

WHAT ^{IN} THE WORLD?

LEVEL 1 (GRADES 5 AND UP)

COVID-19 Pandemic

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* **SPECIAL ISSUE** *

2019/2020: ISSUE 7



INTERNATIONAL

THE COVID-19 PANDEMIC

– THREE MONTHS THAT HAVE CHANGED THE WORLD



Last December, doctors in Wuhan, China noticed something unusual. A cluster of patients all had a similar type of viral pneumonia. The doctors soon found the cause: a deadly new **coronavirus**. The source? One of the city’s live animal markets.

China alerted the World Health Organization (WHO) on December 31.

LOCKDOWN

By January 22, the number of cases had grown from 41 to 550, with 17 deaths. The virus was spreading quickly. So, China took radical action.

First it locked down the city of Wuhan. Then it shut the entire province of Hubei, an area more than double the size of Nova Scotia. It was the largest-known **quarantine** in history. More

than 60 million people were affected.

The government also built two hospitals in just over a week to treat 2500 coronavirus patients.

However, these measures weren’t enough to contain the virus. It began spreading quickly elsewhere in the country. By January 30, China had recorded nearly 8000 infections, with 170 deaths.

PUBLIC HEALTH EMERGENCY

The virus was also spreading beyond China. By late January, it had **infiltrated** 21 other nations. It was carried by people who’d visited Wuhan. So WHO declared the virus outbreak a “public health emergency of international concern.”

ITALY’S NIGHTMARE

The COVID-19 outbreak in northern Italy was especially **virulent**. It showed how quickly the virus can surge if countries wait too long to lock down.

After the outbreak began there, hospitals were overwhelmed with seriously ill patients. There wasn’t enough equipment or beds.

“When we saw [the Chinese] building up two hospitals in a week I said, ‘This is crazy,’” stated Italian Dr. Giacomo Grasselli. “Now, I completely understand why they did that... It’s like a bomb of patients.”

By early April, Italy had almost 129,000 cases of COVID-19, and 15,000 deaths. At 12 percent, Italy’s virus death rate is the highest in the world.

DEFINITIONS

CORONAVIRUS: a family of viruses that can infect animals and humans, and that causes the common cold and COVID-19

INFILTRATE: to enter or pass through without permission

QUARANTINE: isolation to prevent spreading disease

VIRULENT: infectious; having the ability to cause disease



INTERNATIONAL

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On February 2, the Philippines reported the world's first death outside China. Shortly after that, countries began flying home citizens trapped in China and other affected countries. Many nations also closed their borders to non-residents who had recently travelled to China. They hoped to prevent more outbreaks.

DID YOU KNOW?

COVID-19 stands for Corona Virus Disease 2019. WHO chose the name because it didn't refer to a place, animal, person, or group.

SPREADING FAR AND WIDE

In mid-February, the number of new cases in China began to level off. China's aggressive attempts to slow the spread of the virus appeared to be working. However, cases began spiking in South Korea and Iran. Northern Italy was next. Then it was Spain's turn.

PANDEMIC!

On March 11, WHO declared the coronavirus a **pandemic**. That means it will likely spread to all countries. So country after country is locking down. One in

three humans now lives under mass quarantine. That includes most of Canada and 35 of 50 U.S. states. Schools and universities have closed in more than 160 countries. That affects about 97 percent of the world's students.

As of April 5, more than 1.25 million cases of COVID-19 were reported in over 200 countries and territories. Some 68,100 people had died. More than 258,000 people had recovered.

HELPLESS TO HELP

At the moment, the virus is spiking in the U.S. That nation has already seen twice as many cases as Italy and Spain, and three times as many as China. New York State has been hit hard with over 123,000 cases. More than 4200 had died there by early April. U.S. scientists say it could kill between 100,000 and 240,000 Americans.

Now, experts worry about the virus spreading to places like Mumbai or Monrovia.

Why? A pandemic can overwhelm **developing nations**. Nations with **repressive** regimes or where wars are going on are at bigger risk as well. Places like Haiti, which has a very weak health system, and Venezuela,

HEALTHCARE HEROES

This pandemic is putting a lot of pressure on healthcare workers. They are working long hours, risking infection – and their lives.

People are showing their gratitude. In Madrid, Rome, Amsterdam, New Delhi, and elsewhere, they gather nightly on balconies and at windows to applaud these workers. Even King Willem-Alexander of the Netherlands takes part.

“We're clapping... to say thank you to all the health care workers in the Netherlands protecting us against this horrible coronavirus,” the King stated.

In the U.K., 100,000 people signed an online thank you letter. People have sent pizzas to grocery store staff, and left cash and notes for pharmacists, too.

where there's little access to medicines, are vulnerable, too.

Richer nations normally provide aid during such a crisis. But they have their own healthcare and economic challenges. So will they be willing help? WHO calls the pandemic “the defining health crisis of our time.” Why? Because we will be defined by how we handle it. ★

DEFINITIONS

DEVELOPING NATION: a country with little industrial and economic activity and where people generally have low incomes

PANDEMIC: an epidemic that is geographically widespread; occurring throughout a region or even throughout the world

REPRESSIVE: ruling or controlling people by the use of force or by laws that put unreasonable limits on their freedom



INTERNATIONAL
THE COVID-19 PANDEMIC
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ON THE LINES

Answer the following in complete sentences:

1. Explain what a **coronavirus** is.

2. What does **COVID-19** stand for?

3. Where and when did this new coronavirus first appear? How do authorities believe it spread to humans?

4. Describe the measures China adopted to try to control the outbreak in early 2020.

5. Which European country was hit hard by COVID-19? How many people in this nation were infected by early April?

6. What does **WHO** stand for?

7. What did the WHO declare on March 11? Explain what this is.

8. What measures have many countries taken to try to slow the spread of COVID-19? Explain.

9. How many people were infected with COVID-19 by early April? How many had died? How many had recovered?



INTERNATIONAL THE COVID-19 PANDEMIC

– THREE MONTHS THAT HAVE CHANGED THE WORLD

BETWEEN THE LINES

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 inferences can you draw from the fact that one in three humans worldwide is currently living under mass quarantine, including most of Canada and 35 of 50 U.S. states?

BEYOND THE LINES

Create a timeline to show how COVID-19 has spread since it was first discovered in December in China. Include a title for your timeline, label the events/dates neatly, and add a key image or symbol to represent each event. These links may help you:

- How to Make a Timeline #readalong: <https://www.youtube.com/watch?v=842mEdbuTJs> [1:14]
- Interactive online timeline generators: <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html> and <https://time.graphics/>

An informative timeline is *accurate, easy to read (neatly labeled, title), and shows how the virus has spread.*

JUST TALK ABOUT IT

1. You are living through a moment in history. Years from now, students will be learning about the COVID-19 pandemic and its impact around the world, just as students today learn about the Great Depression and World Wars I and II. What is happening in your community and your province this week because of the pandemic? What have your experiences of the pandemic been so far? How has the virus impacted you and your family? What feelings are you experiencing? Consider keeping a daily journal recording your observations, experiences, and feelings during this pandemic.
2. What message would you like to send to healthcare workers putting their lives on the line to care for others during the pandemic? Explain.
3. What reasons can you suggest to explain why the WHO chose a name for the coronavirus that didn't refer to place, animal, person, or group? Explain.

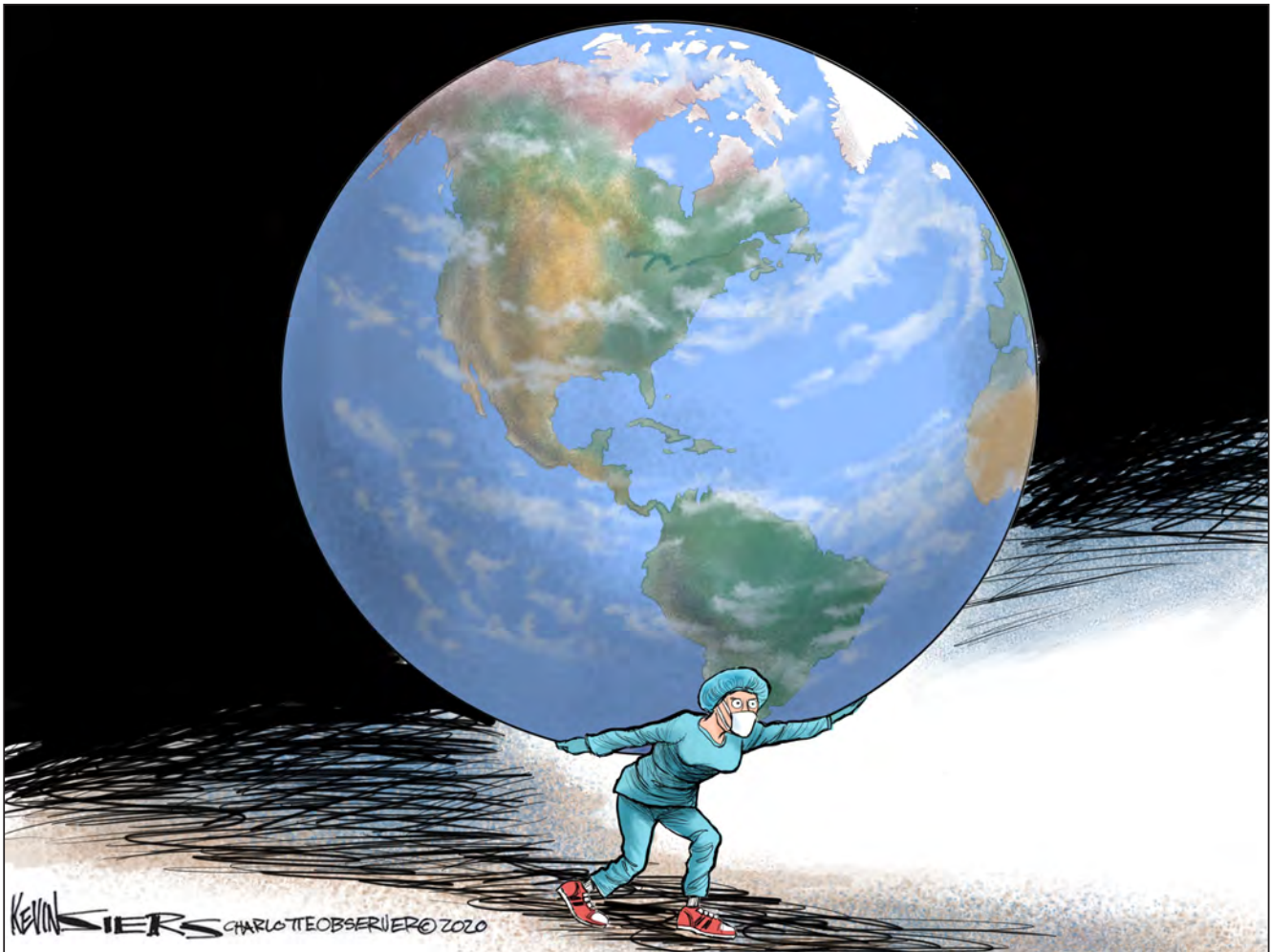
ONLINE

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

1. Find COVID-19 updates on the World Health Organization's website at www.who.int/
2. View a timeline of the pandemic at <https://www.businessinsider.com/coronavirus-pandemic-timeline-history-major-events-2020-3> ★



INTERNATIONAL
THE COVID-19 PANDEMIC
– THREE MONTHS THAT HAVE CHANGED THE WORLD



YOUR TASK:

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

1. What do you already know about healthcare workers and the COVID-19 pandemic?
2. Describe what you see in the cartoon.
4. As you see it, what might the cartoonist be saying about healthcare workers and the pandemic? Explain.
5. For what reasons do you agree with the cartoonist's perspective? For what reasons do you disagree? ★



MAP ASSIGNMENT

Complete this map assignment to better understand the article *The COVID-19 Pandemic*.

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.

Visit <https://www.ecdc.europa.eu/en/cases-2019-ncov-eueea> to see the current number of COVID-19 cases.

Part A Locate and label countries with over 100,000 cases in CAPITAL letters and shade each nation purple.

Part B Locate and label countries with over 50,000 cases in CAPITAL letters and shade each nation red.

Part C Locate and label countries with over 20,000 cases in CAPITAL letters and shade each nation orange.

Part D Locate and label countries with over 10,000 cases in CAPITAL letters and shade each nation pink.

Part E Locate and label countries with over 3,000 cases in CAPITAL letters and shade each nation yellow.

Part F Shade all remaining countries in Europe light green.

Part G Locate and label North Africa in CAPITAL letters and shade this region brown.

Part H Locate and label the following in in CAPITAL letters and shade each country brown:

Turkey

Syria

Part I Locate and label the following and shade all ocean water dark blue:

Atlantic Ocean

North Sea

Mediterranean Sea

Part J Locate and label the following islands:

Corsica (France)

Sardinia (Italy)

Sicily (Italy)

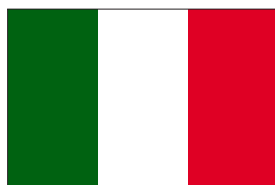
Part K Shade all remaining territory grey.

Part L Colour the key on your map.

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



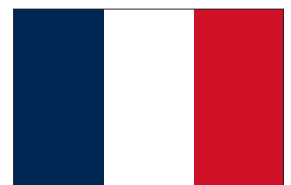
Spain



Italy



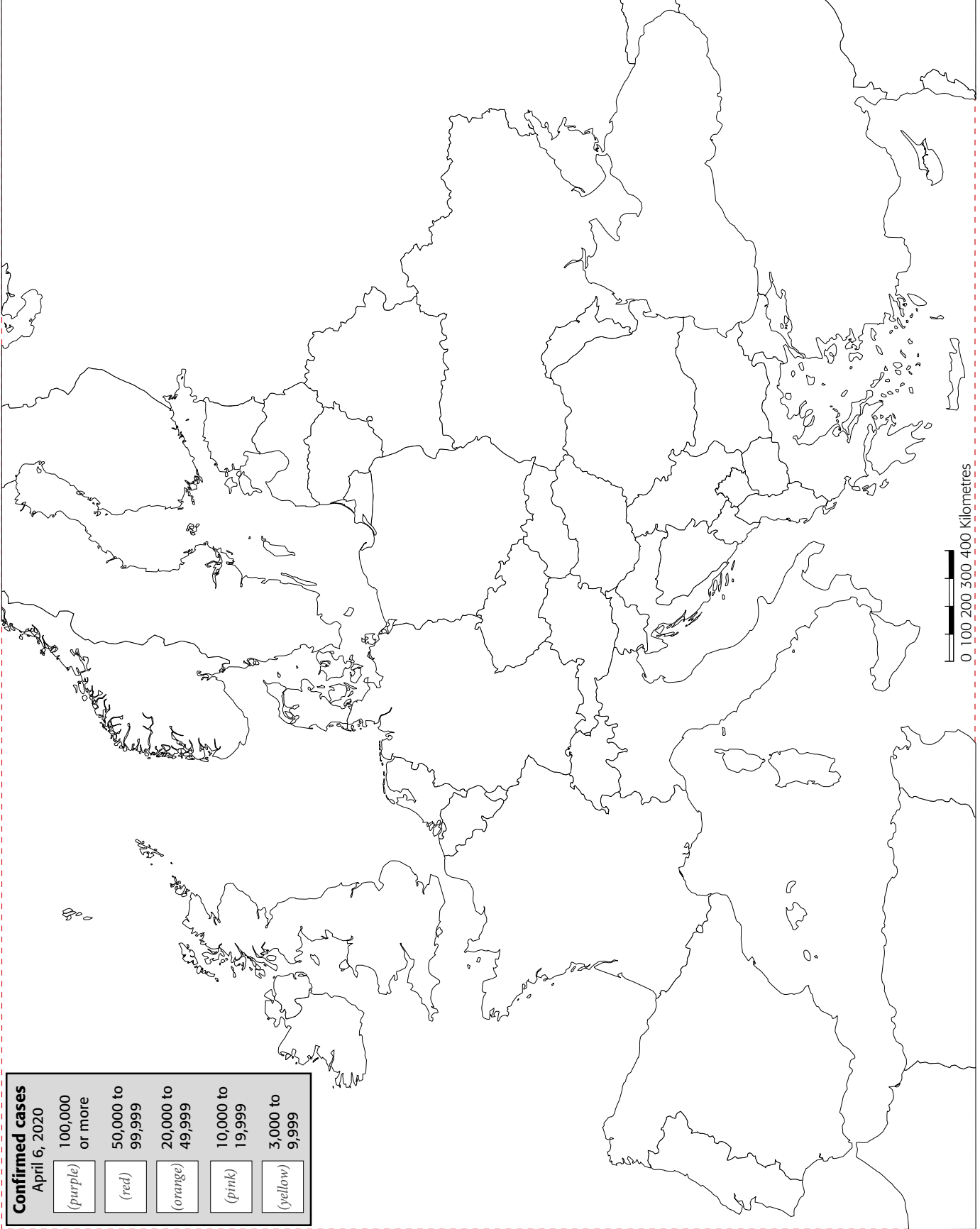
Germany



France

Confirmed cases
April 6, 2020

| | |
|----------|------------------|
| (purple) | 100,000 or more |
| (red) | 50,000 to 99,999 |
| (orange) | 20,000 to 49,999 |
| (pink) | 10,000 to 19,999 |
| (yellow) | 3,000 to 9,999 |





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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.

Visit www.cnn.com/interactive/2020/health/coronavirus-us-maps-and-cases/ to see the current number of COVID-19 cases.

Part A Locate and label the states with over 100,000 cases in CAPITAL letters and shade each state purple.

Part B Locate and label the states with over 20,000 cases in CAPITAL letters and shade each state red.

Part C Locate and label the states with over 10,000 cases in CAPITAL letters and shade each state orange.

Part D Locate and label the states with over 5,000 cases in CAPITAL letters and shade each state pink.

Part E Locate and label the states with over 3,000 cases in CAPITAL letters and shade each state yellow.

Part F Shade all remaining U.S. states light green.

Part G Locate and label the capital of the United States and underline this city name.

Part H Locate and label the following in CAPITAL letters and shade each country as indicated:

Canada (grey)

Mexico (brown)

Cuba (grey)

The Bahamas (brown)

Part I Locate and label the Great Lakes and shade them light blue.

Part J Locate and label the following and shade all ocean water dark blue:

Atlantic Ocean

Gulf of Mexico

Pacific Ocean

Part K Colour the key on your map.

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



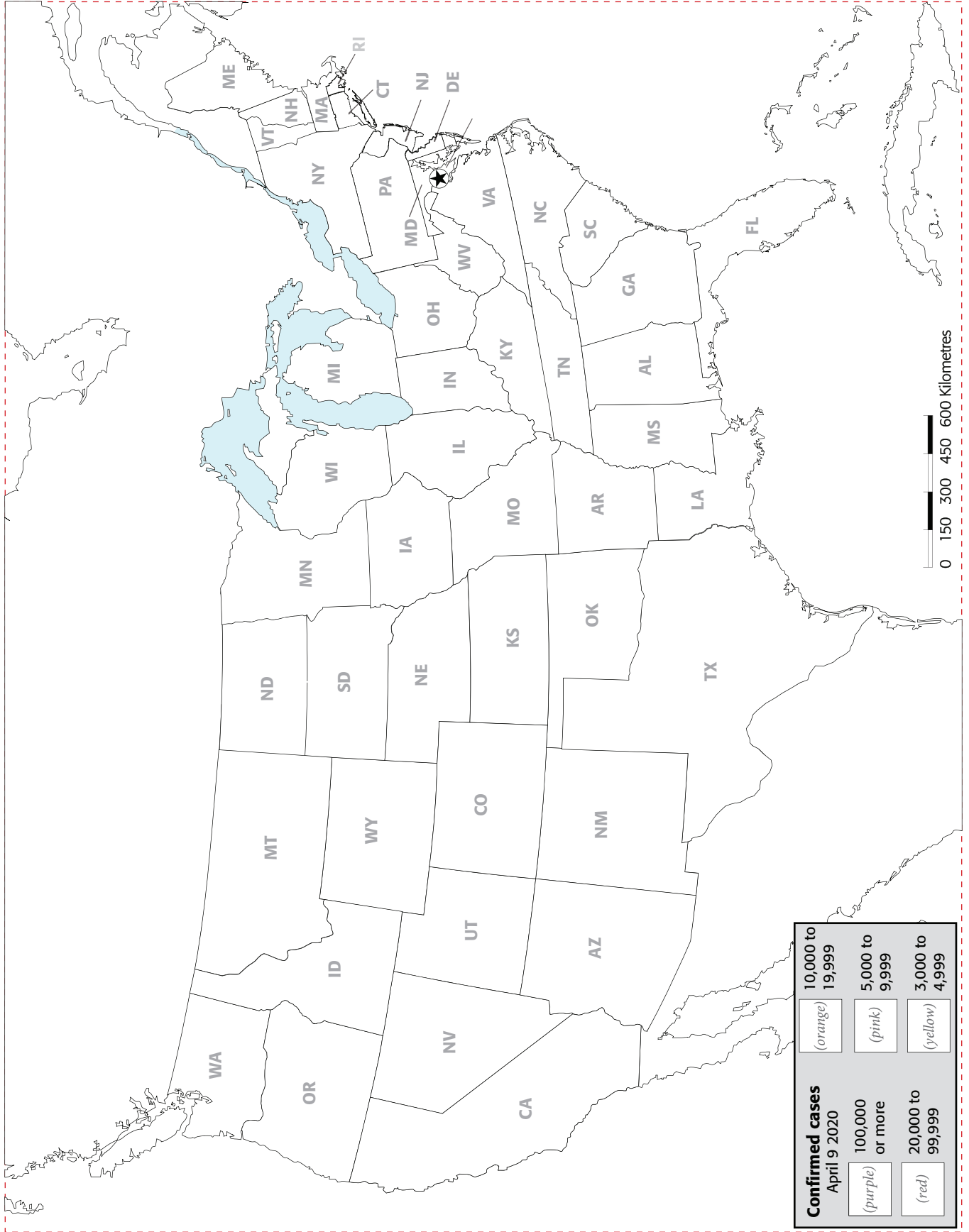
New York



New Jersey



United States



| Confirmed cases April 9 2020 | |
|---------------------------------|---------------------|
| (purple) | 100,000 or more |
| (red) | 20,000 to 99,999 |
| (orange) | 10,000 to 19,999 |
| (pink) | 5,000 to 9,999 |
| (yellow) | 3,000 to 4,999 |





INTERNATIONAL

THE COVID-19 PANDEMIC

– THREE MONTHS THAT HAVE CHANGED THE WORLD

QUIZ

- _____ 1. **In which Chinese city did the first cases of COVID-19 occur?**
a) Beijing
b) Hong Kong
c) Tokyo
d) Wuhan
- _____ 2. **Where do health authorities suspect people were first infected by COVID-19?**
a) at a hospital
b) at a live animal market
c) at a shopping mall
d) at an airport
- _____ 3. **Which country in Europe was especially impacted by COVID-19?**
a) Italy
b) South Korea
c) Sweden
d) Poland

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 Chinese government locked down the entire country.

_____ 5. **True or False?** Many countries closed their borders and banned travelers who had come from the U.S.

_____ 6. **True or False?** Officials are worried about COVID-19 spreading to developing countries.

C. Fill in the blanks to complete each sentence.

7. China quickly built two _____ to treat COVID-19 patients.

8. COVID-19 = Corona Virus _____ 2019.

9. On March 11 the WHO declared the COVID-19 outbreak was a _____.

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

As you see it, what is the significance of the COVID-19 pandemic? Give reasons to explain your answer.



NATIONAL

COVID-19 IN CANADA

– CANADIANS HELPING CANADIANS THROUGH A DIFFICULT TIME



Canada confirmed its first case of COVID-19 on January 25. Within a month, there were 14 cases, all in Ontario or B.C. Then cases started popping up in Quebec.

THE VIRUS MOVES IN

Now, we are wrestling with over 16,000 cases. More than 320 Canadians have died. The virus has inched into every province and territory except Nunavut.

Life has quickly changed. Hospitals began treating an **influx** of cases and scrambled to prepare for more. Meanwhile, Canada has been struggling to control the spread of the new **coronavirus**. By March 23, every province and territory had declared a state of emergency.

SHUT IT DOWN

Almost overnight, sporting events were cancelled. So were

concerts and plays. Libraries, gyms, and movie theatres were shuttered. Public transportation was cut back. Schools and workplaces were closed and people were asked to stay home. Why? To reduce person-to-person spread of COVID-19.

Now, Canadian cities look like ghost towns. Streets are deserted. Shopping centres, restaurants, and parking lots are empty.

COME HOME

Borders have closed in many countries, including Canada. Just four Canadian airports now accept international flights. That's to allow for more efficient health screening of returning Canadians.

On March 16, the prime minister urged Canadians to come home while they could. Many followed his advice and booked flights. Others were stranded abroad or

on cruise ships. The government worked hard to **repatriate** them. It arranged special flights and covered the costs. Returnees had to self-quarantine for 14 days or face jail time or fines.

The Canada-U.S. border was also closed to all non-essential travel.

STAY HOME!

Prime Minister Trudeau has been giving daily updates on the pandemic. He is begging us to stay home. He is urging us to practice **social distancing** when we have to go out, and to self-isolate if exposed to the virus.

On March 22, he specifically thanked kids for their sacrifices in the battle to slow the spread of COVID-19.

“All of a sudden... you can't go on play dates or have sleepovers. Your playgrounds and schools have closed. March Break was

DEFINITIONS

CORONAVIRUS: a family of viruses that can infect animals and humans, and that causes colds and COVID-19

INFLUX: a large number of people coming to a place

REPATRIATE: to bring back into the country

SOCIAL DISTANCING: keeping a distance of two metres from others and avoiding large groups to stop the spread of disease



NATIONAL COVID-19 IN CANADA

– CANADIANS HELPING CANADIANS THROUGH A DIFFICULT TIME

different than what you'd hoped for. And you're having to wash your hands – a lot. So, a special thanks to all you kids."

But he had harsh words for those not social distancing.

"We've all seen pictures of people who think they're **invincible**," he said. "Well, you're not. Go home. And stay home."

TEAM CANADA

During March, the federal government introduced plans to help families, workers, and businesses during the shutdown. Opposition parties were onside. With everyone working together, new laws passed quickly.

"I'm glad we can be here together, not always agreeing, but agreeing on one thing – putting the needs of our fellow Canadians first and foremost," Conservative House leader Candice Bergen noted.

NDP Leader Jagmeet Singh added, "[Canadians] want politicians, they want leaders to work together. They want to see **collaboration**. There's a common threat and it's scary."

STRONGER TOGETHER

Since the outbreak in Canada began, the federal government and premiers have also been

working as a team. The premiers have agreed to pool lifesaving resources to ensure provinces with outbreaks have what they need. That means personal protective equipment (PPE) and **ventilators** will be sent where they are in short supply.

Meanwhile, companies are retooling to produce more ventilators, test kits, and protective equipment. They are making masks, visors, gloves, and hand sanitizers. Universities are making **respirators** and face shields using 3D printers. Everyone is chipping in.

Canada's support for China earlier this year is also paying **dividends**. In February, the outbreak in China was at its peak. So Canada shipped more than 16 tonnes of PPEs. On March 29, the Chinese Embassy informed Canada that China would repay the kindness. It is sending 30,000 medical masks along with gowns, gloves, and goggles, to protect our healthcare teams.

A GLIMMER OF HOPE

How long will the crisis last? Canada's Chief Public Health Office is Dr. Theresa Tam. At the end of March, she said that it was still too early to tell.

However, on March 29, Quebec Premier François Legault reported that the number of cases in his province seemed to be stabilizing. B.C.'s provincial health officer thinks social distancing is starting to work in her province as well.

Travel and social distancing restrictions were introduced in B.C. on March 12. At the time, the daily increase in new cases was 24 percent. By March 27, it was just 12 percent. Still, she says that the rate of infection could rise again if people don't stay home.

WHEN WILL THIS END?

Even if they do, scientists say the virus could re-emerge and we could face two or three waves over the next two years.

That uncertainty isn't easy.

"But... social distancing doesn't mean we have to stop talking to each other," says Mr. Trudeau. "Pick up the phone. Write an email. FaceTime. The strength of our country is our capacity to... care for each other, especially in times of need.

"That is what Canadians do in difficult times. We pull together and we look after each other." ★

DEFINITIONS

COLLABORATION: the act of working together with others

DIVIDEND: a bonus; something extra

INVINCIBLE: too strong to be defeated

RESPIRATOR: a protective mask with a filter

VENTILATOR: a machine that pushes air in and out of someone's lungs when they cannot breathe on their own



NATIONAL COVID-19 IN CANADA

– CANADIANS HELPING CANADIANS THROUGH A DIFFICULT TIME

ON THE LINES

Answer the following in complete sentences:

1. When was the first COVID-19 case confirmed in Canada?

2. How many cases of COVID-19 have been reported since then?

3. Explain what social distancing means.

4. List at least three measures Canadian authorities have implemented to slow the spread of COVID-19.

5. What are travellers required to do after they arrive back in Canada from a foreign country?

6. What has the federal government done to help workers and businesses who are experiencing reduced incomes as a result of the pandemic?

7. Describe how Ottawa is working with the provinces to slow the spread of COVID-19.

8. How have many businesses contributed to the fight against the pandemic?



NATIONAL COVID-19 IN CANADA

– CANADIANS HELPING CANADIANS THROUGH A DIFFICULT TIME

BETWEEN THE LINES

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 inferences can you draw from the fact that Canadian cities look like ghost towns – streets and sidewalks are deserted, and shopping centres, restaurants, and parking lots are empty?

BEYOND THE LINES

Watch Chris Hadfield talk about how to cope with isolation at https://www.youtube.com/watch?v=4uL5sqe5Uk8&fbclid=IwAR2oTWVAHByoBoCWubLQlm8RzlyfOF_g4oKtp5Vu_imTopleT42lXVf5FGA Then, listen to Chris Hadfield and Clara Hughes talk about COVID-19 at <https://www.cbc.ca/radio/thecurrent/the-current-for-march-20-2020-1.5504386/three-of-canada-s-brightest-on-why-they-re-proud-of-the-country-s-response-to-covid-19-1.5504752>

What tips do these Canadians offer to help us get through the pandemic?

JUST TALK ABOUT IT

1. In what ways has your life changed since the pandemic began? Explain.
2. What feelings do you have about the pandemic? Who can you talk to about your feelings? What other steps can you take to take care of your mental and physical health during this pandemic?
3. In what ways are Canadians helping each other during this crisis? Explain. What help are you or your family receiving, and in what ways could you help someone else?

ONLINE

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

1. View up-to-date numbers of confirmed COVID-19 cases in Canada by province and territory at <https://newsinteractives.cbc.ca/coronavirustracker/>
2. Find out more about COVID-19 in Canada on Health Canada's website at www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19.html
3. What is a state of emergency? Find out at <https://globalnews.ca/news/6688620/coronavirus-state-of-emergency/> ★

MAP ASSIGNMENT

Complete this map assignment to better understand the article *COVID-19 in Canada*.

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.

Visit <https://newsinteractives.cbc.ca/coronavirustracker/> to see the current number of COVID-19 cases in Canada.

Part A Locate and label the provinces with over 5,000 COVID-19 cases in CAPITAL letters and shade each one purple.

Part B Locate and label the provinces with over 1,000 cases in CAPITAL letters and shade each one red.

Part C Locate and label the provinces with over 200 cases in CAPITAL letters and shade each one pink.

Part D Locate and label the provinces and territories with less than 200 COVID-19 cases in CAPITAL letters and shade each one light pink.

Part E Locate the capital of Canada. Label this city in CAPITAL letters and underline.

Part F Locate and label the following territory and countries in CAPITAL letters and shade each one grey:

United States

Greenland [Denmark]

Iceland

Russia

Part G Locate and label the following and shade all ocean water dark blue:

Pacific Ocean

Arctic Ocean

Atlantic Ocean

Part H Locate and label the Great Lakes on your map, and shade them light blue.

Part I Colour the key on your map.

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



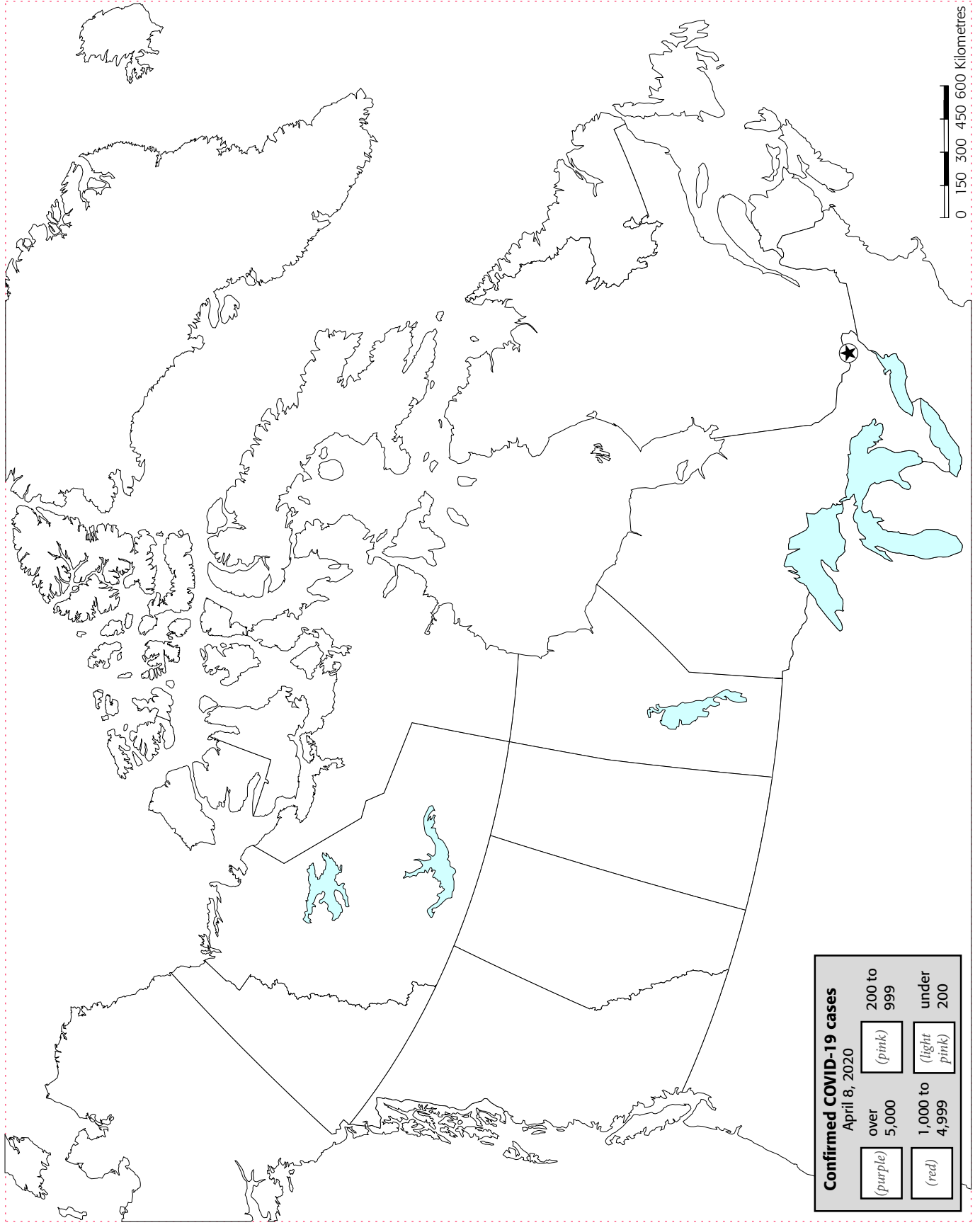
Quebec



Ontario



Canada



Confirmed COVID-19 cases
April 8, 2020

| | | | |
|----------|----------------|--------------|------------|
| (purple) | over 5,000 | (pink) | 200 to 999 |
| (red) | 1,000 to 4,999 | (light pink) | under 200 |

0 150 300 450 600 Kilometres



NATIONAL **COVID-19 IN CANADA**

— CANADIANS HELPING CANADIANS THROUGH A DIFFICULT TIME

QUIZ

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

- _____ 1. In which two provinces did the first cases of COVID-19 appear?
a) B.C. and Ontario
b) Quebec and PEI
c) Alberta and Saskatchewan
d) Newfoundland and Nova Scotia
- _____ 2. How long are returning international travellers required to self-quarantine for?
a) 4 days
b) 7 days
c) 10 days
d) 14 days
- _____ 3. Keeping two metres from others and avoiding people to stop the spread of disease is called:
a) social distancing
b) social awareness
c) social appreciation
d) social recognition

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 U.S.-Canada border is completely closed.

_____ 5. **True** or **False**? The federal government has done little to help workers and businesses.

_____ 6. **True** or **False**? By early April, over 16,000 cases of COVID-19 had been reported in Canada.

C. Fill in the blanks to complete each sentence.

7. By late March every province and territory had declared a state of _____ .

8. Arriving international flights are only allowed to land at _____
Canadian airports.

9. PPE = _____ Protective Equipment.

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

What evidence can you offer to support the following statement: *Canadians are working together to help each other during this time of crisis?*



INTERNATIONAL

COVID-19 AND THE ECONOMY

– PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN



A restaurant worker in Mississauga, Ontario has a family to support. But now, because of COVID-19, her workplace is shut down. Her boss had to lay her off. How will she pay her bills?

New federal and provincial programs might cover a portion of her income. Still, without customers, she can't collect tips. How will she make ends meet? And when – if ever – will her sense of financial security return?

People around the world are facing troubling questions like these. In different ways, they are dealing with financial problems because of the pandemic.

AN ECONOMIC TSUNAMI

In fact, the entire global economy is on shaky ground. One major reason why? **Social distancing.** Most

A STOCK MARKET PRIMER

A stock market is where investors connect to buy and sell shares of companies, called stock. Companies issue shares because they want to raise funds to help them grow – for example, by expanding their production and workforce. The five largest stock markets are in New York, Tokyo, Shanghai, Hong Kong, and London.

A stock purchase allows a person to own a part of a company. Say a firm issues 100 shares of stock. If you bought 10 shares, you would own 10 percent of the enterprise – and you would become a stockholder. Stockholders share profits in good times and suffer losses in bad times. Suppose you bought shares for \$10 each. When company profits go up, so does your stock, making it worth, say, \$12 or \$15, if you sell. But if the firm fails, those \$10 shares might each become worthless.

COVID-19 has hit stock markets especially hard. After years of growth, they began to crash in late February when the pandemic caused consumers to lose confidence in the economy. From February 24 to 28, worldwide markets had their largest one-week declines since 2008. By late March, the value of global stocks had fallen by up to 30 percent.

countries have adopted this measure to try to contain the pandemic. But that means workers in salons, coffee shops, stores, and other businesses have been **furloughed**. At the same

time, people are staying home instead of spending money.

That's causing many countries' gross domestic product (GDP) to drop. The GDP is the value of goods and services a country produces in a year.

DEFINITIONS

FURLOUGH: when an employee is told not to come to work and is not paid

SOCIAL DISTANCING: keeping a distance of two metres from others and avoiding large groups to prevent the spread of disease



INTERNATIONAL

COVID-19 AND THE ECONOMY

– PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN

In a healthy economy, jobs are created and businesses prosper, causing the GDP to grow. When jobs are lost and people don't spend as much, however, it falls. And when that happens, even more jobs are lost and people have even less money to spend. That causes the GDP to drop further. It's a vicious circle.

At the same time, most government revenue comes from taxes. But the government collects less in taxes when people spend and earn less, too. So to pay for needed programs and services, governments will have to borrow huge sums.

Another problem? The pandemic has disrupted the worldwide **supply chain**. Fewer people are moving raw materials to factories. That's slowing down all manufacturing. Even when firms do make products, there is a shortage of workers to get the goods to their global destinations.

"Now, anywhere you look in the global economy we are seeing a hit to domestic demand on top of those supply chain impacts," says economist Innes McFee. "It's incredibly worrying."

WHO'S HARDEST HIT?

Some industries face a bigger impact than others. Tourism and travel-related businesses, affected by strict social distancing rules, are suffering big losses. Airline revenues could drop as much as US\$113 billion this year. Hotel companies' profits are plunging, too. Movie makers everywhere could lose over US\$5 billion as people stay home from theatres.

A GLOBAL RECESSION

All this has caused economists to say we are set to undergo a deep global **recession**. The U.S., the world's largest economy, could have a period of **negative growth**. Europe, Canada, Japan, South Korea, Singapore, Brazil, Argentina, and Mexico will also be affected. China, the world's second-largest economy, will suffer, too. In fact, the world economy could grow at its slowest rate since 2009.

"This is a generation-defining moment," said one expert. "I've never seen an economic stop on this scale, certainly never in big countries and all at once."

GOVERNMENTS REACT

Some governments are trying to shore up their own economies.

For example, the U.S. passed a \$2 trillion package to support businesses and laid-off workers.

Canada, too, is trying to keep its citizens afloat. The federal government has set up a \$200-billion program. Among other measures, it will pay for a 75 percent wage **subsidy** for qualifying businesses for up to three months. **Employment insurance** will be easier to get. Some income tax payments were **deferred**. And banks can access \$25 billion to give small businesses interest-free loans.

IS IT ENOUGH?

Yet if the downturn is harder and lasts more than a year, analysts fear these measures may not be enough.

"This [could be] the deepest dive for the global economy in over 100 years," said analyst Kenneth Rogoff.

However, others are more optimistic.

"[This could be] temporary," economist Marie Owens Thomsen stated. "You hit the pause button, and then you hit the start button, and the machine starts running again." ★

DEFINITIONS

EMPLOYMENT INSURANCE: a program allowing Canadians who have lost a job to get temporary financial assistance

DEFER: to delay something

NEGATIVE GROWTH: a decrease in a country's gross domestic product (GDP) during any quarter of a given year

RECESSION: a time of declining economic activity and job loss

SUBSIDY: money paid by a government to help a business or organization to continue to function

SUPPLY CHAIN: a network between a company and its suppliers to produce and distribute products to buyers



INTERNATIONAL

COVID-19 AND THE ECONOMY

– PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN

ON THE LINES

Answer the following in complete sentences:

1. Explain what **GDP** stands for. What is GDP a measure of?

2. How has **social distancing** affected the global economy? Explain.

3. Where do governments get most of their revenue from?

4. What will most governments need to do if they want to maintain programs and services?

5. What is a **supply chain**?

6. How has the pandemic affected global supply chains?

7. List at least three industries that have been especially hard hit by the pandemic.

8. Explain what a **recession** is.

9. What do many experts say will happen to the global economy in the future because of the pandemic?



INTERNATIONAL COVID-19 AND THE ECONOMY

– PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN

BETWEEN THE LINES

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 inferences can you draw from the fact that airlines' revenues around the world could drop as much as US\$113 billion this year as a result of the pandemic? Explain.

BEYOND THE LINES

A **sociogram** is a diagram that uses pictures instead of words to pass on information (although sometimes, single words may be used to label parts of the sociogram).

Sketch a sociogram to explain the reasons for the current global economic downturn. A *good sociogram* is clear, contains all relevant facts, and is visually appealing.

JUST TALK ABOUT IT

As you see it, what is the significance of this article? Explain.

ONLINE

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

1. Read more about the federal government's COVID-19 Economic Response Plan at <https://www.canada.ca/en/department-finance/economic-response-plan.html>
2. Watch 'How Does the Stock Market Work?' at https://www.youtube.com/watch?v=p7HKvqRI_Bo [4:29].
3. Learn more about GDP by watching 'What is GDP' at <https://www.youtube.com/watch?v=hBqWRayc1kE> [1:46].
4. Find out more about the causes of recessions at <https://www.youtube.com/watch?v=SwaCg7Gwtzw> [5:04]. ★



CROSSWORD

COVID-19 AND THE ECONOMY

– PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN

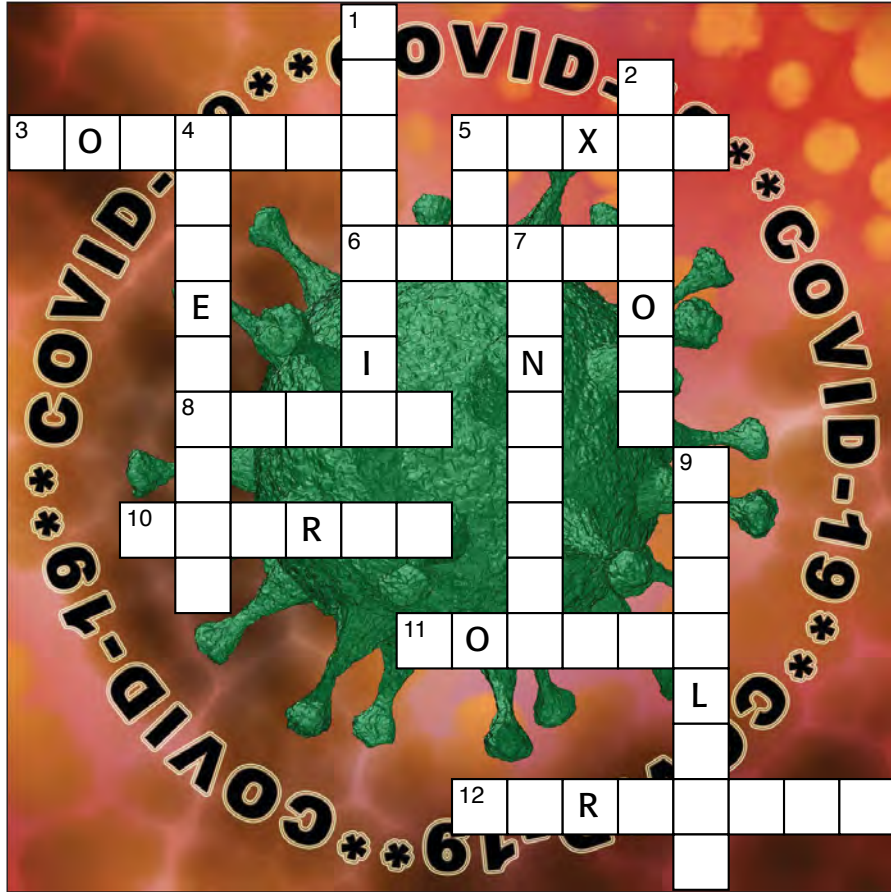


Image by Pete Linforth from Pixabay

ACROSS

- 3) industry that is really suffering due to COVID-19 outbreak
- 5) governments get most of their money from these
- 6) _____ chain
- 8) one share of a company is called a _____
- 10) governments will need to _____ large sums of money
- 11) _____ distancing
- 12) unpaid temporary leave from work

DOWN

- 1) GDP = Gross _____ Product
- 2) city with the largest stock market (2)
- 4) a time of lower economic activity and job loss
- 5) money given to thank someone for good service
- 7) when a disease affects many people over a vast area
- 9) the U.S. government established a \$2 _____ rescue package



INTERNATIONAL
COVID-19 AND THE ECONOMY
 – PANDEMIC SPARKS A MAJOR ECONOMIC DOWNTURN

QUIZ

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

- _____ 1. GDP = Gross _____ Product
 a) Domestic b) Detached
 c) Dedicated d) Dividend
- _____ 2. Shares of a company that can be purchased or sold by investors are called:
 a) revenues b) stocks
 c) profits d) investments
- _____ 3. Where do most governments get most of their revenue from?
 a) fees and licenses b) investments
 c) tariffs d) taxes

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?** A furlough is a permanent job loss.

- _____ 5. **True or False?** Hotels have not been greatly affected by the COVID-19 pandemic.

- _____ 6. **True or False?** COVID-19 has severely impacted global financial markets.

C. Fill in the blanks to complete each sentence.

7. A supply _____ is a network between a company and its suppliers.
8. The U.S. government approved a program worth \$2 _____ to help businesses and laid-off workers.
9. Economists are predicting that the world economy will enter a period of _____ .

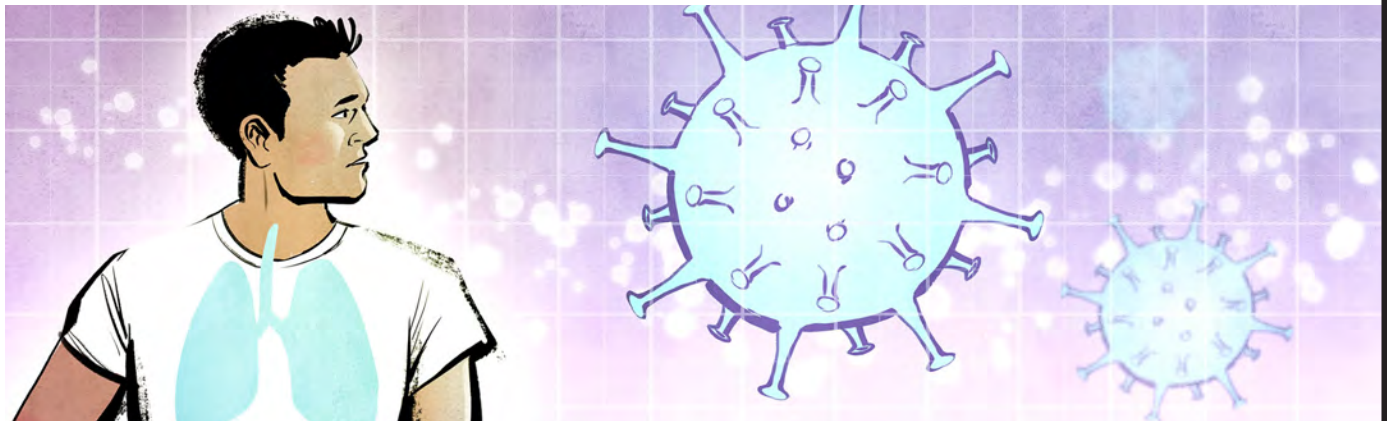
D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

As you see it, what is the significance of the global economic downturn? Explain.



COVID-19 BACKGROUNDER

– WHAT DOES THE SCIENCE SAY?



This challenging **coronavirus** pandemic has turned our lives upside down. It's easy to get caught up in the fear, the rumours, and 'noise.' Instead, let's focus on the science.

ABOUT COVID-19

A virus is a microscopic piece of genetic material surrounded by a capsule made of protein. If you've had a cold, the flu, or chicken pox, you've had viruses. They can make you sick.

A virus cannot survive by itself. It needs to get inside a 'host.' Often the host is an animal. Sometimes, it is a human.

Once inside their host, some viruses are highly contagious. Others spread less easily.

COVID-19 is very infectious. It spreads through droplets that infected people cough out. The

virus may also remain for a time on surfaces after sick people cough into their hands, then touch those surfaces.

Symptoms may not appear for two to 14 days. The average **incubation period** is five days. Yet even without symptoms, infected people can infect others.

COVID-19 is a spherical capsule covered with spikes. Inside the host, it breaks into a healthy cell in the **respiratory tract**. It makes copies of itself, then leaves, killing the cell in the process.

Our immune system normally fights off invaders like viruses. While the battle rages, we have symptoms such as fever, a cough, and tiredness.

The good news is that about 80 percent of COVID-19 cases

are quite mild and patients recover. Serious cases usually involve pneumonia. It develops when the virus travels to the lower respiratory system and attacks the lungs. Patients may need a **ventilator** to help them breathe.

In Canada, seven percent of people infected with COVID-19 need to be hospitalized. Three percent need intensive care. One percent of those infected die. Usually these patients are older or have conditions that weaken their respiratory or immune systems.

FLATTENING THE CURVE

Without a COVID-19 vaccine, we can't stop the pandemic. So the strategy is to slow its spread. True, only a small fraction of those infected need hospital care. Yet so many people are getting

DEFINITIONS

CORONAVIRUS: a family of viruses that can infect animals and humans, and that causes the common cold and COVID-19

INCUBATION PERIOD: the period between infection and the appearance of symptoms of the disease

RESPIRATORY TRACT: the organs that are involved in breathing, including the nose, throat, larynx, trachea, bronchi, and lungs

VENTILATOR: a machine that pushes air in and out of someone's lungs when they cannot breathe on their own



the disease. If the virus spreads too quickly, that small fraction could still be large enough to paralyze Canada's health system.

On the other hand, if the spread is slower, seriously ill patients would occur over a longer time period. The health care system could manage COVID-19 patients better if the number was spread out.

Imagine a graph with a sharply rising line showing the increase of COVID-19 cases. By "flattening the curve" of this line, we would avoid overtaxing our hospitals. That's what our country is urgently trying to do.

PREVENTION IS KEY

The best way to avoid getting COVID-19 is to wash your hands with soap and water often – and don't touch your face.

A good hand wash takes at least 20 seconds, enough time to sing "Happy Birthday" twice. Scrub your palms, backs, between the fingers, the finger tips, and the thumbs. Using soap is best, but alcohol-based hand sanitizer works too.

The other way to slow the virus's spread? Get serious about social distancing. Stay two metres away from everyone except members of your household. That's about two arm lengths – further than the droplets from someone's

A HISTORY OF INFECTIOUS DISEASES

Nothing has killed more human beings than infectious disease. Only the last century has changed that, thanks to sanitation, along with medical advances like vaccines and antibiotics.

For example, the plague of Justinian struck in the 6th century and killed as many as 50 million people – about half the global population at the time. The Black Death of the 14th century may have killed up to 200 million people. Smallpox is thought to have killed as many as 300 million people in the 20th Century alone. When European colonists introduced smallpox and other infectious diseases to North America, Many indigenous populations were **decimated**.

In 1918, some 50 to 100 million people died in the so-called Spanish Flu pandemic. It infected one in every three people on the planet.

COVID-19 reminds us that infectious diseases haven't vanished. We had outbreaks of polio in the 1950s. Severe acute respiratory syndrome (SARS) in 2003. HIV (human immunodeficiency virus) is still **prevalent**. It has killed about 32 million people and infected 75 million.

Why are we seeing these new infectious diseases? For one, over the past 50 years, the global population has doubled. This means there are more human beings to get infected and in turn to infect others. We also have more livestock now, and viruses can leap from those animals to us. And we have a global economy, which enables new infectious diseases to spread around the world at the speed of a jet plane.

cough will travel. And stay home as much as possible.

As well, anyone with COVID-19 symptoms should self-isolate for two weeks. So should those who have come into contact with an infected person, or who have recently returned to Canada.

NO TIME TO REST

Meanwhile, scientists are hard at work. They are testing other anti-viral drugs to see if they can be used on COVID-19.

They are injecting the sick with

blood plasma from recovered patients to see if it will boost their immunity. And dozens of companies are racing to create a vaccine.

Still, a vaccine is probably 1a year and a half away, so we must do all we can to stay healthy. The more people who get the virus, the more it will be passed on.

"If we act now... things will be better tomorrow," says Prime Minister Justin Trudeau. ★

DEFINITIONS

DECIMATE: to kill or destroy in very large numbers

PREVALENT: very common



ON THE LINES

Answer the following in complete sentences:

1. Explain what a **virus** is.

2. Explain how a virus usually spreads from person to person.

3. How infectious is COVID-19? How long is the average incubation period for this coronavirus?

4. Can a virus survive by itself? Explain.

5. How does COVID-19 attack a human body? How does a person's immune system respond?

6. What percentage of people infected with COVID-19 experience mild symptoms?

7. Since no vaccine is available yet, how do health authorities plan to fight the pandemic?

8. List the three strategies health authorities are asking people to do to help 'flatten the curve'.

**BETWEEN THE LINES**

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 even without symptoms, people infected with COVID-19 can pass the virus on to others?

BEYOND THE LINES

Create an infographic using one of the templates from Canva, found at <http://www.canva.com>, to show what a virus is and how people can prevent catching and spreading COVID-19.

A good infographic is *visually appealing and easy to understand, and shares an important message (or messages) using images and text.*

JUST TALK ABOUT IT

1. What reasons can you suggest to explain why the world continues to experience new infectious diseases?
2. For what reasons is it important to try to slow the spread of COVID-19? Explain.
3. What can you do to prevent catching and spreading COVID-19? Explain.

ONLINE

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

1. Watch ‘How soap kills coronavirus’ at <https://youtu.be/-LKVUarhtvE> [3:44]. Then, check out the ‘Wash Your Lyrics’ app at <https://washyourlyrics.com/>
2. Listen to The Germ Guy (Microbiologist Jason Tetro) talk about the symptoms and possible treatments of COVID-19 at <https://www.cbc.ca/player/play/1711476291817> [9:32] audio
3. Check out these helpful charts:
 - Cold, flu, or COVID-19? https://i.cbc.ca/1.5495357.1584032407!/fileImage/httpImage/image.jpg_gen/derivatives/original_1180/toronto-symptoms.jpg
 - Coronavirus prevention: https://i.cbc.ca/1.5438673.1579831234!/fileImage/httpImage/image.jpg_gen/derivatives/original_1180/virus.jpg
 - Self-isolation guide: https://i.cbc.ca/1.5496099.1584053025!/fileImage/httpImage/image.jpg_gen/derivatives/original_780/self-isolation-guide.jpg
4. Explore common COVID-19 questions and answers at www.ctvnews.ca/health/coronavirus/should-you-wipe-down-your-groceries-answers-to-that-and-other-questions-1.4856659#anchor1
5. Find out more about viruses by watching ‘What is a Virus?’ at <https://www.youtube.com/watch?v=YS7vsBgWszI> [4:21]★



The saying *A picture is worth a thousand words* refers to the idea that complex stories can be described with a single, still image. Photographs have tremendous power to communicate information. One of the reasons photojournalists take pictures is to inform their audiences about newsworthy events. By examining the content of photographs viewers can often, at a glance, ‘see’ who was involved, what happened and perhaps even determine where and when the event happened. Careful consideration of the less obvious details is equally important as they give additional clues that can be used to infer more about what is going on in the photograph. For example, tears rolling down a young girl’s cheek show how upset she is or wet streets help explain why the driving conditions were more dangerous. Careful ‘reading’ of a photograph is a useful and quick way of gaining a lot of information about an event or subject (picture or object).

Directions:

First, label everything you see in the photograph on page 14. Be specific. Include obvious and less obvious details. For example, if there is a man in the photo, label everything you see on the man, such as:

- facial features – blue eyes, crooked nose, toothless smile, graying hair;
- clothing – torn black pants, rubber boots, plaid, long-sleeved shirt;
- actions – sitting, holding a puppy;
- surroundings – street, sidewalk, bench, trees, grass.

If you do this thoroughly, the photograph will be covered with words.

Then, write the ‘1000 word’ story told by the photograph using as many of the labeled words as you can. The completed story should be *accurate (facts are consistent with what is shown in the photograph and with what is known outside the photograph)*, *complete (reports the important 5W’s + H)* and *clear (well-written, free from errors)*.



IMAGES IN THE NEWS

COVID-19 BACKGROUNDER

— WHAT DOES THE SCIENCE SAY?



(https://commons.wikimedia.org/wiki/File:Social_distancing_during_COVID-19_pandemic_Haslemere_02.jpg)



COVID-19 BACKGROUNDER

– WHAT DOES THE SCIENCE SAY?

Directions: Respond to the infographic below. What information conveyed in the infographic is new to you? What is interesting to you? What seems to be especially significant? Why? Overall, how does the information in this infographic enhance your understanding of how to prevent catching or spreading COVID-19? Explain.

How soap annihilates a virus

Viruses are a package of nucleic acid bundled inside a collection of lipids and proteins which can include a fat-based viral envelope – soap can destroy a virus from your hands before it can lead to infection

Infection: Studies show that people on average touch their faces 23 times per hour, including 10 contacts with eyes, nose or mouth – infection points of coronavirus

Sars-CoV-2 virus
Protein spikes
Virus relies on spike to enter human cell and replicate

Soap molecule:
Can mix with both water and oils and fatty acids (lipids)
Hydrophilic polar head binds with water
Hydrophobic tail binds with grease and lipids

Virus genome
Protective lipid envelope

Destruction of virus takes at least 20 seconds

Soap molecules in water bind to lipid envelope...

...breaking down fragile envelope. Viral particles are washed away by water

Hand sanitizers:
Vigorous hand-clean with alcohol-based sanitiser with alcohol concentration of at least 60% is good alternative

Sources: American Journal of Infection Control, RNZ Picture: Getty Images © GRAPHIC NEWS



COVID-19 BACKGROUNDER

– WHAT DOES THE SCIENCE SAY?

Directions: Respond to the infographic below. What information conveyed in the infographic is new to you? What is interesting to you? What seems to be especially significant? Why? Overall, how does the information in this infographic enhance your understanding of the importance of ventilators in treating patients with COVID-19? Explain.

Global race to make ventilators

Inventors, academics, carmakers and aerospace firms are rushing to build hundreds of thousands of ventilators to help save the lives of people with Coronavirus-related breathing difficulties

MECHANICAL VENTILATOR

Ventilator unit: Pushes air into lungs, replicating normal breathing when disease causes lungs to fail. Patient must be heavily sedated

Humidifier: Matches air to body temperature and adds moisture

Oxygen flow to patient

Carbon dioxide flow from patient

Tube inserted into windpipe

NON-INVASIVE VENTILATOR

Face mask covers nose and mouth

Continuous Positive Airway Pressure (CPAP) device delivers oxygen to lungs without need for ventilator

Mercedes F1 is offering engineering expertise to University College London to build up to 1,000 CPAP machines per day

Sources: AP, BBC, UCL Picture: UCL © GRAPHIC NEWS



SCIENCE, TECHNOLOGY, AND THE ENVIRONMENT **COVID-19 BACKGROUND**

- WHAT DOES THE SCIENCE SAY?

QUIZ

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

- _____ 1. **How long is the average incubation period for COVID-19?**
 a) 2 days b) 5 days
 c) 10 days d) 25 days
- _____ 2. **What percentage of COVID-19 cases are relatively mild ?**
 a) 7 percent b) 10 percent
 c) 25 percent d) 80 percent
- _____ 3. **The overall strategy to slow down the COVID-19 outbreak is to 'flatten the _____'**
 a) chart b) disease
 c) hospital d) curve

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?** COVID-19 is primarily spread by infected people who cough and sneeze.

_____ 5. **True or False?** In serious cases COVID-19 usually attacks a person's lungs.

_____ 6. **True or False?** Authorities advise to stay six metres away from others when out in public.

C. Fill in the blanks to complete each sentence.

7. A virus needs a _____ to survive.

8. Patients with serious COVID-19 infections often develop _____ .

9. The best way not to develop a virus infection is to _____ your hands.

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

As you understand it, why is it important to 'flatten' the curve of COVID-19, and how can this be accomplished? Explain.

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

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D. Faerber, Pembroke, ON

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WHAT IN THE WORLD?
 Sample Pages

INTERNATIONAL FRANCE'S NOTRE-DAME DE PARIS
 CITY HEAVY WOUNDED BY FLAMES

On April 15, Notre-Dame de Paris caught fire. This medieval cathedral in the French capital was damaged by the fire. The fire started in the attic and spread to the roof. The fire was extinguished by firefighters. The fire caused significant damage to the cathedral. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic.

REPAIRING SCENE
 The damage to the cathedral is so great that it will take years to repair. The fire caused significant damage to the cathedral. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic.

DEFINITIONS
 CATHEDRAL: a large church building with a high roof and a dome. FIRE: a hot, burning substance that can cause damage and injury.

INTERNATIONAL FRANCE'S NOTRE-DAME DE PARIS
 CITY HEAVY WOUNDED BY FLAMES

Notre-Dame fire: Assessing the damage. The fire caused significant damage to the cathedral. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic. The fire was caused by a fire in the attic.

DEFINITIONS
 CATHEDRAL: a large church building with a high roof and a dome. FIRE: a hot, burning substance that can cause damage and injury.

INTERNATIONAL FRANCE'S NOTRE-DAME DE PARIS
 CITY HEAVY WOUNDED BY FLAMES

ANSWER KEY

1. How long did it take to build the Notre-Dame cathedral?
 a) 150 years b) 200 years c) 250 years d) 300 years

2. A stone statue of an eagle creature often found on old churches is called a...
 a) eagle b) gargoyle c) dragon d) griffin

3. How many towers topped Notre-Dame in total?
 a) 2 towers b) 3 towers c) 4 towers d) 5 towers

4. Mark the statements T (True) or F (False). It is important to try to save the Notre-Dame.
 a) True b) False c) True d) False

5. How many towers topped Notre-Dame in total?
 a) 2 towers b) 3 towers c) 4 towers d) 5 towers

6. How many towers topped Notre-Dame in total?
 a) 2 towers b) 3 towers c) 4 towers d) 5 towers

INTERNATIONAL THE UIGHURS OF CHINA
 TERRORISTS OR VICTIMS?

Human rights groups around the world report that China has imprisoned up to one million Uighurs living in China's Xinjiang region. Satellite images and other evidence show a growing number of detention centres in Xinjiang, including at least 44 high-security buildings.

FAKE NEWS
 The Chinese government, however, denies this accusation. It is 'completely untrue', a senior Chinese official told the UN last August. The centres have been set up to teach lessons on Chinese history, language, and culture. They offer 'nutritious, free diets'. The buildings are also used as job retraining centres, another official explained.

However, China does admit to cracking down on 'extremist activity' among Uighur Muslims in Xinjiang. It claims that Islamic militants and separatists are plotting attacks and stirring up tension between Uighurs and Han Chinese.

DEFINITIONS
 AUTONOMOUS: freedom to govern or control in one's own affairs. DETENTION CENTRE: a place where prisoners are held temporarily. EXTREMIST: far beyond the norm. HAN CHINESE: China's main ethnic group.

PERFECTIVE: to understand or think about something in a particular way. SEPARATIST: a group that wants to form a new country. SOVIET UNION: a former country of Europe and Asia. UNDERGROUND: secretly working against an existing regime.

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