



APARTHEID'S UGLY HISTORY



Apartheid was a government policy of **racial segregation** and **discrimination** directed at non-white citizens of South Africa. It lasted between 1948 and 1994.

Apartheid stemmed from a long history of **oppression** that began with the **colonization** of the region in the 17th century. In that era, what is now modern South Africa was a stopover for Dutch spice traders travelling between the Netherlands and the Far East. The Dutch merchants who settled in South Africa became known as Boers, the local term for farmers. Today, their descendants are called Afrikaners.

British competitors soon arrived to challenge the Dutch. Both groups of white settlers forcibly took control of the land, oppressing the black Africans who had always lived there.

In 1806, the British seized the area around Cape Town, where most of the Boers lived. The Boers moved north, establishing the colonies of Orange Free State and Transvaal.

A RUSH FOR GOLD AND DIAMONDS

Their new land would prove to yield great wealth. In 1866 a 15-year-old farm boy found a brilliant stone near the Orange River in central South Africa. It turned out to be a huge diamond – and a taste of what was to come. Twenty years later a massive **vein** of gold was discovered in the same region and a rush for gems and minerals began.

The lure of riches drew more British settlers, causing tensions that led to a three-year war with the Boers ending in 1902. Although the British won, the two groups ruled the country together

until it gained independence from Britain in 1910.

THE UGLINESS OF APARTHEID

At the time, the total population was about five million. Eighty percent of the residents were non-white, yet political control was in the hands of the white minority. The new government firmed up its powers with laws that further restricted the rights and freedoms of non-white citizens.

In 1948, at a time when only whites could vote, the **racialist** National Party (NP) was elected. The NP formally established a policy of apartheid, an Afrikaans word meaning ‘the state of being apart.’

The move involved many new laws, but three were especially hateful. The first, the Race Classification Act, required every citizen to be classified according to race.

DEFINITIONS

COLONIZATION: to send people to live in and govern another country or territory

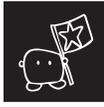
DISCRIMINATION: the unfair treatment of a person or a group

OPPRESSION: unfair and cruel treatment by a powerful person or government

RACIAL SEGREGATION: the separation or segregation of races in everyday life, either as prescribed by law or by social norms

RACIALIST: the belief that there are significant differences between racial groups, and especially believing that one race is better or superior than others

VEIN: a long, narrow opening in rock filled with gold, silver, or other minerals



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The government identified people as part of one of four main groups: 'White', 'Black', 'Asian' and 'Coloured' (mixed race). Every year, people had to be classified all over again.

The second law, the Mixed Marriages Act, banned marriage between people of different races. The third regulation, the Group Areas Act, dictated that each of the four groups must live in separate areas. This often pulled families apart.

A HARSH LIFE UNDER APARTHEID

Life was difficult for non-whites in South Africa. Coloured people were regarded as inferior and all aspects of life were segregated: housing, schools, transportation, stores, hotels, restaurants, healthcare, sports, etc. Only whites could own land and most skilled jobs were reserved for them.

Blacks were forced into dirty townships or polluted industrial regions. Whites got the best farms and residences. A system of passes and identity papers controlled where Blacks could travel and work. They had to get their health care from the country's poorest hospitals.

PROTESTS AND REBELLIONS

In the 1950s, Nelson Mandela, then a young lawyer, became the leader of a political movement in South Africa called the African National Congress (ANC). The principal goal of the group? To end racial segregation.

The ANC led the opposition to apartheid. It staged protests and organized rebellions that grew stronger throughout the 1950s.

Many ANC leaders, including Mr. Mandela, were targeted by authorities. In 1956, Mr. Mandela was charged with high **treason** along with 155 others. After four years, the charges were dropped.

Mr. Mandela urged protesters to resist apartheid peacefully. That changed, however, when police shot 69 black people in the South African township of Sharpeville in 1960. He then led a campaign to **sabotage** the government. He organized massive strikes that brought the nation to a halt and convinced many governments to impose **sanctions** on South Africa.

In 1962 Mr. Mandela was jailed again and in 1964 he received a life sentence.

THE PRESSURE MOUNTS

While Mr. Mandela was still in prison in 1976, high school students living in South Africa's black townships rose up to fight white minority rule. Hundreds died and thousands were injured before their uprising was crushed.

The action shocked many people around the world. International pressure against apartheid was intensifying. Countries increased sanctions against South Africa – and Canada was at the forefront of this movement. After Brian Mulroney was elected prime minister in 1984, he helped convince the United Kingdom and other nations to pressure the government of South Africa.

"Canada is ready, if there are no fundamental changes in South Africa, to invoke total sanctions against that country and its repressive regime," he warned. "If there is no progress in the

dismantling of apartheid, relations with South Africa may have to be severed absolutely."

THE END OF APARTHEID

These efforts worked. By 1990, the government of South Africa was ready to make a peaceful transition to majority rule. Early that year, South African President F. W. de Klerk released Mr. Mandela from prison and legalized the ANC.

The first multi-racial elections were held in 1994 and Mr. Mandela – a man who had been jailed for 27 years – was elected president. It was a remarkable victory. Apartheid had finally come to an end.

THE SLOW PACE OF PROGRESS

Since then South Africa has struggled to address apartheid-era imbalances. Many non-whites still don't have decent housing, education or health care. Over 42 percent survive on less than \$2 a day. Still, hope exists where there was none before.

"We have lifted a massive amount of black people out of poverty and – crucially – removed the barriers to their being able to improve themselves," says South African political analyst Justice Malala.

"What South Africa now needs is a leadership crop that will commit . . . to create the jobs we need to lift those at the bottom of our society out of their desperate plight." ★

DEFINITIONS

SABOTAGE: the destruction of property or obstruction of normal operations

SANCTION: an official policy, such as the stopping of trade, that is taken against a country

TREASON: the act of betraying your country



APARTHEID'S UGLY HISTORY

ON THE LINES

Answer the following in complete sentences:

1. Which two groups controlled South Africa in the early 1800s?

2. Describe what happened in the mid-1800s that caused more British settlers to come to South Africa.

3. Which political party introduced the policy of apartheid in 1948?

4. List at least five examples of how apartheid discriminated against non-whites.

5. Who was the leader of the ANC in the 1950's and what was the main objective of this political movement?

6. Describe the ANC's efforts to carry out this objective.

7. What did Canada and other countries do to pressure the South African government to end apartheid?

8. Were these efforts successful? Explain.



APARTHEID'S UGLY HISTORY

FACT OR OPINION?

Facts are descriptions of what is the case or of what has occurred/will occur. They can be verified or tested; they are true or false. **Opinions** are unconfirmed beliefs or conclusions that indicate what could be or what is a good or bad idea. They can be justified or argued for; they are reasonable or unreasonable.

Mark each statement **F** (Fact) or **O** (Opinion):

- _____ 1. The first multi-racial elections in South Africa were held in 1994.
- _____ 2. The Race Classification Act required every citizen to be classified.
- _____ 3. The Canadian government should not have interfered in South Africa's politics.
- _____ 4. The main goal of the African National Congress was to end racial segregation.
- _____ 5. Imposing sanctions against a country is an effective way of forcing political change.

BETWEEN THE LINES

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

What inference (s) can you draw from the fact that under the Group Areas Act, families often became separated?

JUST TALK ABOUT IT

- 1. Why do you think the South African government created the apartheid system?
- 2. Why was it necessary for the minority whites to create a race classification chart?
- 3. As you see it, what is apartheid's legacy? Explain.

ONLINE

Find out more about apartheid at the Crimes of War website (or visit <http://www.crimesofwar.org/a-z-guide/apartheid/>).

Find out more about apartheid's roots on the BBC website (or visit <http://www.bbc.co.uk/history/o/22786616>).

Visit the Apartheid Museum website to learn more about the apartheid regime (or visit <http://www.apartheidmuseum.org/permanent-exhibition>). ★



PUZZLE

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G	S	E	G	R	E	G	A	T	I	O	N	S	C	S	F	F	A	Y	K
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W	X	A	Y	C	C	J	O	C	F	W	U	I	N	M	E	U	F	Z	O
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F	U	F	D	U	Z	D	E	E	L	L	I	V	E	P	R	A	H	S	S
P	E	D	T	E	M	U	R	R	T	O	V	C	T	J	Y	U	Y	L	F
I	D	F	I	U	U	M	T	O	Y	N	C	C	X	S	A	F	A	N	X
I	S	F	E	S	M	L	W	S	D	I	Q	L	Q	Z	R	R	J	D	B
Y	S	R	M	G	C	N	I	J	L	Z	U	Z	L	L	E	Y	L	J	O
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M	A	I	X	H	J	P	I	S	J	T	K	R	I	O	D	W	M	O	O
C	P	R	I	L	T	R	E	M	M	I	M	M	S	Y	L	A	K	B	X
C	A	P	A	W	N	N	X	A	I	O	D	I	H	C	N	L	Y	V	X
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J	E	W	T	L	S	A	B	O	T	A	G	E	E	C	T	H	C	W	A
V	I	I	A	Z	J	J	N	A	O	L	J	Y	Q	A	A	G	S	W	Y
I	D	N	L	K	N	T	V	W	K	C	B	O	T	C	Q	K	L	M	Q

INSTRUCTIONS:

Locate the following words in the puzzle above.

Briefly explain the importance of each word on a separate sheet of paper.

ANC	DISCRIMINATE	MULRONEY	SEGREGATION
APARTHEID	JAIL	RACE	SHARPEVILLE
BOERS	MANDELA	SABOTAGE	TOWNSHIP
COLONIZATION	MINERALS	SANCTIONS	TREASON



APARTHEID'S UGLY HISTORY



Children sit on a bench along waterfront in Durban, a big modern city on the Indian Ocean, on May 27, 1960. Park benches like this were reserved for whites only. South African natives were not permitted to use them.

(AP Photo/Dennis Lee Royle)



The world lost a giant of a man when Nelson Mandela died on December 5 at age 95. He was known for his great moral courage, his kindness and his toughness in the face of evil.

For decades, Mr. Mandela fought to end racial **prejudice** and **apartheid** in his homeland, South Africa. To silence him, the government threw him in prison. He spent 27 years behind bars. Yet when he was finally released in 1990, he not only found it in his heart to forgive his tormenters, he went on to become his nation's first black president.

A ROYAL BEGINNING

Mr. Mandela, a member of the Thembu people, was born in 1918 with the given name Rolihlahla. Growing up in a small South African village, he was raised by Thembu royalty. The young tribesman was the first member of his family to attend school, where a British teacher changed his name to Nelson.

Classes took place in a one-room schoolhouse next to the palace. He studied English, his native language Xhosa, history and geography. He learned that his black countrymen couldn't vote or own land and had few rights. The vast majority were poor and without hope. He developed a deep interest in these unfair divisions between the whites and non-whites of his nation.

A LEADER IS BORN

The young Mandela eventually went on to law school. In 1942 he joined the equal-rights movement, the African National Congress (ANC). He led a small group within the ANC called the African National Congress Youth League. Its goal was to encourage the millions of poor blacks living in rural communities to rise up. The group was fighting for nothing less than full citizenship, redistribution of land and free education for all.

ABOUT SOUTH AFRICA

South Africa, with nearly 49 million people, is on the southern coast of the African continent where the Atlantic and Indian Oceans meet. The nation borders Namibia on the northwest, Botswana on the north and Zimbabwe, Mozambique and Swaziland on the northeast. At 1,214,470 square kilometres, it is slightly bigger than Ontario. It has three capitals: Pretoria (executive), Bloemfontein (judicial), and Cape Town (legislative). The main religion is Christianity.

Nearly 80 percent of South Africans are black and about nine percent are white. The rest come from different backgrounds.

Natural resources have helped fuel South Africa's economy, the largest on the continent. Its mines produce most of the world's platinum and gold and many of its diamonds. Yet nearly one-quarter of the population is unemployed and over 40 percent – most of them black South Africans – live on less than \$2 a day.

DEFINITIONS

APARTHEID: a South African system of segregation or discrimination on grounds of race (1948 - 1990)

PREJUDICE: an unfair feeling of dislike for a person or group because of race, sex, religion, etc.



In 1949, Mr. Mandela proposed **boycotts, strikes, civil disobedience** and non-cooperation to bring about these changes.

'THE IDEAL OF DEMOCRACY'

The authorities were threatened by Mr. Mandela's actions and they did everything in their power to stop him. He often lived in hiding and wore disguises to avoid being arrested. Despite this, he was caught and put on trial. He was accused of trying to overthrow the government and in 1964, he was sentenced to life in prison.

DID YOU KNOW?

South Africa has 11 official languages. Afrikaans, derived from Dutch, is one. English is another. The remaining nine are all **dialects** spoken by the people of different regions.

"I have cherished the ideal of a democratic and free society in which all persons live together in harmony with equal opportunities," he said during his trial. "It is an ideal which I hope to live for and to see realized. But if need be, it is an ideal for which I am prepared to die."

FREEDOM AT LAST

Throughout his years in jail, he kept his faith and his well-known good humour, rallying his supporters from behind bars. As world pressure mounted against apartheid, he held secret meetings with South African

president F. W. de Klerk to bring the hated policy to an end.

Mr. de Klerk finally announced in 1990 that apartheid would soon be over. Mr. Mandela, then 71 years old, was finally allowed to leave prison.

FROM PRISONER TO PRESIDENT

In 1993, Mr. Mandela, President de Klerk and other lawmakers wrote a new constitution that promised equality to all South Africans. For their efforts to put a stop to injustice, Mr. Mandela and Mr. de Klerk received the **Nobel Prize** for peace.

He was elected president in 1994 – the first time blacks were allowed to vote – and served until 1999.

TRUTH AND RECONCILIATION

Mr. Mandela had an enormous capacity to forgive. One of his first actions as president was to establish a **Truth and Reconciliation Commission (TRC)** in 1995. The TRC was a court-like proceeding that offered **amnesty** to people who committed human rights violations during the apartheid era.

To earn this amnesty, **perpetrators** had to tell the truth publicly, testifying about their knowledge of state-sponsored torture, kidnappings, and assassinations. No side was **exempt** from appearing before the commission. It heard reports of human rights violations and considered amnesty applications from

all sides, including from those in the ANC who had committed violent acts.

THE WORLD PAYS TRIBUTE

On December 10, tens of thousands of South Africans gathered in a huge sports stadium to pay tribute to the life of Nelson Mandela. Attending, too, were more than 100 current or former heads of state from around the world.

"South Africa has lost a hero, it has lost a father. . ." said U.S. President Barack Obama. "He was one of our greatest teachers. He taught by example. He sacrificed so much and was willing to give up all he had for freedom and democracy."

Prime Minister Stephen Harper attended the event. So did former prime ministers Brian Mulroney, Jean Chrétien and Kim Campbell. Former Governor General Michaëlle Jean was also present.

"One of the world's most respected political and moral leaders, Nelson Mandela was a model of humility, grace, and forgiveness who dedicated his life to the relentless pursuit of equality, justice and freedom for the people of South Africa," Prime Minister Harper said.

"His life and teachings touched Canadians deeply. His legend and legacy will undoubtedly inspire people from all walks of life for generations to come." ★

DEFINITIONS

AMNESTY: an official pardon

BOYCOTT: an act of refusing to buy goods from or deal with authorities, businesses or others as a means of protest

CIVIL DISOBEDIENCE: the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest

DIALECTS: forms of a language that are specific to a region

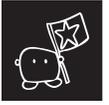
EXEMPT: free from an obligation

NOBEL PRIZE: international prize awarded annually by the Nobel Foundation for outstanding achievements

PERPETRATOR: one who is responsible for a crime

RECONCILIATION: the restoration of friendly relations

STRIKE: refusal to work as a form of protest



MANDELA: THE LAST GREAT LIBERATOR

CHOOSE THE MOST IMPORTANT

1. Use the information in the article to choose four important events from each period of Nelson Mandela's life. List these events on the organizer below in order of importance.

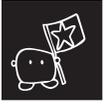
<p>The Early Years 1918 - 1947</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>The Apartheid Era 1948 - 1993</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>Post Apartheid 1994 - 2013</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

2. After completing the organizer, explain why you chose the first event in each period.

1918 - 1947 _____

1948 - 1993 _____

1994 - 2013 _____

**BETWEEN THE LINES**

1. Making a prediction: What do you suppose will happen in South Africa in the coming years? A plausible prediction is supported by evidence in the article and is consistent with known facts outside of the article.

2. Remembering Nelson Mandela. Imagine you are a senior representative of Canada's government. You have been asked to make a short speech to honour Mr. Mandela at a large international event. Write down the main ideas of your speech in point form on a single sheet of paper or cue card and present it to your class.

BEYOND THE LINES

What is your understanding of the Truth and Reconciliation Commission and why do you think it was one of the first actions taken by Mr. Mandela as president?

JUST TALK ABOUT IT

Consider the following quotes by Nelson Mandela:

“Education is the most powerful weapon which you can use to change the world.”

“For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.”

- 1) What is your understanding of these quotes?
- 2) Respond to these quotes. Do you agree or disagree with Mr. Mandela's belief? Why or why not?

ONLINE

1. Visit the Nelson Mandela Foundation's website with extensive info on life and action (or visit <http://www.nelsonmandela.org/?origin=p90>).
2. View a short (13 minutes) film detailing his life and political achievements (or visit <http://www.nelsonmandela.org/multimedia/entry/nelson-mandelas-life-story-documentary>).
3. Find more about the African National Congress website (or visit <http://www.anc.org.za/index.php>). ★

**WHAT ARE EDITORIAL CARTOONS?**

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

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

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

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

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

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

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

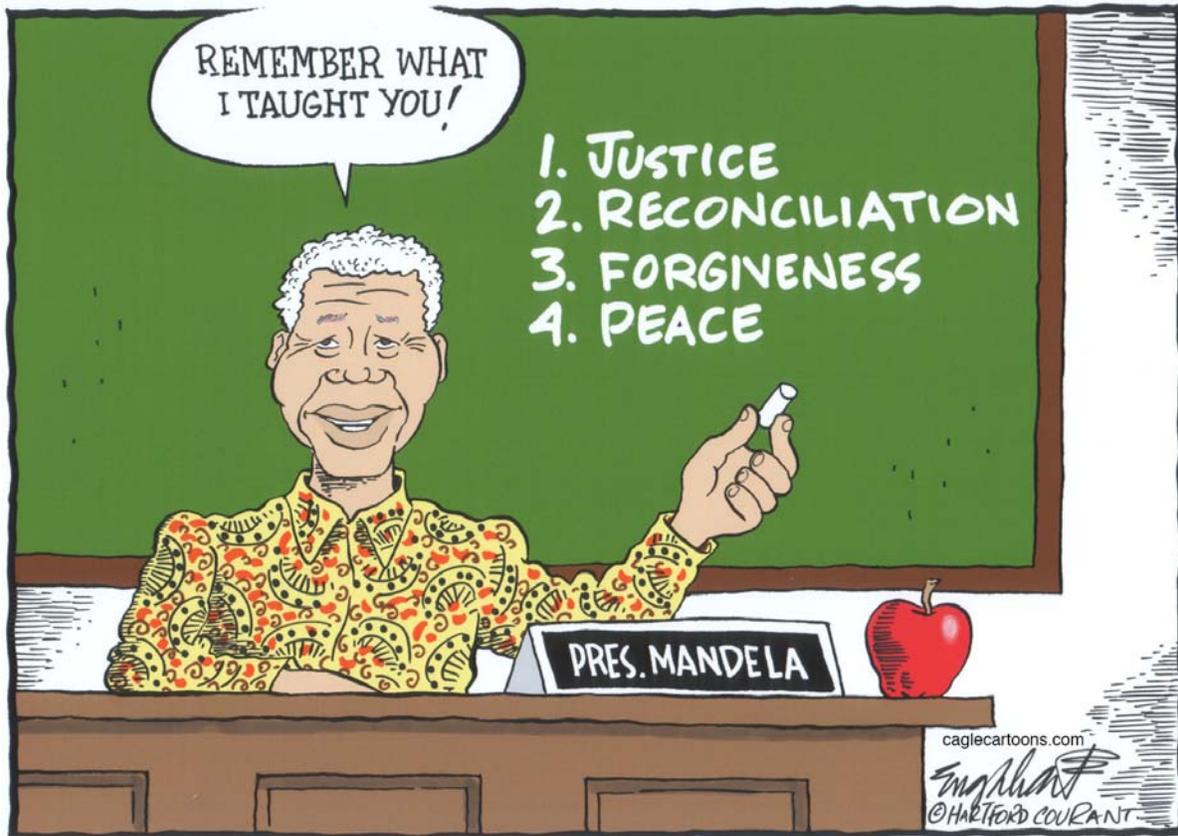
Light and dark (use of dark shading and white space to create an effect);

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

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

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

(To learn more about interpreting political cartoons, read the *Toolkit: Decoding Political Cartoons* by Charles Hou on the Library and Archives Canada’s web site at <http://www.collectionscanada.gc.ca/education/008-3050-e.html>)

**YOUR TASK:**

Examine the editorial cartoon above. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers.

INITIAL READING: What can an initial look reveal?

1. Glance quickly at the cartoon. What is your first impression – your “gut response”?
2. Read the *text*. What does it tell you about the topic of the cartoon?
3. 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?

4. Find **labels**. How do the words (or numbers) in the drawing express ideas or identify people or objects? What message do the labels send?
5. Look at the **composition**. Where are figures or objects located or arranged in the cartoon? What message does this send about their importance?
6. Identify the **symbols**. What do these signs or images represent? How do they add to the message of the cartoon?

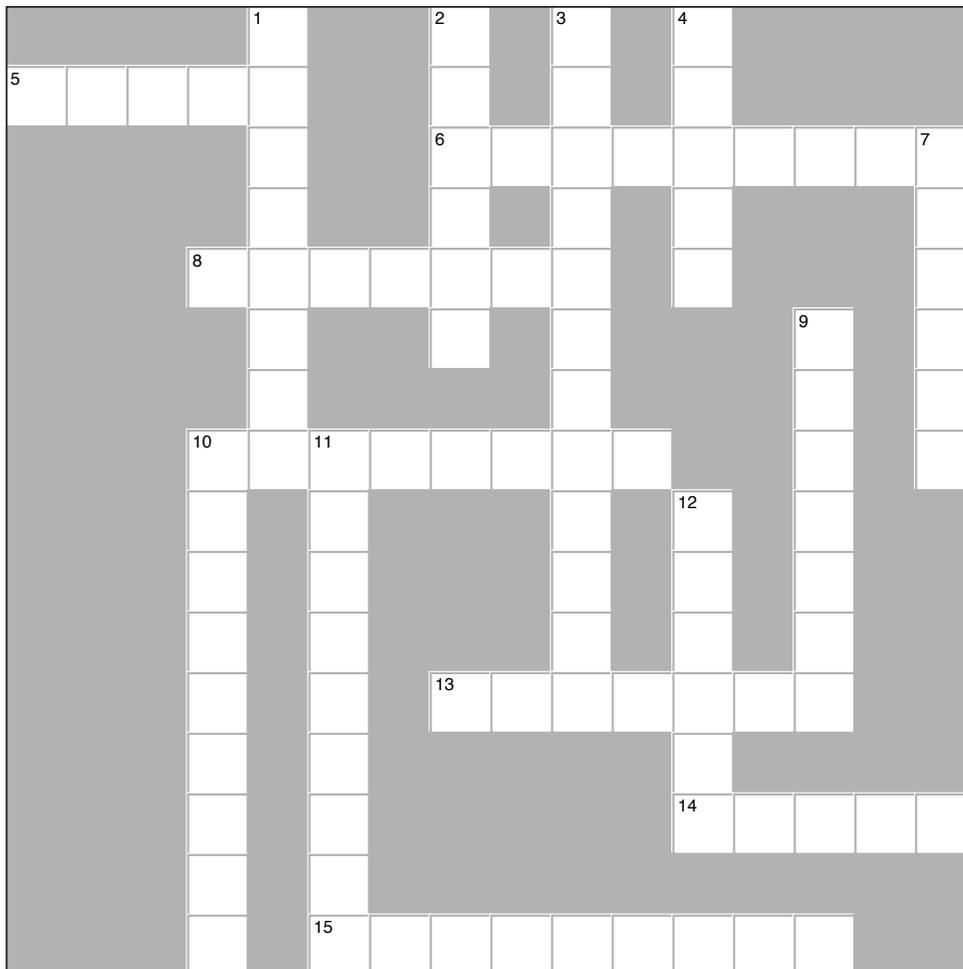
DRAW CONCLUSIONS: What overall impression can you draw?

7. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?
8. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is *specific* and *detailed*.) ★



PUZZLE

MANDELA: THE LAST GREAT LIBERATOR



ACROSS

- 5. Mr. Mandela's native language
- 6. South Africa has 11 official _____
- 8. a refusal to buy goods or deal with authorities
- 10. valuable metal
- 13. an official pardon
- 14. Mr. Mandela won the _____ Peace Prize
- 15. political system where people vote to elect representatives

DOWN

- 1. African _____ Congress
- 2. Mr. Mandela's first name
- 3. a set of basic rules and principles
- 4. _____ and Reconciliation Commission
- 7. a refusal to work
- 9. South Africa has the largest _____ on the continent
- 10. Mr. Mandela was elected to this position in 1994
- 11. system of segregation based on race
- 12. Mr. Mandela was released from _____ when he was 71 years old

MAP MAP ASSIGNMENT

Complete this map assignment to better understand the article *Mandela: The Last Great Liberator*.

INSTRUCTIONS

1. Obtain the required resources and read all the instructions before starting.
2. Colour your map after all labelling is completed.
3. Print in pencil only first, then go over the printing in black ink.
4. Work carefully and neatly.

Resources Required: pencil, black pen, pencil crayons, ruler, eraser and an atlas.

Part A Locate and label the following countries in CAPITAL letters and shade each as indicated:

Mozambique (red)	Botswana (green)
Tanzania (yellow)	Zimbabwe (brown)
Angola (red)	Zambia (purple)
Namibia (pink)	South Africa (yellow)
Madagascar (green)	

Part B Locate and label the capital cities of these countries and underline each city name.
(Note: South Africa has three capital cities.)

Part C Locate and label the following countries in CAPITAL letters and shade each as indicated:

Democratic Republic of the Congo (orange)	Lesotho (purple)
Swaziland (orange)	Malawi (green)

Part D Locate and label the following and shade all salt water dark blue:

Atlantic Ocean	Indian Ocean
Mozambique Channel	

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

Lake Nyasa (Lake Malawi)	Lake Mweru
Lake Tanganyika	Lake Kariba

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

Orange River	Limpopo River
Zambezi River	Save River

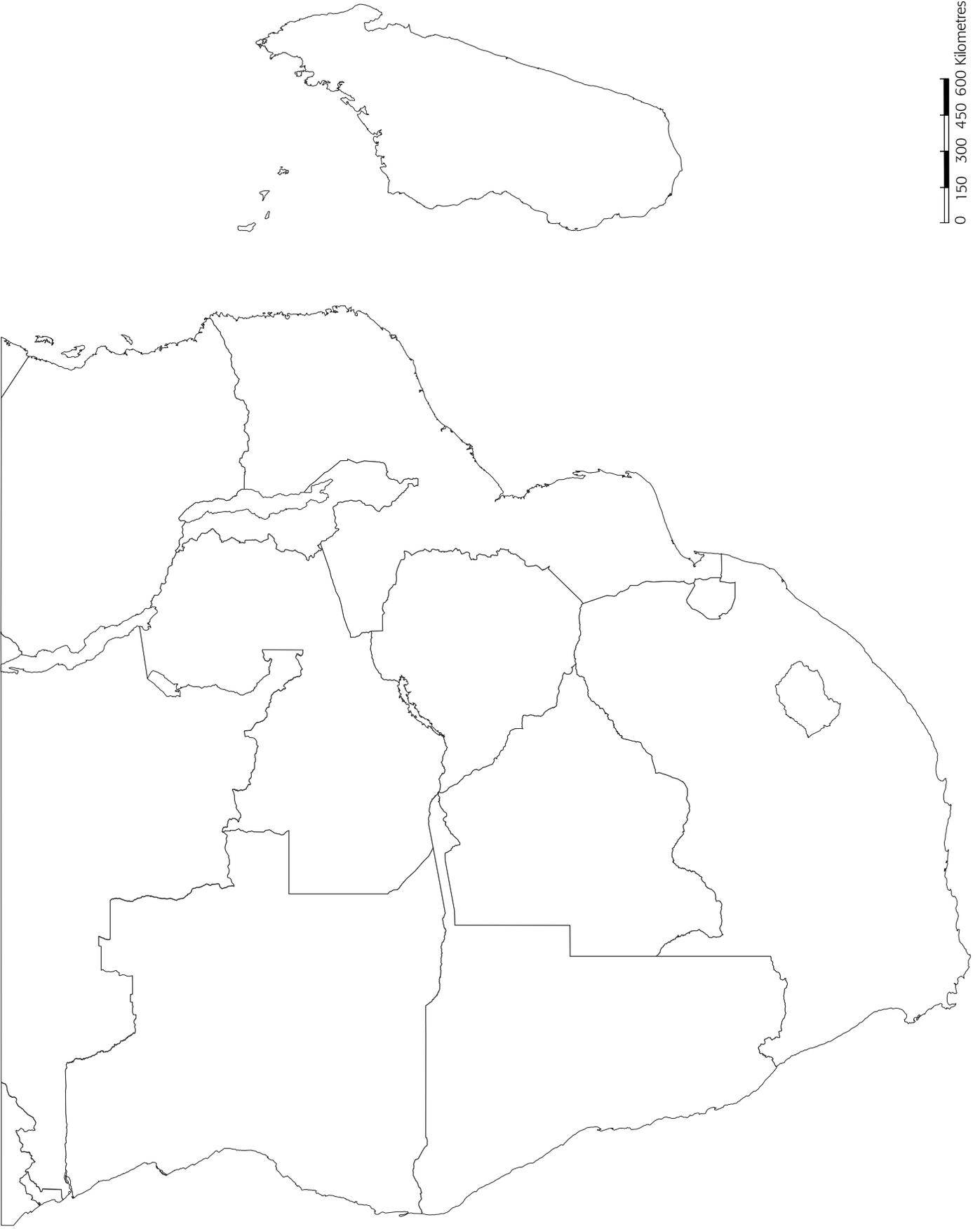
Part G Shade all remaining territory grey.

Part H Draw and label the Tropic of Capricorn (23° S).

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



South Africa



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- ✓ **Print/pdf** resource
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- ✓ Background information
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- ✓ Maps and illustrations

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Currents4Kids.com / Infos-jeunes.com

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