/london/st-thomas-ev-battery-plant-volkwagen-subsidy-1.6876156

Stellantis: **https://www.yout-ube.com/watch?v=ob5iGPwyGmw** [2:52]
https://www.cbc.ca/news/canada/windsor/deal-struck-battery-plant-windsor-stellantis-lg-solution-1.6861649

Honda: **https://www.yout-ube.com/watch?v=nMzsLNo79EA** [8:55]
https://www.yout-ube.com/watch?v=SERxouetsso [3:56]

What questions do you have?

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3. Visit the sites of four companies who support Canada's future as an EV leader:
https://cleanenergycanada.org/
https://vale.com/canada
https://canadanickel.com/
https://nanoone.ca/

What did you find interesting?

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4. Explore the Ring of Fire and the Indigenous consultations that are ongoing in this mineral-rich region:
https://www.cbc.ca/news/canada/thunder-bay/ring-of-fire-mining-claims-rise-1.7051094
https://www.cbc.ca/news/canada/thunder-bay/northern-road-link-consultations-1.6999256
https://www.cbc.ca/news/canada/toronto/ont-ring-of-fire-1.6991468

What do you predict will be the outcome of these consultations?

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5. How do EV batteries and cars work?
https://www.yout-ube.com/watch?v=IX-_OJ7ueTc&t=90s [1:46]
https://auto.howstuffworks.com/fuel-efficiency/vehicles/electric-car-battery.htm

6. Learn more about why recycling EV batteries poses environmental concerns:
https://www.cbc.ca/news/business/electric-vehicle-battery-recycling-1.6695010
https://www.cbc.ca/listen/live-radio/1-80-afternoon-drive/clip/16026956-dead-ev-batteries-pose-environmental-concern [8:11] (podcast)

INFOGRAPHIC

BYD's bid to conquer EV markets

China's biggest electric vehicle producer BYD is betting low prices and producing its own batteries and chips will make it a global EV leader. Sales of battery EVs exceeded 7.68 million in 2022

Price of BYD's Seagull starts at just $10,400. Its 55-kilowatt motor and 30-kilowatt-hour battery provide 300km range and top speed of 128km/h

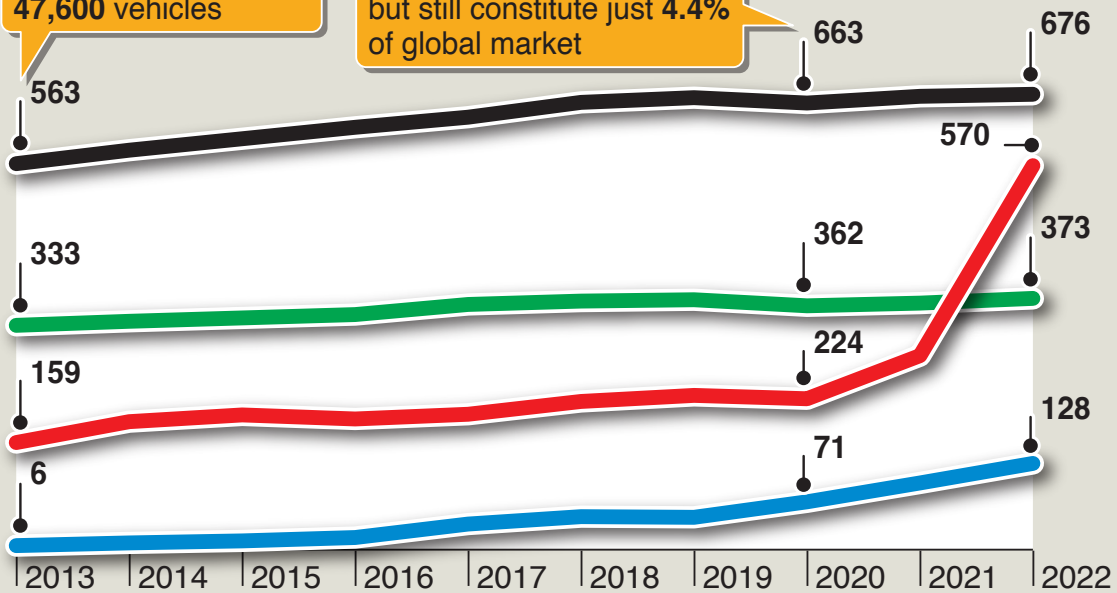
Global workforce *(thousands, fiscal year-end)*

BYD · Volkswagen · Toyota · Tesla · Global electric vehicle sales

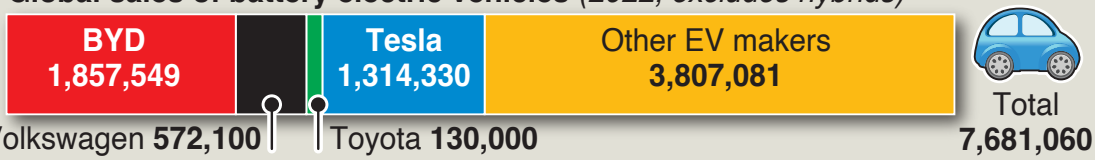
2013: Global sales reach **47,600** vehicles

2020: Sales grow to **3.1 million** units, but still constitute just **4.4%** of global market

2022: 14% of all new cars sold are electric



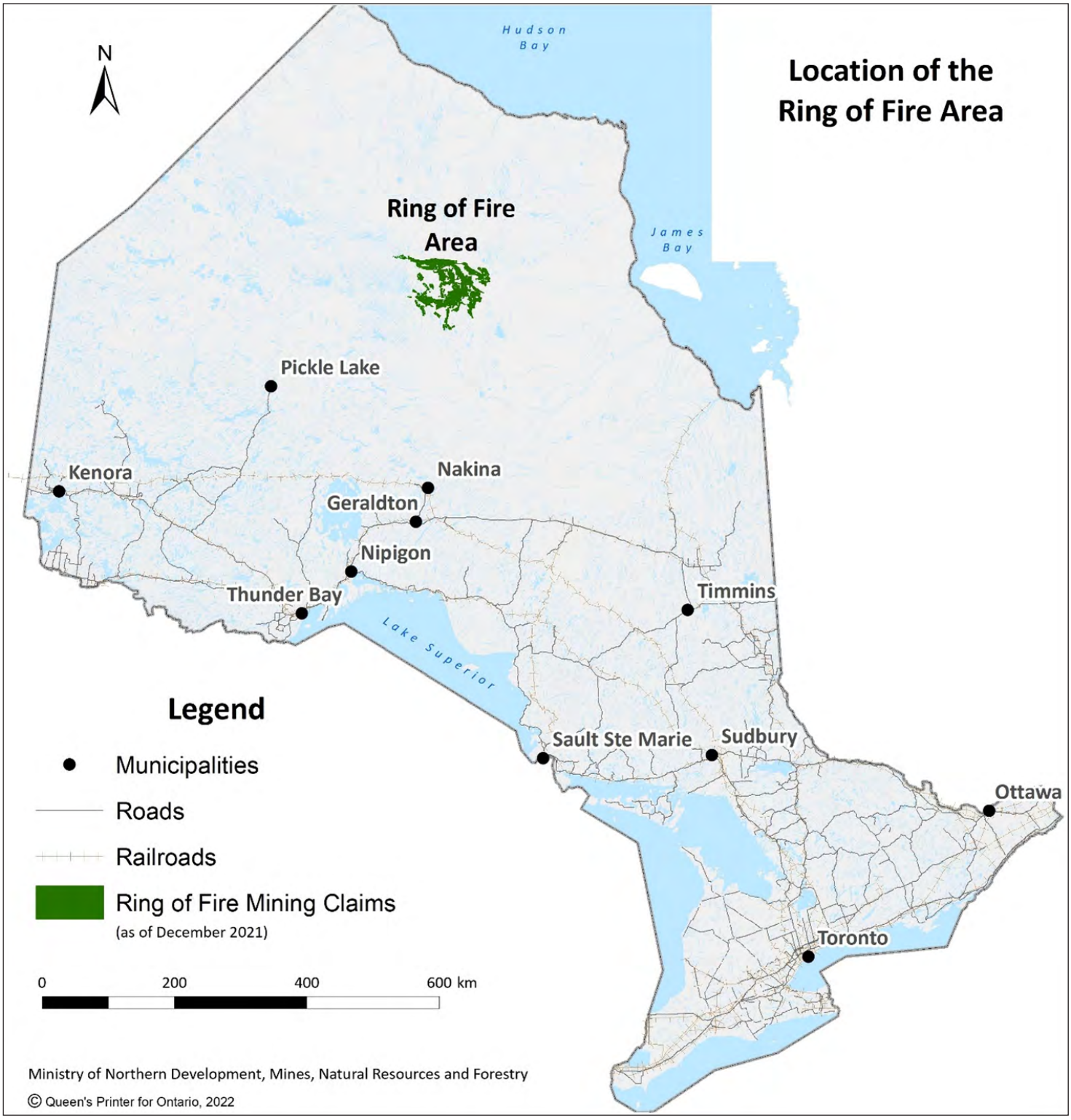
Global sales of battery electric vehicles *(2022, excludes hybrids)*



Volkswagen **572,100** · Toyota **130,000**

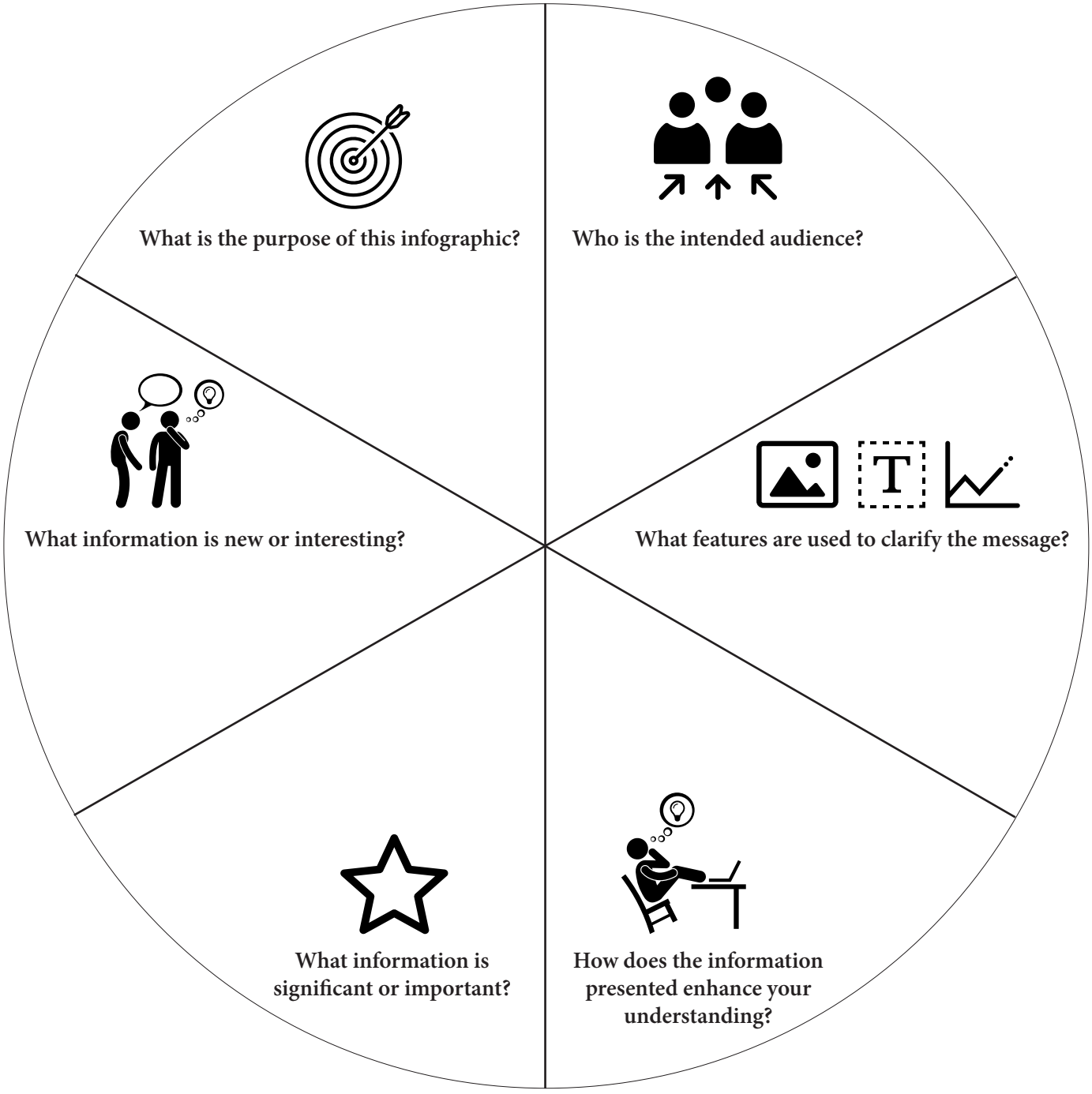
Total **7,681,060**

Sources: Bloomberg, IEA, World Economic Forum · Picture: BYD · © GRAPHIC NEWS



https://www.ontario.ca/media/2879

Analyzing an Infographic



What questions do you still have about the topic presented?

PUTTING IT ALL TOGETHER

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

_____ 1. **Where is the 'Ring of Fire' located?**

a) Ontario
b) Nova Scotia
c) Montana
d) Manitoba
e) Quebec

_____ 2. **Which of the following is not an essential mineral used to make EV batteries?**

a) lithium
b) copper
c) cobalt
d) graphite
e) manganese

_____ 3. **Where are most of the refineries that purify minerals for EV batteries located?**

a) South America
b) Oceania
c) Asia
d) North America
e) Europe

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

_____ 4. **True** or **False?** The production of EV cars and trucks is expected to stay constant in the near future.

_____

_____ 5. **True** or **False?** The Ring of Fire region has good transportation and infrastructure.

_____

_____ 6. **True** or **False?** Recycling used EV batteries poses environmental risks.

_____

C. Fill in the blanks to complete each sentence.

7. Ottawa is offering large _____ to encourage EV battery production in Canada.

8. EV battery manufacturing could create _____ Canadian jobs by 2030.

9. Most EV batteries are _____ based.

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

10. What predictions can you make about EV battery production in Canada in the future? Give reasons to support your response.

_____

_____

_____

_____

_____

BEFORE READING

1. Write the title of the article on the board: "Picking a President – The U.S. Primary Elections".

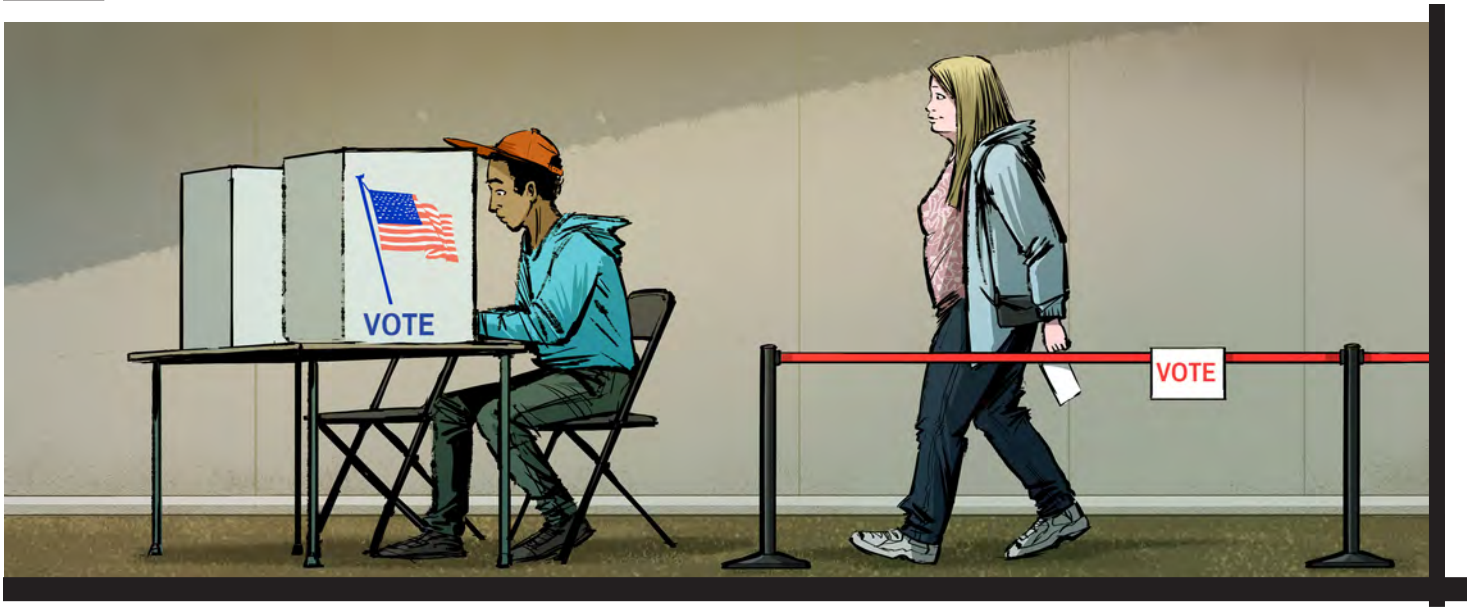
2. Ask students to turn to an elbow partner and discuss what they think the topic of this article might be. (*E.g., primary– might be about school or the first of something; U.S. – American; etc.*) Share ideas as a class.

3. If needed, share with students that 'primary' has to do with some state-level elections that happen in the United States during a presidential election year. 2024 is one of those years.

4. Have students view this news report about the Iowa Republican caucus on January 15, 2024:
https://www.yout-ube.com/watch?v=iUoI7In98dw [3:09]

5. Have students identify any questions they might have and invite them to use these questions to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 53) as needed.

INTERNATIONAL PICKING A PRESIDENT – THE U.S. PRIMARY ELECTIONS



On November 5, 2024, voters across the U.S. will cast their ballots to elect the 47th American President.

The U.S. presidential race is often described as the "world's longest job interview." It begins up to two years before Election Day, when the first candidates declare their interest.

Primaries and caucuses

Before Americans can go to the polls, the Republican and Democratic parties must first select their candidate. Each party can only nominate one person for the job, but it may have to choose from a dozen or more eager volunteers.

Initially, candidates compete to win the support of their own party. They do this by making speeches and meeting people around the country, and by participating in media interviews and party debates.

Then, between January and June of an election year, the Democrats and Republicans hold special state-by-state votes called primaries, in which party members vote by secret ballot. A few of the 50 U.S. states hold caucuses instead, which are small local meetings that ask party members for a show of hands.

These mini-elections indicate to the party how popular its candidates are with the state's voters. The primaries don't, however, elect a candidate directly. They determine what percentage of the state's **delegates** should vote for the candidate in each party's National Convention in July.

The Iowa caucus

Iowa kicked off the 2024 primary and caucus season with a Republican caucus on January 15. Registered party members gathered in churches, schools, and community centres in over 1000 locations around the state. At each site, they wrote down the name of their preferred candidate and submitted it to party officials.

The Democratic caucus used to start in Iowa, too, but this year the party will start things off in South Carolina on February 3 instead. South Carolina used to follow Iowa, New Hampshire, and Nevada.

The Democrats made the move, they said, because South Carolina, where the population is 26 percent Black, has voters who are much more representative of the Democratic Party's diverse supporters.

DID YOU KNOW?

Not just anyone can run for president. The U.S. **Constitution** requires that candidates be:

- at least 35 years old;
- a natural born citizen of the U.S.;
- a resident of the U.S. for 14 years or more.

Unofficially, government experience matters, too. Every U.S. president since 1933 except for one has held the job of senator, governor, vice president, or five-star general before moving into the White House.

DEFINITIONS

CONSTITUTION: a country's set of basic laws or principles that set out the rights and duties of its citizens and the way it is governed

DELEGATE: a person appointed or elected to represent others

INTERNATIONAL PICKING A PRESIDENT – THE U.S. PRIMARY ELECTIONS

The process of elimination

Americans watch the results of the first primaries and cuscuses closely. Stumbling here can derail a candidate's campaign. On the other hand, early success can build **momentum** and translate into extra media attention and more campaign donations.

Candidates who receive little support in the primaries gradually withdraw. When this happens, they usually endorse another candidate and encourage their supporters to vote for that person.

Super Tuesday

The first Tuesday of March is known as Super Tuesday. Over a dozen states hold their primaries on this date, with several more in the weeks to follow.

"The **dynamics** of the race change on Super Tuesday. It's the first time that a large number of delegates are selected to the convention," says Elaine Kamarck, who wrote a book on the politics of the primaries.

California, the state with the most delegates, has one of the last primaries. But the identities of the two presidential nominees will likely be settled well before this state's June 7 primary vote. That's because after enough primaries have been held, one candidate from each party is usually so far ahead that it would be difficult for the others to catch up.

DEMOCRATS AND REPUBLICANS

The United States has two major political parties: Democratic and Republican. The Democratic Party grew out of the party of Thomas Jefferson, formed before 1800. The Republican Party, also known as the Grand Old Party (GOP), was established in the 1850s.

The Democratic Party is considered to be the more liberal party. The Republicans are more conservative. Democrats generally believe that government should provide social and economic programs for those who need them. Republicans are not necessarily against such programs, but they believe they often cost taxpayers too much. Republicans put more emphasis on encouraging private businesses because they believe that a strong private sector makes citizens less dependent on government.

Who is likely to represent each party in the upcoming presidential election?

Democratic U.S. President Joe Biden is hoping to win the nomination for his party for a second time. He is facing no major challengers. **Incumbent** presidents with a proven track record rarely face a serious threat from their own party. The Democrats will still hold primaries and caucuses, but Mr. Biden looks certain to win them all.

On the Republican side, the current frontrunner by far is Donald Trump, who was elected president in 2016 but was defeated by Mr. Biden in 2020.

Mr. Trump is presently facing 91 **indictments**, including criminal charges for allegedly trying to overturn the results of the 2020 election. Yet he was polling way ahead of his main rivals, Florida Governor Ron DeSantis and former U.N. Ambassador Nikki Haley, ahead of the Iowa caucus. Then, after Mr. Trump won more than 50 percent of the votes in Iowa, Mr. DeSantis dropped out and threw his support behind the frontrunner. That narrowed the field even further, making it increasingly likely that Donald Trump would be the Republican candidate in the November elections.

"Super Tuesday can be the beginning of a long, contested race that goes to June, or it could be the end, particularly if one candidate sweeps it up," states Ms. Kamarck.

Convention

At the July convention, each party's delegates decide or confirm its presidential candidate. The nominee then selects a running mate to serve as vice president, and the party discusses policies.

At that time, the campaign begins in earnest. The Democratic and Republican candidates compete head to head until Election Day, when the world's longest job interview becomes the world's toughest job. ★

DEFINITIONS

DYNAMICS: the forces or properties that stimulate growth, development, or change within a system or process
INCUMBENT: a person who currently holds an official position
INDICTMENT: the act of officially accusing somebody of a crime
MOMENTUM: the ability to keep increasing or developing

COMPREHENSION QUESTIONS

1. When will the next U.S. presidential election take place?

2. List the three main requirements that a U.S. presidential candidate must satisfy.

3. Name the two main political parties in the United States.

4. Briefly describe the general policy of each party.

5. The process to become U.S. president starts about two years before the election. Describe the first steps that a candidate who wants to be U.S. president must take.

6. Describe what occurs between January and June of an election year.

7. What is decided during primaries and caucuses?

8. Who is the current president of the United States? What party does he represent?

9. List the top candidates for the Republican presidential nominee. Who is the current favourite?

QUESTIONS FOR FURTHER THOUGHT

1. The U.S. presidential election process is complex. Some states hold primaries, others hold caucuses, and the way that these are held in each state is not standardized, meaning that there are variations in this process across the United States. After reading the article and watching some of the video links, what questions do you have about this system? Do you think that this is an effective way to run elections? Give examples to explain your thinking.

2. According to polls, former president Donald Trump is the current frontrunner for the Republican presidential nomination. He is currently facing 91 indictments, including criminal charges for allegedly trying to overturn the results of the 2020 election which he lost to the current president, Joe Biden.

Despite his popularity with Republican voters, there are many who believe that Trump will inevitably be found guilty on at least some of these charges and that he may need to serve prison time. Some experts believe that the only reason he is running for president is to have the power to pardon himself on any guilty convictions he may receive from these charges.

As you see it, should someone with a criminal record be able to run for the top government seat in a country? Give reasons to support your ideas.

3. The Republican Party has held a number of candidate debates to determine the party's presidential nominee, beginning in August of 2023. There are certain criteria that candidates must meet in order to participate in these debates, including being eligible for election according to U.S. laws, providing evidence of a certain level of voter support in national polls, and raising enough donations to run an effective campaign. Mr. Trump has met the criteria to qualify for all of these debates but has chosen to not participate in any of them.

As you see it, what message does Mr. Trump's absence send to voters? Do you believe that this has been an effective strategy in his campaign? Give examples to explain your ideas.

QUESTIONS FOR ONLINE EXPLORATION

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

1. How do American caucuses and primaries work?
https://www.yout-ube.com/watch?v=fAoji7BLtXY [1:00]
https://www.yout-ube.com/watch?v=xTVsquURajs [1:26]

What did you learn?

2. Learn more about the Iowa caucuses and how this process differs from primaries:
https://www.yout-ube.com/watch?v=ME-MyV1W_uE [2:28]
https://www.yout-ube.com/watch?v=ZrjM_IuGa6c [3:39]

What do you like about each of these state-level elections?

3.Why does Iowa go first and how effective are Iowan voters in predicting the next president?
https://www.yout-ube.com/shorts/DD6O1ZCnlMQ [0:48]

4. Check out this infographic which explains how to become president of the United States:
https://pueblo.gpo.gov/Publications/pdfs/6099.pdf

What questions do you have?

5. Visit the campaign websites of the 2 remaining Republican presidential candidates (Donald Trump, Nikki Haley) and incumbent Democratic President Joe Biden:
https://nikkihaley.com/
https://www.donaldjtrump.com/
https://joebiden.com/

What similarities and differences do you notice?

6. Watch this summary of the 91 criminal indictments that Trump is facing while trying to win back the White House:
https://www.cbc.ca/player/play/2255437891519 [1:35]

Do you think that these indictments will affect his voter support? Explain.

PUTTING IT ALL TOGETHER

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

_____ 1. **What are the two major political parties in the United States?**

a) Liberal and Democratic
b) Conservative and Republican
c) Republican and NDP
d) Socialist and Democratic
e) Democratic and Republican

_____ 2. **Who is the current U.S. president?**

a) Ron DeSantis
b) Joe Biden
c) Donald Trump
d) Nikki Haley
e) Barack Obama

_____ 3. **Where did the first caucus occur on January 15?**

a) South Carolina
b) Washington
c) Iowa
d) California
e) New Hampshire

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

_____ 4. **True** or **False?** Any U.S. citizen can be elected as president.

_____

_____ 5. **True** or **False?** A caucus is the same as a primary.

_____

_____ 6. **True** or **False?** Super Tuesday is the day after the U.S. presidential election.

_____

C. Fill in the blanks to complete each sentence.

7. The _____ Party believes that government should provide social and economic programs.

8. An _____ is a person who currently holds an official position.

9. _____ _____ is the favoured Republican presidential candidate. (2)

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

10. What is your understanding of the presidential election process in the United States? Explain.

_____

_____

_____

_____

_____

_____

INTERNATIONAL

AN ELECTION IN TAIWAN ANGERS CHINA

BEFORE READING

1. Write the word 'Taiwan' on the board.

2. Ask students to popcorn out any information they know about Taiwan. (E.g., *it's a country; it's in Asia; its capital is Taipei; it's an island; etc.*) Choose a couple of students to fact check ideas, if needed.

3. Project a map of southeast Asia, such as the one found at:
https://alearningfamily.com/main/southeast-asia-political-map/

Ask students what observations they can make about the map in general, and about Taiwan in particular. (E.g., *Taiwan is near China, it's a small island.*)

4. Next, write the title of the article on the board: "An Election in Taiwan Angers China". Ask students to discuss in small groups why an election in one country might anger another country. (*E.g., the other country doesn't like the policies of the new leader; the other country is afraid of how the new leader might treat them; the other country is concerned for its national safety; etc.*)

5. Have students watch this summary of China's reaction to the election results in Taiwan:
https://www.cbc.ca/player/play/2299696195563 [2:18]

6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 53) as needed.

INTERNATIONAL

AN ELECTION IN TAIWAN ANGERS CHINA

A recent election that took place on the other side of the world could have major **implications** for global politics.

On January 13, people on the small island of Taiwan chose Lai Ching-te to be their next president. Mr. Lai and his Democratic Progressive Party (DPP) won with around 40 percent of the vote.

Why was this election so significant? The big question for the Taiwanese people – and for the rest of the world – is how the election results will affect Taiwan's relationship with China, its **superpower** neighbour just 180 kilometres away.

A TOUGH BALANCING ACT

The problem is that the Chinese government insists that Taiwan is part of China. Since the 1990s, it has conducted various threatening activities to emphasize its military readiness to fight for this claim. These drills have included flying military aircraft near Taiwan, conducting missile tests, and deploying naval forces in nearby waters.

Yet Taiwan has been functioning as a **sovereign** nation for decades. It has its own constitution, it holds elections, and it issues passports recognized by many countries. It is also regarded as a beacon of human rights in Asia.

That has left the U.S. in a thorny diplomatic **quagmire**. It must decide which side to support and how much support to give that nation. If it gets the balance wrong, the threat of a conflict with China could escalate.

FIRST, A LITTLE HISTORY

The question of who owns Taiwan has its roots in a **civil war** that was fought on mainland China from 1927 to 1949. The battle then was between two political groups – the Nationalists led by Chiang Kai-shek and the **Communists** headed by Mao Zedong. At stake was control of all of China.

TAIWAN AND CHINA

Taiwan is in the South China Sea, west of Japan. It is separated from the Chinese mainland by the Taiwan Strait. One of the smallest countries in Asia by area, it is home to nearly 24 million people. Nearly all the people in Taiwan are Han, or ethnic Chinese.

China is a large nation in East Asia. With a population of over 1.4 billion, it is the world's second-most-populous country. About a third of the people live in cities. With an area of 9.6 million square kilometres, it is the third-largest country by total land area.

In 1949, the Communists won the civil war and gave the country a new name – The People's Republic of China (PRC). After the Nationalists were defeated, Chiang Kai-shek, along with about two million troops and supporters, retreated to Taiwan. There, they set up their own government,

DEFINITIONS

CIVIL WAR: a war between groups of people in the same country
COMMUNISM: a political and economic system that aims to create a classless society in which the major means of production, such as mines and factories, are owned and controlled by the state
IMPLICATION: a possible effect or result of an action or a decision
QUAGMIRE: a difficult or dangerous situation
SOVEREIGN: free to govern itself; completely independent
SUPERPOWER: one of the countries in the world that has very great military or economic power and a lot of influence, for example the U.S.

AN ELECTION IN TAIWAN ANGERS CHINA

giving Taiwan the official title it still uses – The Republic of China.

At the time, both the Nationalists and the Communists recognized Taiwan as a part of China. However, the Nationalists did not accept defeat. They maintained that they were China's only legitimate government and believed that one day they would return to take over the mainland. That never happened.

During this period, Chiang Kai-shek and his military ruled Taiwan with an iron fist, curtailing basic freedoms. But after he died in 1975, Taiwan began to **democratize,** and by the 1990s, it was holding free and fair elections.

Shifting allegiances

Meanwhile, changing **geopolitical** positions have clouded the question of Taiwan's independence.

After the civil war, many Western nations refused to recognize the new government in Beijing. The **Cold War** was underway and China's communist policies conflicted with Western values. But tensions eased between China and the West in the 1980s. In 1979, the U.S. had officially recognized the People's Republic of China and Beijing was starting to loosen its tight controls on the population and beginning to develop and modernize its economy.

Today, only 13 countries recognize Taiwan as a sovereign nation. And at China's insistence, Taiwan is not a member of the United Nations. Since 2013, however, when the current **hardline** Chinese leader Xi Jinping took power, friction between China and the U.S. has been rising again.

What's in it for China?

Why does China continue to maintain that Taiwan is just another Chinese province? There are several reasons. For one thing, it believes that Taiwan's separation from China is just a **remnant** of the civil war and is therefore no longer meaningful. For another, Chinese authorities, who strongly promote national unity, say there can only be one sovereign state named China.

As well, Taiwan is strategically located. Controlling Taiwan would give China a military advantage in the Asia-Pacific region – an area it wants to dominate. What's more, Taiwan, which has a healthy economy, is home to key technology companies. China would like to **capitalize** on that.

What the election means

As for the Taiwanese themselves, they hold a range of views about China. Some want to reunite with the mainland, some want to maintain the **status quo,** and some favour complete independence.

However, the election of Mr. Lai, who campaigned on a promise to protect the island's sovereignty, was seen as showing support for an independent Taiwan. That has angered Chinese leaders, who were hoping for a vote in support of reunification.

Mr. Lai says he wants to avoid conflict, but he also seeks to strengthen ties with the United States and other democracies.

As for President Xi, he says that China is hoping for a "peaceful reunification." But he hasn't ruled out using force.

Playing both sides

That presents a challenge to the U.S. Officially, it says it is behind a "one China" policy it doesn't recognize Taiwan as a country separate from China. Still, U.S. President Joe Biden has signalled that he backs Taiwan in other ways. For example, he has sent high-level U.S. officials to meet with leaders there. And he has also said in the past that the U.S. would come to Taiwan's defence if China decided to invade the country. He has even sent American warships to the Taiwan Strait to demonstrate the U.S.'s strength.

Doing anything more would be a departure from a long-standing U.S. policy of "strategic **ambiguity**." That would be worrisome, since top American officials believe that President Xi has ordered his army to be ready to invade the island by 2027.

So is there a real likelihood of a war between the U.S. and China? That remains to be seen. ★

DEFINITIONS

AMBIGUITY: an unclear or indefinite position
CAPITALIZE: to gain a further advantage from a situation
COLD WAR: a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc, that started after the end of World War II in 1945 and lasted until 1991
DEMOCRATIZE: to make a country or an institution more democratic
GEOPOLITICAL: connected with the political relations between countries and groups of countries in the world, as influenced by their geography
HARDLINE: having very fixed beliefs and being unlikely or unwilling to change them
REMNANT: a part of something that is left after the other parts have been used, removed, destroyed, etc.
STATUS QUO: the situation as it is now, or as it was before a recent change

AN ELECTION IN TAIWAN ANGERS CHINA

COMPREHENSION QUESTIONS

1. List at least four important facts about China.

2. List at least four important facts about Taiwan.

3. When did the Chinese civil war occur? Which two main groups fought for control during this 22-year-long conflict?

4. Which group won control of mainland China? What happened to the defeated forces?

5. How has Taiwan changed politically since the Nationalists took control in 1949?

6. What three main political options are available to Taiwan's citizens regarding the island's political future?

7. Who won the recent election in Taiwan? What party does he lead and what policies does this party support?

8. Why is China upset about this election?

9. List at least three reasons why China believes Taiwan should not be independent.

10. What has China's president said about the future of Taiwan?

AN ELECTION IN TAIWAN ANGERS CHINA

QUESTIONS FOR FURTHER THOUGHT

1. Imagine that you lived in a small country like Taiwan that was located close to a superpower like China, who rejects your right to be a sovereign state. What concerns would you have as a citizen? How might this affect your vote in a national election like the one that Taiwan has just had? Give examples to support your ideas.

2. The article talks about the "long-standing U.S. policy of 'strategic ambiguity' with respect to its support of Taiwan. As you see it, why would the U.S. want to maintain a certain neutrality in this situation? Provide reasons to support your thinking.

3. Some observers have drawn parallels between China's wish to reclaim Taiwan and Russia's invasion of Ukraine, a former Soviet Republic. What lessons do you think Chinese President Xi Jinping may have learned from Russian President Putin's invasion of Ukraine? How do you think these lessons might impact China's intentions to reclaim Taiwan? Explain.

AN ELECTION IN TAIWAN ANGERS CHINA

QUESTIONS FOR ONLINE EXPLORATION

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

1. Meet Taiwan's newly elected president, Lai Ching-te, and learn what his win means for Taiwan:
https://www.cbc.ca/player/play/2299755075816 [9:26] (podcast)
https://www.cbc.ca/news/world/taiwan-china-tsai-ing-wen-president-election-1.5424623

What did you learn?

2. See how other world leaders have reacted to Mr. Lai's win:
https://www.cbc.ca/player/play/2299695171643 [1:17]

Which countries support this new government? Which countries do not?

3. Learn more about the complex relationship between Taiwan and China:
https://www.cbc.ca/player/play/2299471939879 [5:40]
https://www.cbc.ca/player/play/2299338307650 [4:23]

What questions do you still have?

4. Find out more about why China is angered by Taiwan's election:
https://www.cbc.ca/news/world/taiwan-election-china-president-1.7078215
https://www.cbc.ca/news/world/taiwan-election-1.7083033
https://www.cbc.ca/player/play/2299338307649[3:48]

What do you predict China's next move will be? Explain.

5. Explore why this election will have implications around the globe:
https://www.cbc.ca/player/play/2298743363698 [3:43]
https://www.cbc.ca/news/world/taiwan-election-tsai-han-1.5421878

6. Learn more about Taiwan:
https://www.worlddata.info/asia/taiwan/index.php
https://knoema.com/atlas/Taiwan-Province-of-China

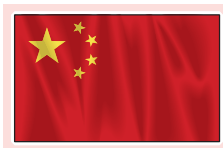
Would you like to visit Taiwan? Why or why not?

AN ELECTION IN TAIWAN ANGERS CHINA

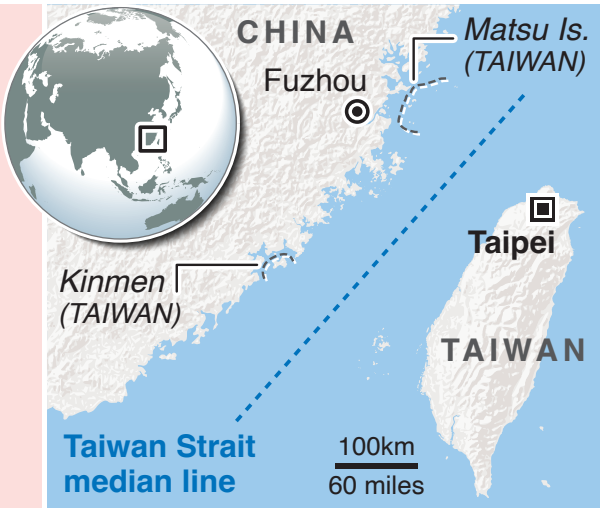
INFOGRAPHIC

China-Taiwan military strength compared

China spends more on defence than any country except the U.S. and could draw on a huge range of capabilities in any military confrontation with Taiwan



CHINA: Has claimed Taiwan through its "one China" policy since 1949, and has vowed to bring it under Beijing's rule, by force if necessary



TAIWAN: Some Western experts predict Taipei could at best aim to slow Chinese attack while waiting for outside help, which could come from U.S.

	China	Taiwan
ACTIVE DUTY PERSONNEL (= 100,000)	2,035,000	169,000
RESERVE PERSONNEL (= 100,000)	510,000	1,657,000
MAIN BATTLE TANKS (= 200)	4,800	650
ARTILLERY PIECES (= 200)	9,550	2,093
AIRCRAFT (= 100)	3,348+	691+
SUBMARINES (= 5)	59	4
NAVAL SHIPS* (= 5)	86	26

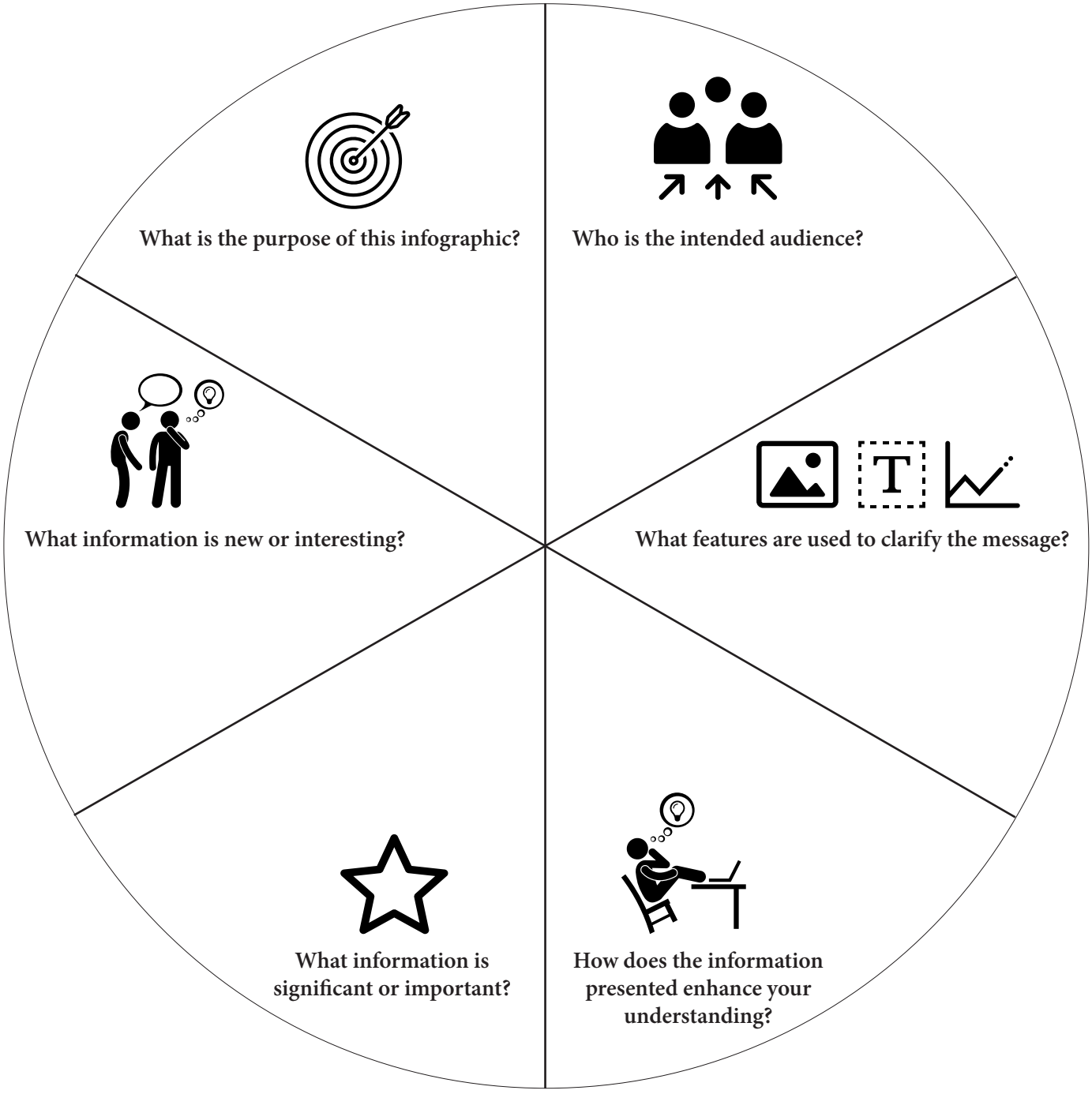
*Only includes principal surface combatants (aircraft carriers, cruisers, destroyers and frigates)

Source: BBC/The Military Balance 2023, IISS

© GRAPHIC NEWS

AN ELECTION IN TAIWAN ANGERS CHINA

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

INTERNATIONAL

AN ELECTION IN TAIWAN ANGERS CHINA

YOUR TASK:

Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. *Note*: The **Editorial Cartoons** resource page (p. 54) may be useful.

INITIAL READING: What can an initial look reveal?

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

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

CLOSER LOOK: What's happening in the cartoon?

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

DRAW CONCLUSIONS: What overall impression can you draw?

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

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

Prepared with assistance from TC^2, The Critical Thinking Consortium. © 2024

AN ELECTION IN TAIWAN ANGERS CHINA

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 China? Of Taiwan?

B. Analyzing the map:

1. Describe the location of Taiwan relative to other features on the map. Aim for 5 to 10 descriptors. (*E.g., Taiwan is located in the Pacific Ocean, south of the Yellow Sea.*)

2. In what ways does this map help you to better understand the context of the election in Taiwan? Explain.

RUSSIA
(yellow)
Amur River
KAZAKHSTAN
(green)
Ulaanbaatar
Amur River
MONGOLIA
(pink)
Bishkek
(grey)
KYRGYZSTAN
(yellow)
TAJIKISTAN
(brown)
(grey)
PAKISTAN
(orange)
CHINA
(red)
Beijing
Tianjin
(purple)
NORTH KOREA
Pyongyang
Seoul
(orange)
SOUTH KOREA
Huang He River
Yellow Sea
Shanghai
N
NEPAL
(pink)
BHUTAN
(orange)
Chengdu
Chongqing
Pacific Ocean
Kathmandu
Yangtze River
INDIA
(green)
(purple)
Taipei
TAIWAN
(pink)
Shenzhen
Guangzhou
Taiwan Strait
China
(green)
VIETNAM
MYANMAR
(yellow)
BANGLADESH
LAOS
(brown)
Bay of Bengal
(orange)
THAILAND
0 200 400 600 800 Kilometres

AN ELECTION IN TAIWAN ANGERS CHINA

PUTTING IT ALL TOGETHER

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

_____ 1. **When did the Chinese Communist Party take full control of mainland China?**

a) 1914
b) 1939
c) 1945
d) 1949
e) 1967

_____ 2. **What is Taiwan's official name?**

a) People's Republic of China
b) Democratic People's Union of Taiwan
c) Formosa
d) Republic of Taiwan
e) Republic of China

_____ 3. **Who is the newly elected president of Taiwan?**

a) Mao Zedong
b) Narendra Modi
c) Lai Ching-te
d) Xi Jinping
e) Chiang Kai-shek

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

_____ 4. **True** or **False?** The DPP supports reunification with China.

_____

_____ 5. **True** or **False?** The population of Taiwan is 24 million.

_____

_____ 6. **True** or **False?** Taiwan is a member of the United Nations.

_____

C. Fill in the blanks to complete each sentence.

7. A _____ _____ is a conflict between two or more groups in one country. (2)

8. DPP: _____ Progressive Party.

9. Only 13 countries officially recognize Taiwan as a(n) _____ country.

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

10. As you see it, should Taiwan opt for reunification with China or maintain its independence? Give reasons to support your response.

_____

_____

_____

_____

_____

TALKING TOBACCO USE IN CANADA

BEFORE READING

1. Write the word 'smoking' on the board.

2. Provide small groups of students with one sheet of paper to share and have them nominate a secretary to record ideas. The secretary should create a T-chart with "Smokers" and "Non-smokers" at the top of each column.

3. In small groups, have students brainstorm reasons or circumstances that would influence people to start or avoid smoking. (E.g., *peer influence, curiosity, health concerns, cost, etc.*)

4. Have groups share their ideas as a class to create a shared T-chart.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 53) as needed.

Talking Tobacco Use in Canada

The World Health Organization (WHO) calls it "the tobacco epidemic." It is one of the biggest public health threats the world has ever faced.

According to WHO, tobacco kills more than eight million people globally each year. Approximately 1.3 million are non-smokers, exposed to second-hand smoke.

Economic costs

Tobacco is a leading cause of death and illness, but also impoverishment. Tobacco use contributes to poverty when people use money that they need for food and shelter to buy tobacco.

There is also a financial cost associated with caring for people who become ill from smoking. Dr. Andrew Pipe, a scientist at the University of Ottawa Heart Institute, says smoking places an "unbelievable burden" on the health care system.

A burden on health care

The Heart and Stroke Foundation says that smokers are twice as likely as non-smokers to have a heart attack or stroke, and twice as likely to die if they do. Smoking deposits plaque in arteries, increases the risk of blood clots, and reduces the amount of oxygen in the blood.

The more someone smokes, the worse the effects. People who smoke 25 or more cigarettes a day triple their risk of having a heart attack or stroke – and are five times more likely to die from one.

The National Institute on Drug Abuse in the United States says that long-term smoking is associated with cognitive decline and risk of Alzheimer's disease, too.

Did you know?

A 2022 survey showed that New Brunswick had the highest percentage of smokers (15.8 percent), followed by Manitoba and Saskatchewan. British Columbia had the lowest, at 8.7 percent.

A goal of five percent

In Canada, tobacco use is a leading preventable cause of illness and premature death. However, public education seems to be helping to reduce the number of smokers. In 2021, 11.8 percent of Canadians aged 12 or older smoked cigarettes. That's down from 15.8 percent in 2018.

Ottawa Public Health (OPH) would like to see that number drop to five percent or lower. With that in mind, the agency presented some recommendations to Health Canada. Aware of advertising's influence on persuading people to start smoking, OPH asked Health Canada to target online advertising and 'new and unregulated media,' including by social media influencers. OPH also asked for a ban on smoking and vaping on outdoor federal lands, including parks, trails, and beaches.

In addition, the organization suggested raising the federal age for the purchase of tobacco, nicotine, and vapour products (aside from smoking cessation products) to 21 years old.

Finally, OPH recommended that Canada permanently ban everyone born after 2008 from purchasing cigarettes.

Aging out smoking

Essentially, the legal age to purchase cigarettes would bump up each year. No one born on or after January 1, 2009, would ever be old enough to buy cigarettes. The United Kingdom is also considering this approach. New Zealand had legislated a similar policy, but the country's recently elected government plans to overturn that law.

There are good reasons to stop young people from gaining access to cigarettes. Dr. Pipe notes that nicotine has a significant impact on the developing adolescent brain. It

Talking Tobacco Use in Canada

disrupts the normal processes of brain maturation. As a result, he supports the aging-out policy.

"Those who don't smoke at 14 are highly unlikely to start smoking by 18," Dr. Pipe says. He feels that if we can stop people from smoking up to age 18, they are unlikely to take up the habit.

On the other hand, some people worry that making tobacco illegal will only lead to unregulated distribution.

Did You Know?

There are about 1.3 billion tobacco users worldwide. About 80 percent live in low-and middle-income countries.

Vaping on the Rise

Cigarettes are not the only danger. Teen smoking in Canada has decreased in recent years, but teen vaping is on the rise. A Canadian study published in 2017 showed that teens who used e-cigarettes were more likely also to try smoking—and to become daily smokers.

"Overall nicotine use when you include both smoking and e-cigarettes is going up," says Rob Cunningham, senior policy analyst at the Canadian Cancer Society. "A new generation is becoming addicted to nicotine and we need government action immediately to respond to that."

A 2023 report from Statistics Canada stated that nearly half of Canadian young adults (aged 20-24) and about one third of youth (aged 15-19) had tried vaping at least once.

There's a perception that vaping is safer than smoking. In fact, most e-cigarettes still contain nicotine. They contain other dangerous substances, too.

"E-cigarettes are highly addictive. They're harmful," says Mr. Cunningham. "We don't even know yet the long-term harms. And kids are getting addicted in shockingly high numbers. That cannot continue."

Many provinces are banning flavoured vape products, hoping that will limit vaping's appeal. A 2023 survey by Health Canada on teen use of tobacco, alcohol, and drugs included a question about what flavour of vape teens preferred. Of the students in grades 7-12 who had vaped in the past month, 63 percent had used a fruit flavour most often.

Targeting the Messaging

Last summer, the federal government announced that it was requiring warning labels to be printed directly onto individual cigarettes, beginning in July 2024 for king-size cigarettes and in April 2025 for regular-size. The messages include "Poison in every puff," "Cigarettes cause cancer," and "Tobacco smoke harms children."

This reverse marketing approach isn't new. Canada started printing warnings on cigarette packs as early as 1972, and in 2001, it became the first country to force tobacco companies to print pictorial warnings on the outside of cigarette packaging. But Mr. Cunningham says labelling individual cigarettes is an important new measure.

"A health warning on every individual cigarette is innovative and unprecedented. The measure means that health messaging will be conveyed with every cigarette and every puff, will be there during every smoke break, and will reach youth who experiment by borrowing cigarettes from a friend."

Not everyone is convinced, however, that this new measure will be effective. Giovany Lincourt of Montreal is 40.

Why Nicotine Sticks

Nicotine is an addictive drug found in tobacco products including cigarettes, chewing tobacco, and most vaping products.

Inhaled smoke takes only seconds to deliver nicotine to the brain. The nicotine hit releases dopamine, a hormone that makes people feel good—temporarily. Nicotine can also give some people a surge of energy or focus, if the nicotine reacts with the adrenal glands to release adrenaline into the body.

Because the nicotine is delivered quickly to the brain, the response of "feeling good" is closely tied to the stimulus of "smoking." The behaviour is reinforced.

The trouble is, these good feelings don't last. Once they fade, the brain wants another nicotine hit. And each hit comes with exposure to all of the toxins contained in cigarettes.

According to the U.S. Food and Drug Administration, young people have a higher risk of becoming addicted to nicotine, since their brains are still developing. Nicotine can harm a teenager's memory and ability to concentrate. It can also lessen the ability to control impulses.

He has been smoking since age 16, and he doesn't think the new labels will change much.

"When I see a photo of a black lung, it hits me, but I still continue because it's a bad habit."

As Dr. Pipe points out, it's also an addiction.

"Nicotine is the most addictive drug we have in our community. It takes only hours after an individual learns to inhale for that individual to become addicted." ★

TALKING TOBACCO USE IN CANADA

COMPREHENSION QUESTIONS

1. What is **nicotine**? Explain.

2. Why is nicotine so addictive?

3. Why is nicotine addiction particularly harmful to youth?

4. How many people use tobacco? Where do most of these people live?

5. How many people does tobacco kill each year? How many are non-smokers?

6. Explain how tobacco use can affect people's health.

7. List two important economic costs associated with tobacco use.

8. Which Canadian province or territory has the highest percentage of smokers? Which has the lowest?

9. Why has overall nicotine use increased in Canada in recent years while teen smoking has decreased? Explain.

10. What policies have authorities introduced to try and reduce smoking?

TALKING TOBACCO USE IN CANADA

QUESTIONS FOR FURTHER THOUGHT

1. Over the years, there have been a number of campaigns in Canada to add health warnings, both written and visual, to cigarette packaging in an effort to discourage smoking. Recently, the federal government announced plans to print written health warnings on individual cigarettes, making Canada the first country to do so:

https://www.cbc.ca/player/play/2219235907516 [2:06]

For what reasons are you in favour of this new measure? For what reasons are you opposed? Overall, do you believe that this new strategy will be effective or ineffective? Explain.

2. The article discusses the economic costs of tobacco use, namely impoverishment and health care. As you see it, how might these economic costs affect other Canadians who are non-smokers? Give examples to support your ideas.

3. Given the addictive nature of smoking, and the associated health risks and economic costs, what reasons can you suggest to explain why the federal government hasn't taken a harder line on the availability of tobacco products? What do you believe would be the most effective way to discourage people from smoking? Give reasons to support your response.

TALKING TOBACCO USE IN CANADA

QUESTIONS FOR ONLINE EXPLORATION

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

1. Watch this video from the World Health Organization (WHO) about the effects of tobacco on humans and the planet: **https://www.yout-ube.com/watch?v=d3RemnDHS90&list=PLD163320D683D386F** [1:03]

Which ideas surprised you?

2. Check out these infographics with statistics on tobacco use in Canada:
https://www.canada.ca/en/public-health/services/publications/science-research-data/inequalities-smoking-infographic.html
https://www.canada.ca/en/health-canada/services/publications/healthy-living/tobacco-behind-smoke-infographic.html
https://www.smokershelpline.ca/talktobacco/quit-support/benefits-of-quitting

What did you find interesting?

3. Health Canada and The Center for Disease Control (U.S.) have dedicated websites for educating the public about the effects of smoking and vaping:
https://www.canada.ca/en/health-canada/services/smoking-tobacco.html
https://www.canada.ca/en/services/health/campaigns/vaping.html
https://www.cdc.gov/tobacco/multimedia/index.htm

What did you learn?

4. Unsmoke Canada is an organization dedicated to reducing the number of smokers in Canada. Explore this site:
https://www.unsmoke.ca/

5. How does smoking cigarettes affect your body?
https://www.yout-ube.com/watch?v=AdJoj1iXy10&feature=youtu.be [1:28]

Which of the ideas presented would discourage more people from smoking?

6. The Canadian Paediatric Society has researched and developed recommendations for preventing youth smoking:
https://cps.ca/en/documents/position/preventing-smoking

Which of their recommendations do you feel would have the most impact? Why?

7. The Canadian Lung Association has resources for quitting smoking:
https://www.lung.ca/smoking-and-tobacco [3:50]

INFOGRAPHIC

TOBACCO

BEHIND THE SMOKE

The Tobacco Plant *(Nicotiana)*

Naturally contains over 2,500 chemicals

including nicotine, the highly addictive substance responsible for tobacco addiction.

Anatomy of a Cigarette

Smoking Cigarettes

The burning of the tobacco releases **7,000+ chemicals** including 70+ that are cancer-causing

Toxic chemicals are absorbed through the lungs into the bloodstream and to the entire body

Exposure to Smoke

Smokers, and everyone around them, are exposed to toxic chemicals, including:

- Tar
- Hydrogen cyanide
- Formaldehyde
- Carbon monoxide
- Benzene

These can cause a number of adverse health effects, including:

- Cancer
- Respiratory diseases
- Cardiovascular diseases
- Premature death

Take a closer look: Canada.ca/Tobacco

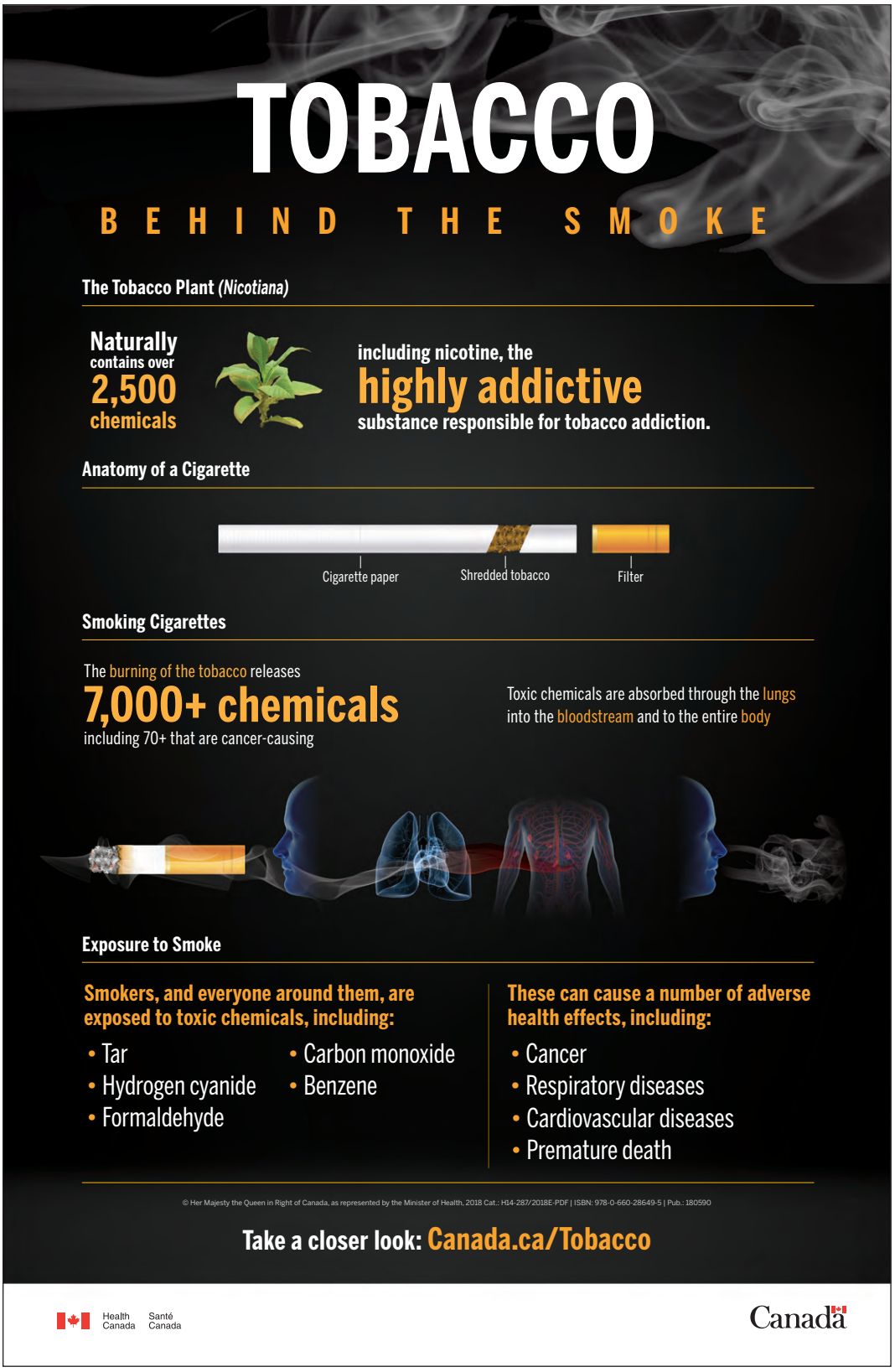
Health Canada Santé Canada

Canada

© Her Majesty the Queen in Right of Canada, as represented by the Minister of Health, 2018 Cat.: H14-287/2018E-PDF | ISBN: 978-0-660-28649-5 | Pub.: 190207

https://www.canada.ca/en/health-canada/services/publications/healthy-living/tobacco-behind-smoke-infographic.html

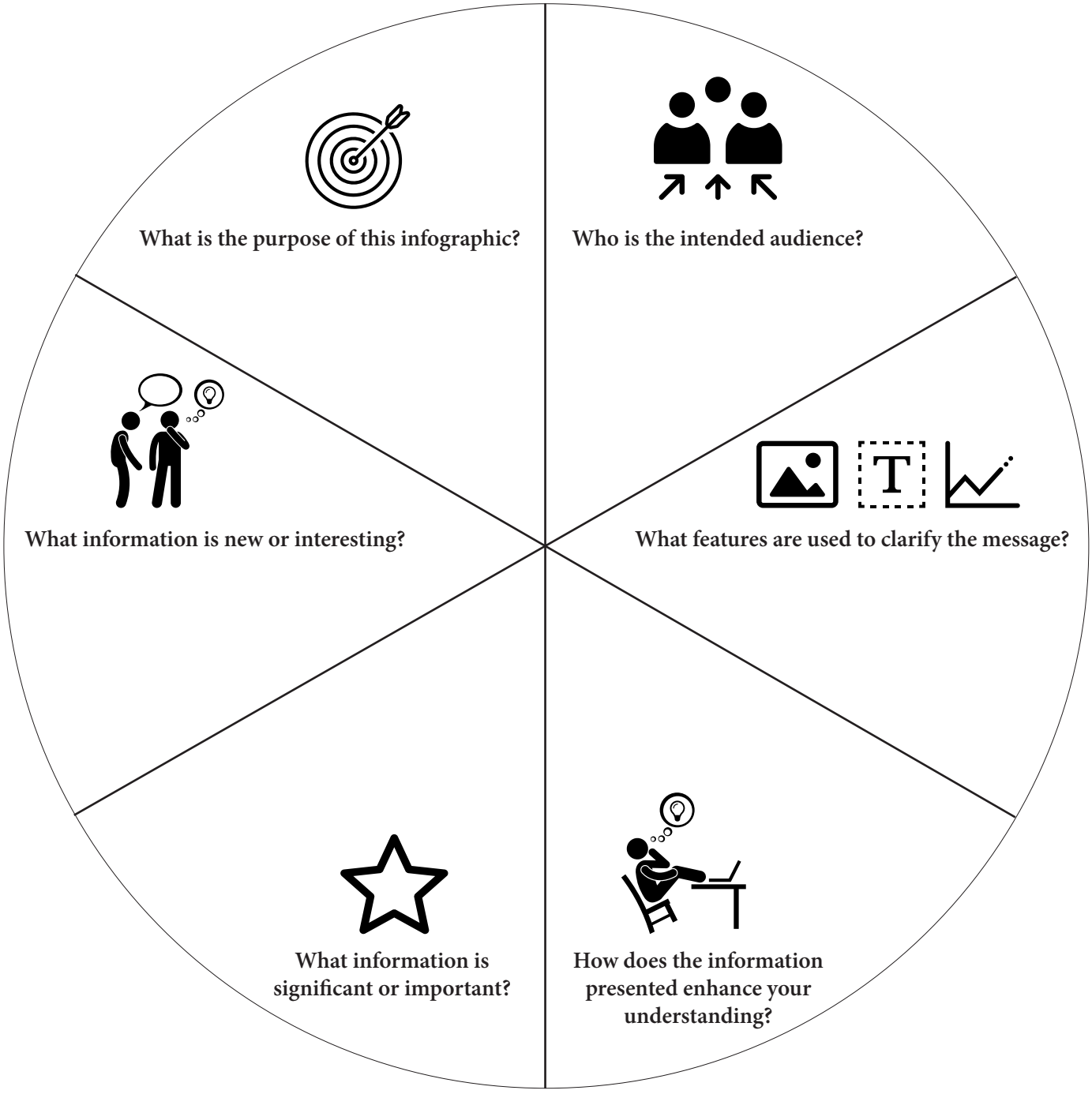
INFOGRAPHIC



https://www.canada.ca/en/health-canada/services/publications/healthy-living/tobacco-behind-smoke-infographic.html

TALKING TOBACCO USE IN CANADA

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

TALKING TOBACCO USE IN CANADA

GRAPHING

The latest smoking data from 2021 showed that 12 percent of Canadians aged 15 and older smoked cigarettes. The data showed that while 14 percent of males smoked cigarettes, only 11 percent of females did so.

In 2021, almost 21 billion cigarettes were sold in Canada, down from over 42 billion in 2001. These overall production figures do not take into account population growth. On a per capita basis, sales have declined over this period, as Canada's population increased from about 31 million in 2001 to 37 million in 2021.

Complete the table below to show:

a) the total population of Canada in 2021 and the provinces and territories;
b) the total tobacco sales for each column
c) the number of cigarettes sold per capita

The following sources will help:

https://www.todocanada.ca/population-in-canada-2021-census/

https://uwaterloo.ca/tobacco-use-canada/adult-tobacco-use/cigarette-sales

2021	Canada	ON	QC	BC	AB	MB
Population					4,262,635	
Tobacco Sales			5,868,199,022			
Cigarettes per person	565					

2021	SK	NS	NB	NL	PE, NU, NT, YT
Population		969,383			
Tobacco Sales					
Cigarettes per person				696	

Use a separate sheet of paper to complete the following assignment:

1. Create a bar graph to show the population for each province and territory. Shade each bar red. Do not include the national statistics from the Canada column.

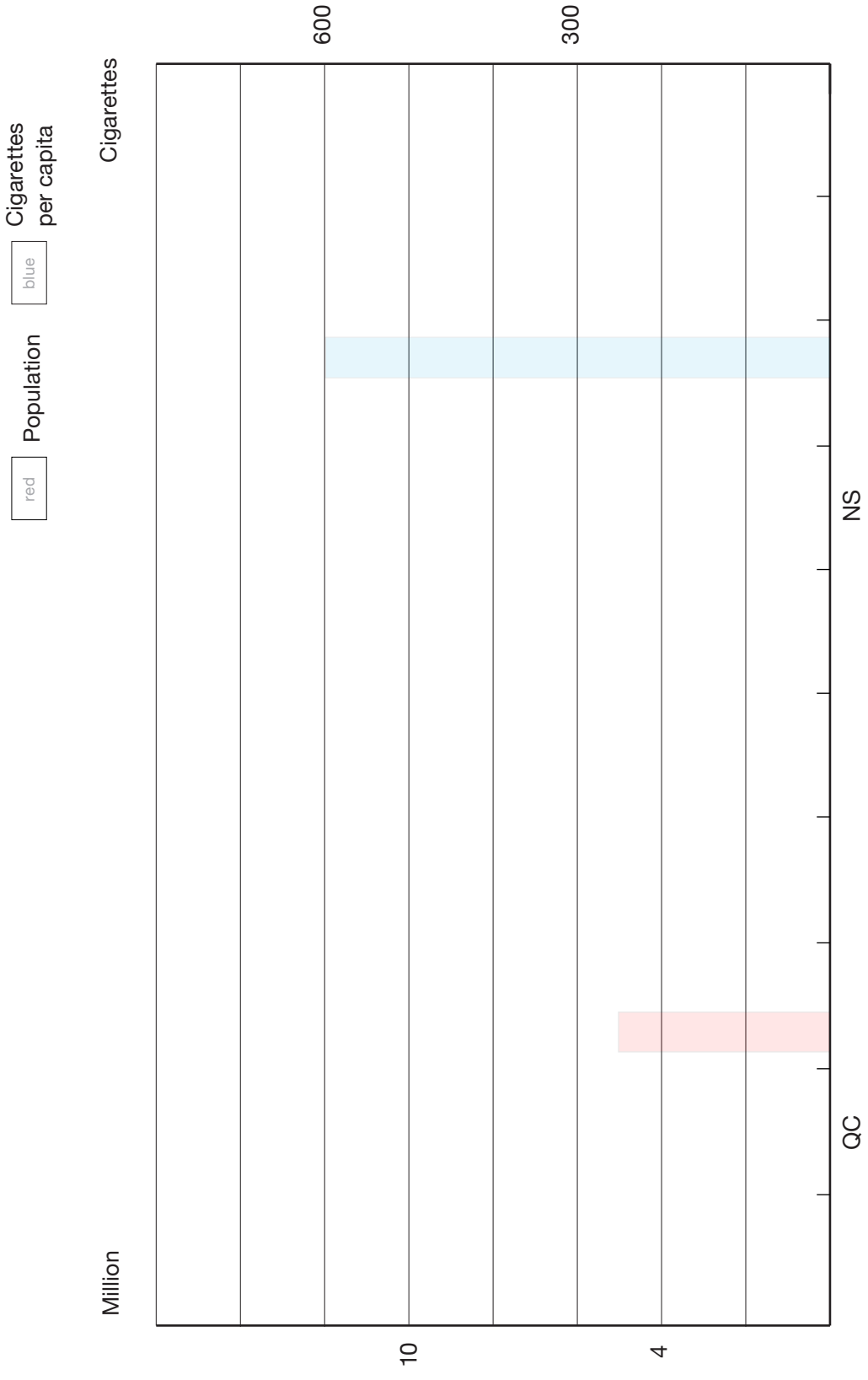
2. Create a companion bar to show the number of cigarettes sold per capita for each province and territory. Shade each of these bars blue.

3. Label your graph with a proper title.

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

5. What reasons can you suggest to explain regional differences? How does your province or region compare to the national average? To other parts of Canada? How do you account for any differences?

TALKING TOBACCO USE IN CANADA



TALKING TOBACCO USE IN CANADA

PUTTING IT ALL TOGETHER

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

_____ 1. **How many people does tobacco kill each year worldwide?**

a) 1.3 million
b) 3 million
c) 5 million
d) 8 million
e) 16 million

_____ 2. **Many provinces have banned flavoured _____ products.**

a) vaping
b) energy drink
c) nicotine
d) tobacco
e) alcohol

_____ 3. **Ottawa's most recent policy to discourage Canadians from smoking is to:**

a) provide cash incentives to quit
b) use social media to warn Canadians
c) raise taxes on tobacco products
d) print warnings on individual cigarettes
e) ban smoking in public parks

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

_____ 4. **True** or **False?** Tobacco use contributes to poverty.

_____

_____ 5. **True** or **False?** Vaping products do not contain nicotine.

_____

_____ 6. **True** or **False?** The overall rate of nicotine use is going up in Canada.

_____

C. Fill in the blanks to complete each sentence.

7. There are some _____ billion tobacco users worldwide.

8. Some countries are adopting an _____ policy to stop youth from purchasing cigarettes.

9. _____ _____ has the highest percentage of smokers. (2)

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

10. As you see it,what is the most effective strategy to discourage teens from smoking? Give reasons to support your response.

_____

_____

_____

_____

_____

INQUIRY PROJECT

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

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.

Resource Page for Teachers

FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

SETTING THE TONE

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

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

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

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

BEFORE READING

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

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

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

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

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

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

7. **Introduce the article**:
• share the *Learning Outcomes* (found in the Before Reading section of the lesson plan accompanying the article) with students.
• encourage them to focus their reading on these outcomes. You may assign specific outcomes to certain groups.
• invite them to note further questions about the topic as they read.

Resource Page for Teachers

FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

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.

Resource Page for Teachers

ASSESSMENT RUBRIC

This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically.

	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.

Resource page for Students

SETTING A PURPOSE BEFORE READING

There are a number of reasons we read: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

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

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

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

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

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

Purpose for Reading	What does it look 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.

Resource Page for Students

EDITORIAL CARTOONS

WHAT ARE EDITORIAL CARTOONS?

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

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

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

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

Caption (a sentence or phrase that is the title or explanation of the cartoon);

Labels (words or numbers in the drawing to identify people, objects or dates);

Relative size (some images are drawn much larger or much smaller than others);

Light and dark (use of dark shading and white space to create an effect);

Composition (the arrangement or location of figures or objects in the centre or background);

Symbols (a sign or image to represent something else);

Caricature (a distorted, simplified or exaggerated representation of a figure).

Prepared with assistance from TC^2, The Critical Thinking Consortium. © 2024

To the Teacher
ANSWER KEY

ALL ABOUT BATTERIES

1. How are most cars and trucks powered?

Historically, the vast majority have used fossil fuels. (Fossil fuel is fuel such as coal or oil that was formed over millions of years from parts of dead animals or plants. Crude oil is refined to make gasoline, diesel, aviation fuel, etc.)

2. What changes are predicted to the way passenger vehicles are powered by 2030?

Some estimates say that by 2030, EVs could account for half of all new passenger vehicles sold worldwide.

3. How might Canada benefit if these projections pan out and a large auto battery supply chain is established?

If Canada develops a large electric vehicle battery supply chain of factories and ore production sites, this could create 250,000 jobs by 2030. This would also add some $48 billion to the Canadian economy every year. (Ottawa and some provinces have offered billions of dollars to attract EV battery production to Canada.)

4. List the five metals used to produce EV batteries.

Lithium, nickel, cobalt, graphite and manganese are the five minerals needed to make EV batteries.

5. Which two metals are currently in short supply in Canada?

Canada has just two percent of the world's graphite reserves and very little manganese is produced here.

6. What happens now to most of the minerals mined in Canada for EV battery production? Explain why this is happening.

Canada currently exports most of the minerals it extracts for the production of EV batteries. Ores need to be highly purified before they can be turned into battery components. That requires a lot of processing and refining – something only a handful of companies worldwide can handle.

7. Why is Canada a good location to manufacture electric vehicle batteries?

Canada is one of the world's leading mining nations. It has rich reserves of several of the five ores needed to make EV batteries. Many of the required ores are already produced here. (Canada is also close to the large U.S. market.)

8. What is the **Ring of Fire**? Where is it located?

It is a remote 5000-square-kilometre patch of volcanic rock located about 540 km northeast of Thunder Bay.

9. Why is this region important to EV production in Canada?

Geologists say this area holds a wide range of metals (especially nickel) that could be worth as much as $90 billion.

10. What obstacles are preventing mining companies from setting up in the Ring of Fire?

It is a remote area with no access roads. There are also environmental concerns about this pristine area. Also, 'red tape' (ie. a large number of rules and regulations), the need to consult with Indigenous communities, and long completion time frames will also likely delay new mines.

<u>Quiz:</u>

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

7. subsidies; 8. 250,000; 9. lithium; 10. *Answers will vary.*

PICKING A PRESIDENT

1. When will the next U.S. presidential election take place?

November 5, 2024. (U.S. general elections are held every four years on the first Tuesday in November.)

2. List the three main requirements that a U.S. presidential candidate must satisfy.

The U.S. Constitution requires that candidates be: at least 35 years old; a natural born citizen of the U.S.; and a resident of the U.S. for 14 years or more.

3. Name the two main political parties in the United States.

The Democratic Party and the Republican Party.

4. Briefly describe the general policy of each party.

The Democrats are considered to be more liberal. Democrats generally believe that government should provide social and economic programs for those who need them. (Democrats believe government should monitor and regulate the economy. They are on the 'left' of the U.S. political spectrum.)

The Republicans are more conservative. Republicans are not necessarily against government programs, but they believe many are often excessive or too expensive. Republicans focus on encouraging private businesses. They feel a strong private sector makes citizens less dependent on government. (Republicans are on the 'right' of the U.S. political spectrum. Republican policies often focus on law and order, a strong military, and government 'red tape'.)

5. The process to become U.S. president starts about two years before the election. Describe the first steps that a candidate who wants to be U.S. president must take.

Each party can select one person to run for president, but often many candidates declare their interest many months before election day. Candidates first compete to win the support of their own party. They make speeches, meet people, and participate in media interviews and party debates. (Fundraising and endorsements are also a big part of this process.)

6. Describe what occurs between January and June of an election year.

During this period, both parties hold primaries (special state votes) where people vote by secret ballot. A few states hold caucuses instead, which are small local meetings that ask party members for a show of hands.

7. What is decided during primaries and caucuses?

Voters in each state cast ballots for a presidential candidate they favour. The winner in each state earns delegates to represent state voters at the Republican and Democratic national conventions in the summer. The candidate with the most delegates typically becomes that party's presidential nominee. (Presidential nominees often announce their choice of running mates for vice president shortly before a nominating convention.)

8. Who is the current president of the United States? What party does he represent?

Joe Biden is the current president (incumbent). He represents the Democratic Party.
(No serious challengers have emerged to contest the Democratic nomination.)

9. List the top candidates for the Republican presidential nominee. Who is the current favourite?

As of late January, the two main candidates were ex-President Donald Trump and former UN Ambassador Nikki Haley. (Florida Governor Ron DeSantis withdrew on January 21.) In late January most polls showed that Mr. Trump had a big lead among Republican voters.)

Quiz: 1. e; 2. b; 3. c; 4. False; 5. False; 6. False;

7. Democratic; 8. incumbent; 9. Donald Trump; 10. *Answers will vary.*

ELECTION IN TAIWAN ANGERS CHINA

1. List at least four important facts about China.

1) China is a large nation in East Asia with a population over 1.4 billion (the second most-populous country); 2) About a third of the people live in cities (mostly near the coast); 3) It is 9.6 million sq km in size – the third-largest country by total land area; 4) It has a communist government (but also a considerable degree of economic freedoms); 5) The leader is President Xi Jinping (leader since 2012); 6) The official name is the People's Republic of China.

2. List at least four important facts about Taiwan.

1) The official name is the Republic of China. 2) It is a small island in the South China Sea, southwest of Japan; 3) It is separated from the mainland by the Taiwan Strait (180 km); 4) The population is 24 million people – mostly Han / ethnic Chinese; 5) The newly elected president is Lai Ching-te who leads the Democratic Progressive Party; 6) Only 13 countries recognize Taiwan as a sovereign nation.

3. When did the Chinese civil war occur? Which two main groups fought for control during this 22-year-long conflict?

The military struggle for control of China lasted from 1927 to 1949. The Nationalists under Chiang Kai-shek were opposed by Communist forces headed by Mao Zedong. (Japan occupied much of China during World War II).

4. Which group won control of mainland China? What happened to the defeated forces?

The Communists won and created a one-party state called 'The People's Republic of China'. The Nationalist leader, Chiang Kai-shek, retreated to Taiwan along with two million soldiers and other supporters. They set up their own government called 'The Republic of China'. Both governments claimed to represent all of China – including Taiwan.

5. How has Taiwan changed politically since the Nationalists took control in 1949?

During the first few decades, Chiang Kai-shek's government ruled Taiwan with an iron fist. But after he died in 1975, Taiwan democratized and by the 1990s it was holding free and fair elections. (It also developed a strong modern export-based economy described as the 'Taiwan Miracle.' Taiwan now has many technologically advanced computer microchip and high-tech industries.)

6. What three main political options are available to Taiwan's citizens regarding the island's political future?

There is a range of views regarding communist China. Some want to reunite with the mainland, some want to maintain the status quo, and some favour complete independence.

7. Who won the recent election in Taiwan? What party does he lead and what policies does this party support?

On January 13, Lai Ching-te was elected as the next president of Taiwan. Mr. Lai and his Democratic Progressive Party (DPP) won 40 percent of the vote. The DPP's platform promised to protect the island's sovereignty, and was perceived to show support for an independent Taiwan. (Mr. Lai wants to strengthen ties with the U.S.)

8. Why is China upset about this election? **China was hoping for a vote in support of reunification. China does not recognize Taiwan as an independent nation and insists that Taiwan has no right to hold elections.**

9. List at least three reasons why China believes Taiwan should not be independent.

1) China maintains that Taiwan is a Chinese province and its separation is just a remnant of the civil war and is no longer meaningful; 2) Chinese authorities, who strongly promote national unity, say there can only be one sovereign state named China; 3) Taiwan is strategically located and controlling the island would provide a military advantage in the region; 4) Taiwan has a healthy economy, with key technology companies that Beijing would like to control.

10. What has China's president said about the future of Taiwan?

President Xi Jinping says that China is hoping for a "peaceful reunification" but he hasn't ruled out using force. (U.S. policy is ambiguous but Washington has said that it would help Taiwan if China invaded.)

ELECTION IN TAIWAN ANGERS CHINA

Editorial Cartoon:

1. *Answers will vary.*

2. Since the civil war ended in 1949, Taiwan has been functioning as a sovereign state. However, the Chinese government insists that Taiwan is a part of China, and since the 1990s, it has conducted various threatening activities to emphasize its military readiness to fight for this claim. On January 13, people in Taiwan elected Lai Ching-te to be their next president. The election was significant because Mr. Lai is in favour of an independent Taiwan, setting the scene for a potential conflict between China and Taiwan.

3. The cartoon shows a man, presumably Chinese leader Xi Jinping, reaching out of mountains labelled 'China' and across a body of water to a small island labelled 'Taiwan'. In one hand he is holding military jets swirling in a circle, and in the other he is holding a box of carrots, while a man who is sweating profusely is looking anxiously at both.

4. The bias is that of the cartoonist.

5. The cartoonist may be suggesting that Chinese leader Xi Jinping is taking a 'carrot and stick' approach to convincing Taiwan to reunify with the PRC. He is both threatening and luring the Taiwanese people to merge with the mainland.

Quiz:

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

7. civil war; 8. Democratic; 9. sovereign/independent; 10. *Answers will vary.*

TOBACCO USE IN CANADA

1. What is **nicotine**? Explain.

It is an addictive drug found in tobacco products like cigarettes, chewing tobacco, and most vaping products.

2. Why is nicotine so addictive?

Inhaled smoke delivers nicotine to the brain in seconds. The nicotine hit releases dopamine, a hormone that makes people feel good temporarily. Nicotine can also give some people a surge of energy or focus. But these good feelings don't last. Once they fade, the brain wants another nicotine hit.

3. Why is nicotine addiction particularly harmful to youth?

According to the U.S. Food and Drug Administration, youth have a higher risk of becoming addicted since their brains are still developing. Nicotine can harm a teen's memory and ability to concentrate and it can also lessen the ability to control impulses.

4. How many people use tobacco? Where do most of these people live?

There are about 1.3 billion tobacco users worldwide. In 2020, almost one quarter of the world's population used tobacco. Around 80 percent live in low-and middle-income countries.

5. How many people does tobacco kill each year? How many are non-smokers?

Tobacco kills over eight million people each year. Some 1.3 million are non-smokers who are exposed to second-hand smoke. (According to WHO the 'tobacco epidemic' is one of the biggest public health threats the world has ever faced.)

6. Explain how tobacco use can affect people's health.

Tobacco use is a leading preventable cause of illness and premature death. Smoking can lead to heart attacks, stroke, blood clots, reduced oxygen in the blood, cognitive decline, Alzheimer's disease, disruption to adolescent brain development, cancer, impaired memory and concentration, and impulsive behaviour.

7. List two important economic costs associated with tobacco use.

1) Tobacco use contributes to poverty – people use money that they need for food and shelter to buy tobacco;
2) Caring for people who are ill from smoking imposes a high cost on society; (Dr. Andrew Pipe, at the University of Ottawa Heart Institute, says smoking places an "unbelievable burden" on the health care system.)

8. Which Canadian province or territory has the highest percentage of smokers? Which has the lowest?

A 2022 survey showed that New Brunswick had the highest percentage of smokers (15.8 percent), followed by Manitoba and Saskatchewan. British Columbia had the lowest, at 8.7 percent.

9. Why has overall nicotine use increased in Canada in recent years while teen smoking has decreased? Explain.

Teen vaping or e-cigarette use has increased. A 2023 Statistics Canada report stated that nearly half of Canadian young adults (aged 20-24) and about one third of youth (aged 15-19) had tried vaping at least once. (Vaping may appear safer than smoking, but most e-cigarettes contain nicotine and other dangerous substances. A 2017 study showed that teens who used e-cigarettes were more likely to also try smoking—and become smokers.)

10. What policies have authorities introduced to try and reduce smoking?

Many provinces have banned flavoured vape products which appeal to teens. The federal government now requires warning labels to be printed on individual cigarettes. (Examples of warning messages are: "Cigarettes cause cancer" "Poison in every puff," and "Tobacco smoke harms children." Some countries are considering an aging out strategy that permanently bans those born after a certain year from purchasing cigarettes. Each year, the legal age to buy cigarettes bumps up so that, eventually, no one born after the target year would ever be old enough to buy tobacco.)

TOBACCO USE IN CANADA

Quiz:

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

7. 1.3; 8. aging-out; 9. New Brunswick; 10. *Answers will vary.*

GRAPHING

The latest smoking data from 2021 showed that 12 percent of Canadians aged 15 and older smoked cigarettes. The data showed that while 14 percent of males smoked cigarettes, only 11 percent of females did so.

In 2021, cigarette sales in Canada totaled almost 21 billion, down from over 42 billion in 2001. These overall production figures do not take into account population growth. On a per capita basis, sales have declined over this period, as Canada's population increased from about 31 million in 2001 to 37 million in 2021.

Complete the table below to show:

a) the total population of Canada in 2021 and the provinces and territories;
b) the total tobacco sales for each column
c) the number of cigarettes sold per capita

The following sources will help:

https://www.todocanada.ca/population-in-canada-2021-census/

https://uwaterloo.ca/tobacco-use-canada/adult-tobacco-use/cigarette-sales

2021	Canada	ON	QC	BC	AB	MB
Population	36,991,981	14,223,942	8,501,833	5,000,879	4,262,635	1,342,153
Tobacco Sales	20,906,599,707	7,418,770,614	5,868,199,022	2,099,234,107	2,379,100,935	661,342,135
Cigarettes per person	565	522	690	420	558	493

2021	SK	NS	NB	NL	PE, NU, NT, YT
Population	1,132,505	969,383	775,610	510,550	272,491
Tobacco Sales	783,570,804	744,132,990	464,636,285	355,206,760	132,406,075
Cigarettes per person	692	768	599	696	486

Use a separate sheet of paper to complete the following assignment:

1. Create a bar graph to show the population for each province and territory. Shade each bar red. Do not include the national statistics from the Canada column.

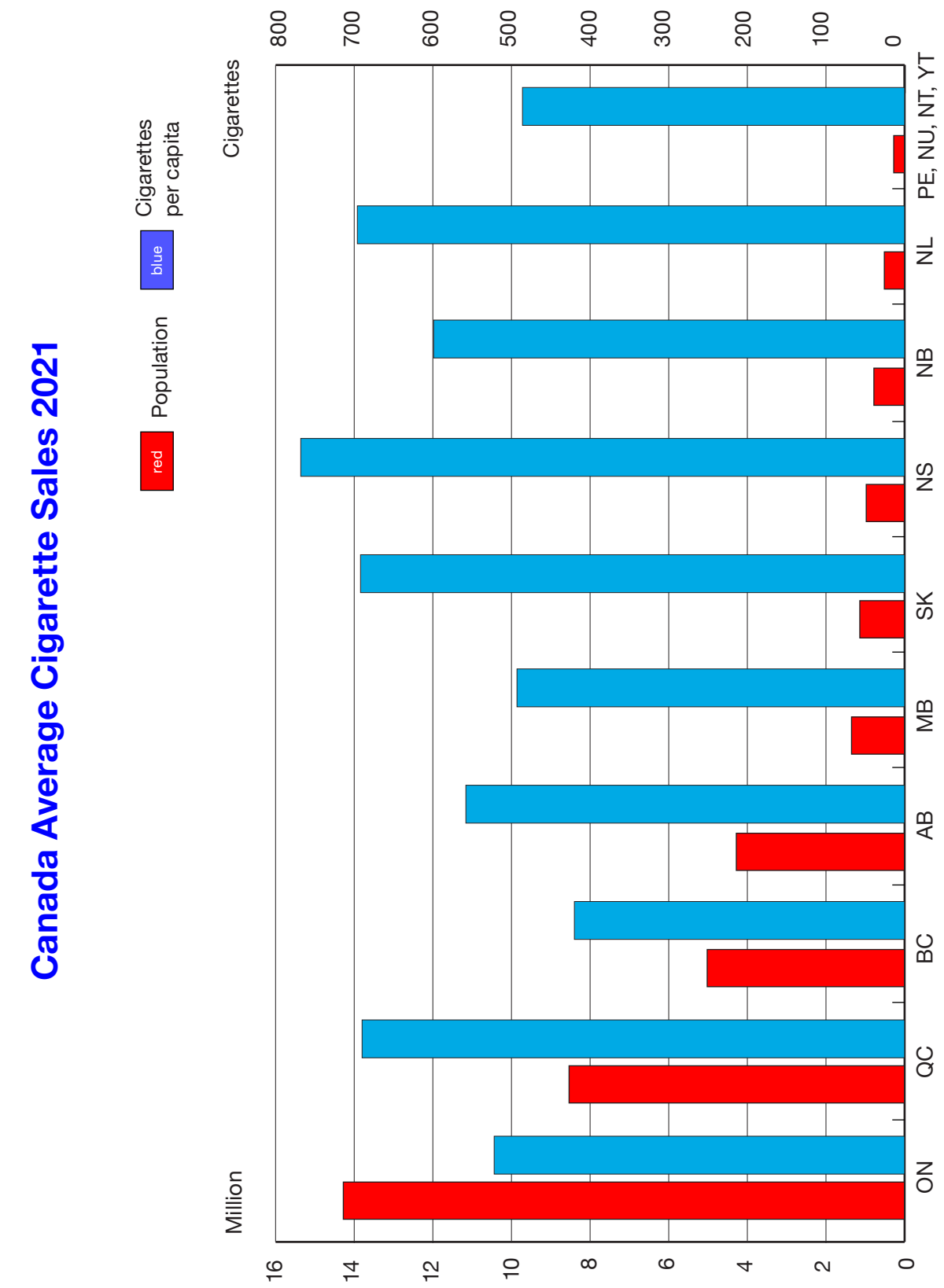
2. Create a companion bar to show the number of cigarettes sold per capita for each province and territory. Shade each of these bars blue.

3. Label your graph with a proper title.

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

5. What conclusions can you draw to explain regional differences? How does your province or region compare to the national average? To other parts of Canada? Provide reasons to explain why these differences exist.

6. What advice would you give to the federal health minister to further lower the number of smokers in Canada? What advice would you give to the health authorities responsible for your province or territory? Give reasons to explain your answer.


Canada Average Cigarette Sales 2021
Cigarettes per capita
blue
Population
red
Cigarettes
800
700
600
500
400
300
200
100
0
Million
16
14
12
10
8
6
4
2
0
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QC
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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

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- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities

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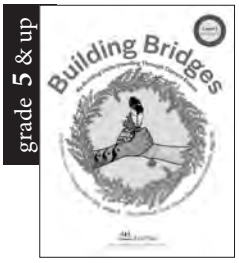
Building Bridges



- ✓ **PDF/Word** resource
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- ✓ Background information
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- ✓ 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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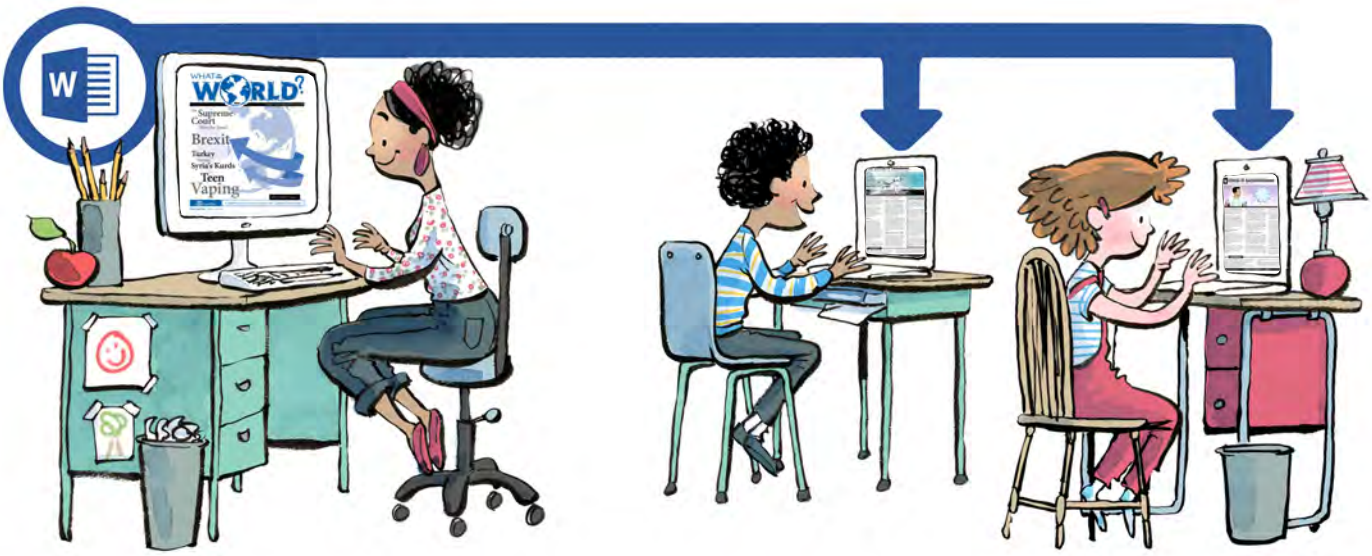

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What in the World?

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

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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

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