Workbook Preview

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GRADE 8 GEOGRAPHY UNIT

A. Global Settlement: Patterns and Sustainability

	Curriculum Expectations	Pages
A1.1	Analyse some of the ways in which the physical environment has influenced settlement patterns in different countries and/or regions around the world	7-22, 27-49, 57-66, 142-147
A1.2	Analyse how processes related to the physical environment may affect human settlements in the future	50-51, 54-56, 81-95, 120, 142-147
A1.3	Describe possible features of a sustainable community in the future, a	96-119, 120-136
A2.1	F t f	, 29, 32, , 54-56, 56, 123
A2.2	G and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective	-45, 50-51, 62-63, 102, 108-109, 123
A2.3	Analyse and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue	12-16, 30-31, 37-38, 77
A2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	12-14, 30-31, 37-38, 84-85, 110-120, 129
A2.5	Evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability	12-14, 33, 78, 84-85, 110-120, 129, 142-147

Preview of 100 pages from this product that contains 217 pages total.

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	Curriculum Expectations	Pages
A2.6	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	23–26, 76–77, 137–147
A3.1	Identify significant spatial patterns in human settlement on a global scale	7–22, 27–38, 64–66, 137–141
A3.2	Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements	39–53, 57–63, 137–141
A3.3	Identify significant land-use issues, and describe responses of various groups to these issues	67–80, 137–141
A3.4	Identify and describe significant current trends in human settlement	96–109, 137–141
A3.5	Describe various ways in which human settlement has affected the environment	52–53, 57–63, 81–95, 110–123
A3.6	Describe some practices that individuals and communities have adopted to help make human settlements more sustainable	124–136
A3.7	Demonstrate the ability to analyse and construct choropleth maps on topics related to human settlement	30–31

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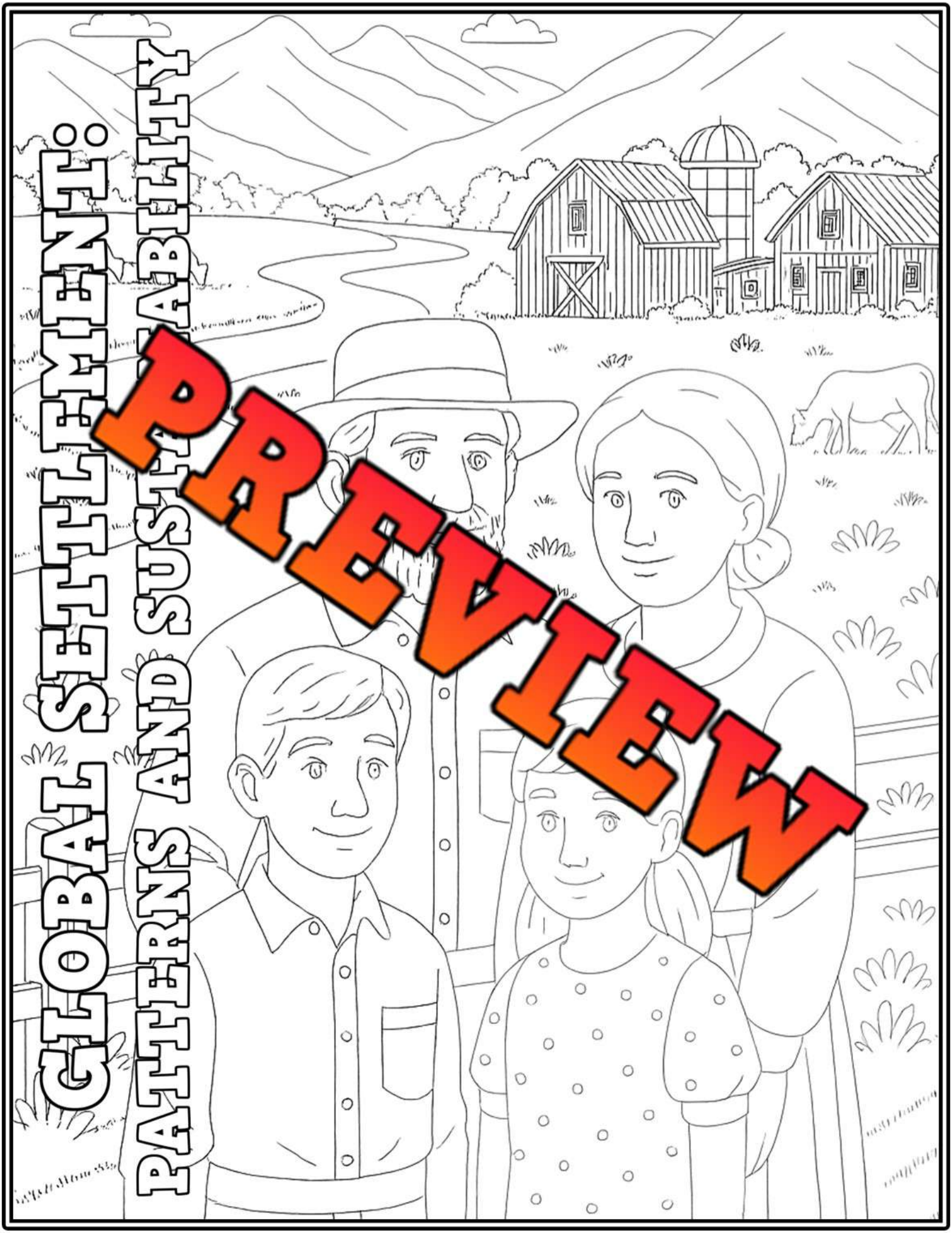

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A1.1, A3.1

Global Settlement

What is Global Settlement?
A **settlement** is a place where people choose to live. The word **global** means the entire world. Together, **global settlement** describes where humans live across the planet and why those choices are made. Settlement patterns are shaped by the natural environment, the availability of resources, and historical developments. While modern technology allows food and water to be transported over long distances, people in the past had to rely directly on the land around them.

Factors Th nce Settlement
Early se ful decisions about where to establish communities. **Physical geog ce sources were the most important factors.

- provi drinking water but also routes for transportation, irrigation, and trad al he Nile, Indus, and St. Lawrence Rivers demonstrate the impo vaterw
- **Flat land** allo or fa construction of roads and buildings. The fertile plains of Mesopo call radle of civilization," supported some of the first permanent s ts.
- **Fertile soil** supported th th In Canada, the Red River Valley became a hub for wheat farming 18 cause of its nutrient-rich earth.
- **Forests** supplied timber, fuel, and materia he 19th century, lumber was one of British North America's largest e s to

Global Settlement Patterns
Geographers track settlement patterns to study how n nteract v eir environment. These patterns show that most people live ts, or f tile valleys. For example, nearly 60% of the world's population liv As in regions like the **Ganges River basin** or **coastal China**. In contrast, ha as deserts and high mountains have very low population density.



Facts About Settlements

- The world's three largest urban areas are **Tokyo** (37 million), **Delhi** (32 million), and **Shanghai** (29 million).
- Over 70% of **Australia's population** lives within 50 kilometres of the coast.
- In Canada, **Nunavut** has a population density of only 0.02 people per square kilometre, the lowest in the country.
- The **Netherlands** has some of the densest settlement in Europe, with more than 500 people per square kilometre.
- **Lagos, Nigeria**, adds over 600,000 residents each year, making it one of the fastest-growing cities globally.

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Curriculum Connection
A1.1, A3.1

Define

What do the terms below mean?

Global	
Settlement	
Global Settlement	
Fertil	

True or False

Mark the statement is true or false

1) People choose wh	True	False
2) Fertile land is land with g that grow in.	True	False
3) In the past, people needed to nea il, and flat land.	True	False
4) In today's world, it is very important eople li soil.	True	False
5) Forests are a valuable natural resource that wood	True	False

Question

List and explain factors that influence sett

Making Connections

Why do you think people live in your city/town?

PREVIEW

Curriculum Connection
A1.1, A3.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

Name: _____ | Mark

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

Name: _____ | Mark

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

Name: _____ | Mark

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

Name: _____ | Mark

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

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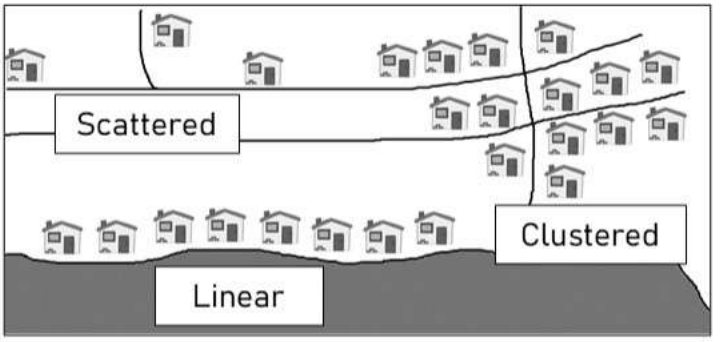
Curriculum Connection
A1.1, A3.1

Settlement Patterns

Spatial Patterns in Human Settlement
Human settlement refers to the places where people choose to live and build communities. The way these homes and buildings are arranged is called a **spatial pattern**. Geographers study these patterns to understand how people adapt to their environment and make choices about land use. By observing these patterns reveal information about resources, transportation, and population size.



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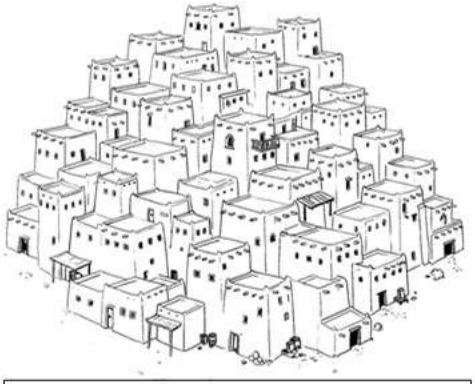
Linear Settlement
A **linear settlement pattern** is where houses or buildings are arranged in a line, often following a natural or human-made feature. These features may include rivers, canals, valleys, or transportation routes such as roads and railways. For example, in Canada, many towns grew along the St. Lawrence River because the waterway was vital for trade and travel. Another modern example is housing along a two-lane highway outside of a city. Linear patterns are efficient for transportation and communication because everything is built close to one route, but they may limit growth if space along the line runs out.

Scattered Settlement Pattern
A **scattered settlement pattern** occurs when houses and buildings are spread apart with no set order. This is common in rural areas with low population density. One reason for this spread is that the land lacks concentrated natural resources such as fertile soil or freshwater. Families may live kilometres apart, sometimes making social connections and services harder to access. In parts of northern Canada, scattered patterns appear because long winters, poor soil, and limited infrastructure make it difficult for people to live close together. These settlements often rely heavily on farming, hunting, or fishing for survival.



Stacked adobe structures form a compact hillside settlement.

Clustered Settlement Pattern
A **clustered settlement pattern** happens when houses and buildings are grouped close together. This usually develops around shared resources or community services. For example, in rural Canada, clusters formed near freshwater lakes, rivers, or reliable wells. Other clusters grew around churches, schools, or places that offered electricity. A cluster does not mean a large city, but instead a tightly packed community in a small area. This type of settlement allows people to support each other, share services, and build stronger local economies.

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A1.1, A3.1

Settlement Pattern

Circle the correct settlement pattern.

1) Many houses are in a line along a river...	Linear	Scattered	Clustered
2) Houses are built together around a water supply...	Linear	Scattered	Clustered
3) One house is out in the middle of nowhere...	Linear	Scattered	Clustered
4) Many houses are built around a city...	Linear	Scattered	Clustered
5) In a rural area, houses have large farmlands...	Linear	Scattered	Clustered

Examples

...xamples of people you know that live in each settlement pattern.

Linear	
Scattered	
Clustered	

PREVIEW

Making Connections

Why do you think people live in th...eas ...nity?

Linear	**Clustered**	**Scattered**

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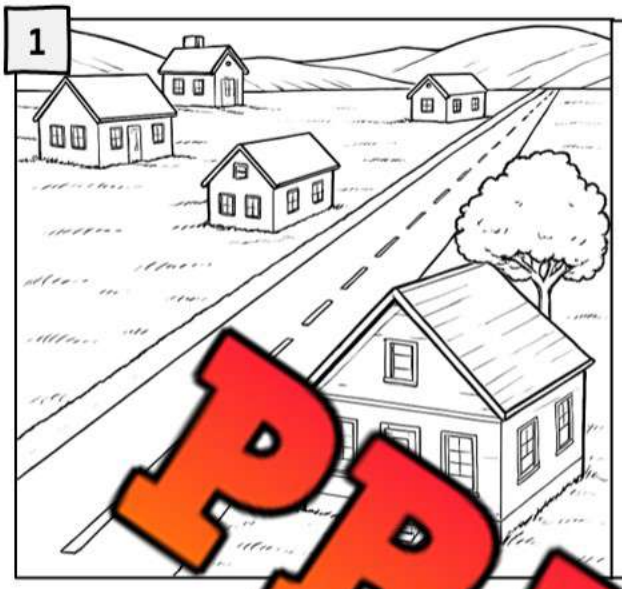
Curriculum Connection
A1.1, A2.3, A2.4, A2.5, A3.1

Analyze Examine the picture and circle which settlement pattern it is and why

1



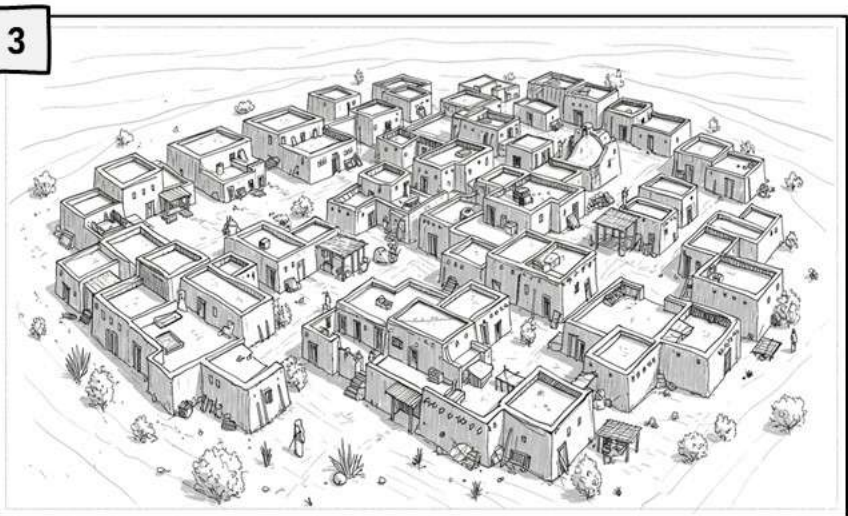
Linear Scattered Clustered

2

Linear Scattered Clustered



3



Linear Scattered Clustered

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A1.1, A2.3, A2.4, A2.5, A3.1

Analyze Examine the picture and circle which settlement pattern it is and why

4



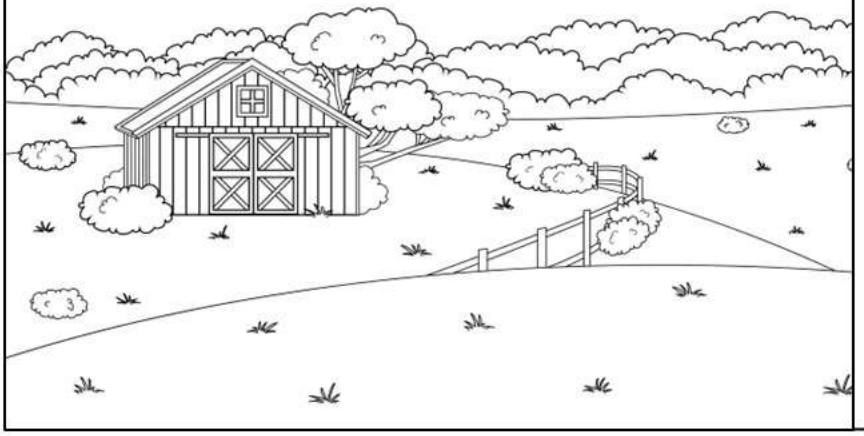
Linear Scattered Clustered

5

Linear Scattered Clustered



6



Linear Scattered Clustered

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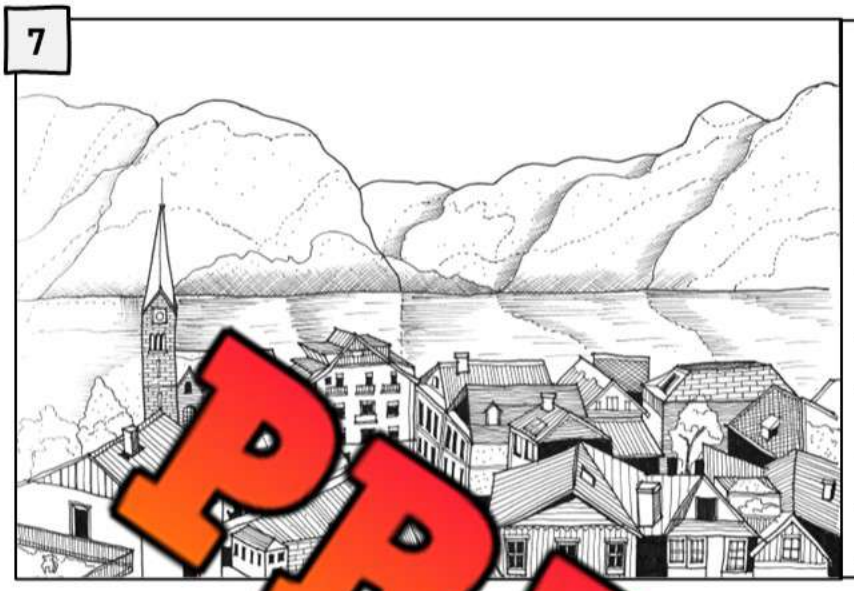
A1.1, A2.3, A2.4, A2.5, A3.1

Analyze Examine the picture and circle which settlement pattern it is and why

7



Linear Scattered Clustered

8



Linear Sca d

9



Linear Scattered Clustered

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A1.1, A2.1, A2.3, A3.1

Settlement Patterns - Assignment

Directions	Draw a bird's eye view of a region that has all three types of settlement patterns. Draw the physical features (river, roads, farmlands) that would affect the settlement pattern as well.



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A1.1, A2.1, A2.3, A3.1

Research Research real-life examples of the settlement patterns

	Where is it in the world? Name of village/city?	**What features caused the pattern?** River, farmland, roads, church, etc.
Linear		
Scattered		
Clustered		

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Curriculum Connection
A2.6

Word Search – Geographic Terms

Objective What are we learning about?

Students will review key geography terms by creating and completing a word search. Each student will choose 10 important words related to geography (such as mountain, climate, de ity, or reclamation). This activity helps students practise spelling and strengthe derstanding of landforms, patterns, and settlement features.

Mate W u need for the activity?

- Blank wor d mplate paper)
- Word list
- Pencils and erasers



Instructions How will you comple ctivity?

1. Begin by reviewing important geography f and s d in class.
2. Hand out the blank word search templates and th rms.
3. Instruct students to create their own word searches by p ing i id, either horizontally, vertically, or diagonally.
4. Encourage them to fill the remaining spaces with random letters.
5. Once they have created their word searches, ask them to exchange papers with a classmate.
6. Each student then tries to find all the terms in the word search they received.
7. After completing the word searches, discuss the meanings of each term as a class.
8. Encourage students to ask questions about any terms they found confusing or interesting.
9. Celebrate their efforts in learning and creating.

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Curriculum Connection
A2.6

Words | List of words for the word search

Urbanization	Settlement	Sustainability	Population
Density	Distribution	Climate	Migration
L	esertification	Resource	Infrastructure
Reclamatio	Defo n	Megacity	Agriculture
Industry	Enviro me	unity	Geography
Pollution	Transportation	ew	cattered
Ecosystem	Urban	Rural	ent
Coastline	Floodplain	Topography	Adaptation
Housing	Waterway	Economy	Tourism
Culture	Trade	Citizenship	Growth

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A2.6

Word Search | Create your own word search below

Word Bank				



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A1.1, A3.1

Population Density

Population Density

Population density is a measure that shows how crowded a place is. It tells us the average number of people living within a specific area. To calculate population density, we divide the **total population** by the **land area** in square kilometres.



For example, if a region has one million people spread across 100,000 square kilometres, its population density would be ten people per square kilometre. This statistic helps governments and planners understand how land is being used and where services such as hospitals and transportation are most needed.

Low vs. High Population Densities

A **low population density** usually describes rural areas, where people are spread out over large areas of land, such as forests or wilderness. In these places, residents often need to travel longer distances to visit neighbours, schools, or businesses. Historically, many families lived rurally so they could grow their own food. Rural regions also tend to support more wildlife, since there is more room for animals to roam. Northern Canada, with its small and scattered communities, is a clear example of low population density.

By contrast, urban centres such as Toronto, Vancouver, and Ottawa show **high population densities**. In these cities, land is limited, so buildings are taller and closer together. High-rise apartments and condominiums allow thousands to live within just a few city blocks. Cities also provide more jobs, education, healthcare, and entertainment, which explains why people migrate there. The demand for housing and services in urban areas continues to increase as populations grow.

Population Density – Canada and Japan

Canada is known for its vast size and small population. With about 41.6 million people spread across nearly 10 million square kilometres, Canada has an average density of only 4.4 people per square kilometre. Large portions of the country, especially in the Arctic and northern provinces, remain sparsely populated.





Japan offers a striking contrast. Despite being about 26 times smaller in land area, Japan has 125 million people. This creates a population density of about 340 people per square kilometre—more than 80 times Canada's figure. Cities like Tokyo are among the most crowded places on Earth, with advanced subway systems, limited living space, and extremely high real-estate prices. This difference highlights how geography and land size strongly affect settlement patterns.

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Curriculum Connection
A1.1, A3.1

Think Write 3 examples of cities/towns that have high and low population densities

High Population Density	1	
	2	
	3	
Low Population Density	1	
	2	
	3	

True or False Circle whether the statement is true or false.

1) Toronto has [illegible]	True	False
2) Population density [illegible] city/town/country is.	True	False
3) Rural areas have a low [illegible]	True	False
4) More people are deciding to [illegible]	True	False
5) Canada has a high population density	True	False

Questions Answer the questions below.

1) How does population density affect access to healthca[illegible]

2) Describe what Japan would be like based on its population density.

3) Does your city or town have a high or low population density? Explain why.

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Curriculum Connection
A1.1, A2.1, A3.1

Calculating Population Density

Divide the total population by the land area.

1)

Area – Square Kilometres	10
Population	500
Population Density	

2)

Area – Square Kilometres	100
Population	2 000
Population Density	

3)

Area – S ometres	800
Pop	4 000
Popul	

4)

Area – Square Kilometres	50
Population	10 000
Population Density	

5)

Area – Square Kilometres	000
Population	2 000 00
Population Density	

6)

rea – Square Kilometres	25 000
Population	5 000 000
Pop Density	

PREVIEW

Order

Rank the top 7 countries/territories in the wor of thei lation density.

Country	Land Area	Population	Pop Density
Monaco	2 km²	39,783	
Singapore	710 km²	5,943,546	
Gibraltar	6 km²	33,704	
Hong Kong	1 104 km²	7,604,299	
Macau	30 km²	667,490	
Maldives	298 km²	521,000	
Bahrain	778 km²	1,564,000	

Rank	
1)	
2)	
3)	
4)	
5)	
6)	
7)	

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Curriculum Connection
A1.1, A2.3, A2.4. A3.1, A3.7

Choropleth Map – World Population Densities

WORLD DENSITY BY COUNTRIES (2008)



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Question What is a choropleth map?

Interpret Write 3 things that you learned from the population density map.

1)	
2)	
3)	

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Curriculum Connection
A1.1, A2.3, A2.4. A3.1, A3.7

Creating a Choropleth Map – Canada's Pop Density

Mapping Create a choropleth map that represents the population density of Ca provinces/territories.



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Curriculum Connection
A1.1, A2.1, A3.1

Population Density in Canada

Directions Imagine the boxes below represent a city or a town. Draw dots to represent people on each city or town to show low, average, and high population densities.

Low Population D

Average Population Density

High Population Density

PREVIEW

Calculate Find ulatio f the provinces/territories below.

Provinces and Territories	Popu	Land Size in Km²	Population Density
Saskatchewan	1,0	588,243	
British Columbia	4, 5	2	
Manitoba	1,278,365	55	
New Brunswick	747,101		
Newfoundland and Labrador	519,716	37	
Prince Edward Island	142,907	5,686	
Quebec	8,164,361	1,356,625	
Nova Scotia	923,598	52,942	
Ontario	13,448,494	908,699	
Yukon	35,874	474,712	
Nunavut	35,944	1,877,778	
Northwest Territories	41,786	1,143,793	
Alberta	4,067,175	640,330	
Canada	35,151,728	8,965,588	

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Name: _____ 33

Curriculum Connection
A1.1, A2.5, A3.1

Rank Rank the provinces and territories in Canada.

Highest Population Density	
1)	
2)	
3)	
4)	
5)	

Lowest Population Density	
1)	
2)	
3)	
4)	
5)	

Questio An i estions below.

1) What do you n ut the inces/territories with the highest population densities?

2) What did you notice about the provinces/territ ith th t population densities?

3) Does the population density vary from city to city? Does Toronto have t e population density as Dryden?

4) Why do most Canadians live close to the United States border?

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Curriculum Connection
A1.1, A3.1

Population Distribution

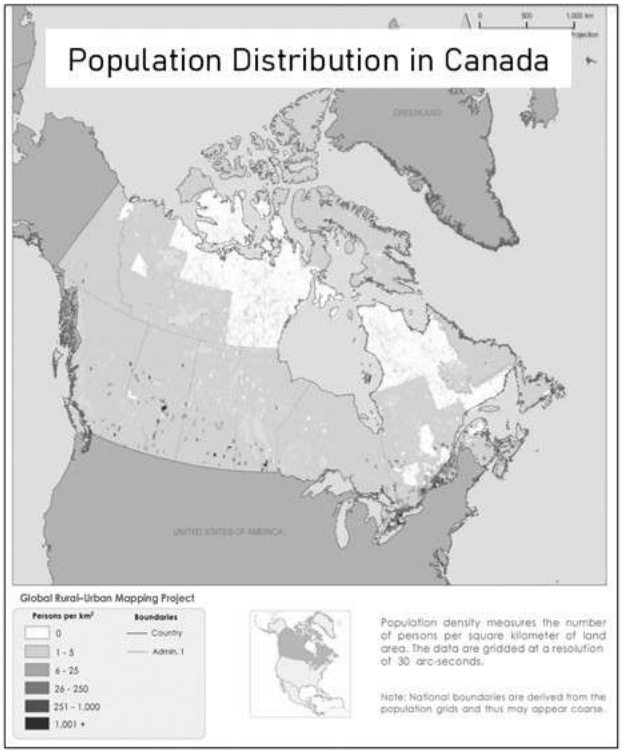
Population Distribution vs Population Density

Population density refers to the average number of people living in a specific area, usually measured per square kilometre. It helps us compare how crowded different places are. Another important term is population distribution. **Population distribution** describes exactly where people live within a region. For example, two areas can have the same density, but one might have everyone living in one city, while the other has people spread evenly in towns and villages. Understanding distribution gives us a clearer picture of how people interact with the land and resources.

Population distribution in Canada

In Canada, the overall **population density** is very low—only about 4 people per square kilometre. However, this average does not reflect the reality most Canadians experience. In large **urban areas** such as Toronto, Vancouver, or Montreal, densities are extremely high, with thousands of people living in each square kilometre. For example, Toronto's density reaches 4,149 people per square kilometre, showing how concentrated the population can be.

The map of Canada reveals important patterns. Nunavut and northern Quebec often have 0 people per square kilometre. These **territories** are vast, covering hundreds of thousands of square kilometres, yet remain almost empty. Their size lowers the national average significantly. By contrast, southern Ontario, southern Quebec, and parts of British Columbia are filled with major urban and industrial centres.



Geography plays a key role in Canada's population distribution. Most densely populated areas are found along the southern border with the United States, where access to fertile **farmland**, warmer climates, freshwater, and trade routes has historically encouraged settlement there. Cities like Winnipeg, Ottawa, and Montreal grew along rivers and transportation routes that supported transportation and industry. Meanwhile, the northern regions are colder, less fertile, and harder to access, discouraging large-scale settlement.

Therefore, Canada's **population distribution** is very uneven. While the country has the world's second-largest landmass, nearly 90% of Canadians live within 200 kilometres of the U.S. border. This southern concentration highlights how climate, resources, and economic opportunities shape where people choose to live.

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Curriculum Connection
A1.1, A3.1

True or False

Decide if the statement is true or false.

1) Population distribution is how many people live in an area.	True	False
2) Population distribution is where people live in an area.	True	False
3) Canada has an evenly spread-out population distribution.	True	False
4) Most Canadians live in the southern parts of Canada.	True	False
5) Not many people live in the northern parts of Canada.	True	False

Questions

nswer the questions below.

1) Def on and population distribution in your own words.

2) How would you describe Can pop tion?

3) Do most people in your community live close togeth ad out ain.

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Questioning

What questions do you have about the reading?

1)	
2)	
3)	

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Curriculum Connection
A1.1, A2.3, A2.4, A3.1

World Population Distribution – By Countries

WORLDWIDE POPULATION DISTRIBUTION

THE WORLD'S MOST POPULATED COUNTRIES



PREVIEW

Questions Read the map and answer the questions below.

1) Do many people live in the northern parts of the world?

2) What is the name of the island that is circled to the northeast of Australia?

3) Which countries/continents do you notice have a high population density?

4) In South America and Australia, describe the population distribution. Do most people live on the coastal regions or in the middle of the continents? Why?

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Name: _____

Curriculum Connection
A1.1, A2.3, A2.4, A3.1

Population Distribution in Provinces

Mapping Shade each province and territory to show population distribution. Darker = more people, lighter = fewer people.



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Curriculum Connection
A1.1, A3.2

Effect of Climate on Settlement Patterns

What Does Climate Mean?

Climate is the long-term pattern of weather in a region. It is not based on a single storm or one hot summer but is determined after at least 30 years of recorded data are collected and averaged. The climate of an area changes through the year as the seasons shift. When we describe climate, we mostly focus on three major factors: **temperature**, **precipitation**, and **wind**.

For example, the **Canadian Prairies** experience cold winters with heavy snowfall and dry summers, while **coastal British Columbia** is milder with steady rainfall. These variations in climate influence where people choose to live.

How Climate Affects Settlement Patterns

Throughout history, people have preferred to live in warmer climates. In Canada, most of the population is located in southern regions, close to the **Canada–United States border**. This is because the climate in these areas is warmer and far more suitable for daily life and economic activity. In contrast, much of the northern part of Canada is extremely cold, with average January temperatures below –20°C, making it nearly uninhabitable for large communities.



The main reason why most people settled in southern Canada is **agriculture**. Farmers in Ontario, Quebec, and the Prairies benefit from longer growing seasons that allow the cultivation of a variety of crops—such as wheat, corn, and soybeans. In contrast, much of northern Canada, the climate brings very short growing seasons, permafrost, and long, harsh winters that prevent large-scale farming. This difference has shaped the distribution of Canada's population.

Another factor is **personal preference**. As agriculture became less essential to survival, Canadians could buy food from grocery stores rather than farm it themselves. Despite this, most people still chose not to move north. Living in colder climates means facing long winters with dangerous icy roads, frozen water pipes, and extremely short daylight hours. These conditions discourage large-scale migration to northern communities and explain why most major cities—Toronto, Vancouver, Montreal, Calgary, and Ottawa—are in the south.



The challenges of the northern climate have slowed the growth of northern cities such as **Yellowknife**, **Whitehorse**, and **Iqaluit**. While these areas are important for mining and Indigenous communities, their populations remain small compared to southern urban centres. Climate, therefore, has been one of the most powerful forces shaping Canadian settlement patterns.

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Curriculum Connection
A1.1, A3.2

True or False

Decide if the statement is true or false.

1) The growing season is longer in colder climates.	True	False
2) The climate in our area is the temperature today.	True	False
3) Climate is a 30-year average of weather patterns.	True	False
4) Southern parts of Canada have longer growing seasons.	True	False
5) People tend to prefer to live in warmer climates.	True	False

Questions

wer the questions below using evidence from the text.

1) Wh fac tors used to describe climate?

2) Describe the climate of ent se our region? (temperature/precipitation)

Summer	
Fall	
Winter	
Spring	

3) What are some of the benefits of living in a warmer climate?

Making Connections

Describe the type of climate you would like to live in.

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Curriculum Connection
A1.1, A3.2

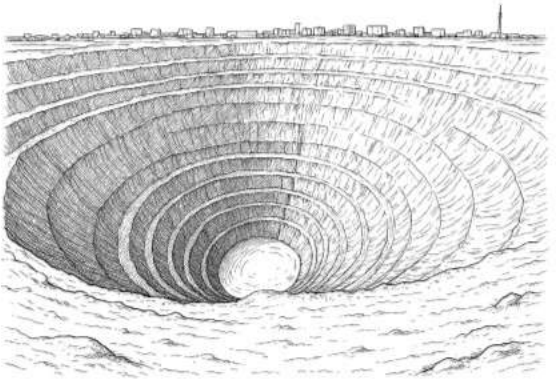
Physical Features – Effect on Settlement

What are Physical Features?
Physical features are natural landforms we can see on our land. When you look outside, you will see natural landforms around you. Examples of landforms are lakes, rivers, mountains, hills, deserts, valleys, and flat lands. Check out the human settlements below to learn more about how physical features affect where people live.



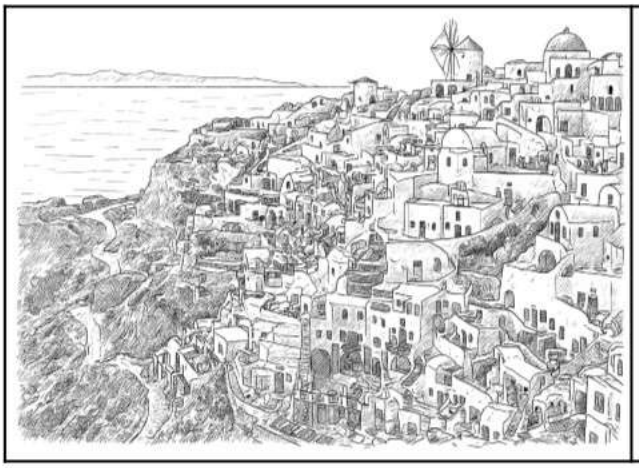
Venice, Italy
Venice is a city in Italy that has no roads, just canals. Venice has 120 islands, with 177 canals to get around. The city had 120,000 people 50 years ago, but now only has 60,000. 50 years ago, people preferred to use boats to get around, but today, people prefer vehicles.

The other problem is that Venice is si[illegible]t a rate of 1-2 millimetres each year. By 2[illegible]ulation could be zero, with only [illegible]n.



Mirny, Russia
Mirny is a ci[illegible]ussia [illegible]t around a diamond mining pit. M[illegible]as a [illegible]0,000 people. Most of the reside[illegible]ny wor[illegible]rosa, which is the largest diamon[illegible]con[illegible]n th[illegible] world.

The valuable dia[illegible]ond[illegible]o [illegible]used the population to settle around[illegible]. Many people moved to this area to find a jo[illegible]pit is 525 metres deep!



Fira, Greece
Fira is the capital city on the island of Santorini, Greece. The island of Santorini is actually a dormant volcano. Living in Fira means you get incredible views of the Aegean Sea.

The city of Fira and other cities in Greece were built high up so the residents could see if they were being attacked. Being above their attackers gave them an advantage in defending their territory.

PREVIEW

Name: _____ 47

Curriculum Connection
A1.1, A3.2

True or False

Decide if the statement is true or false.

1) In Venice, there are no roads, just canals.	True	False
2) Mirny is a mining town where people live around a diamond pit.	True	False
3) Venice is growing in population.	True	False
4) Fira is on the island of Santorini, which is a dormant volcano.	True	False
5) Living high on a mountain gives your military an advantage.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why is the population increasing in Venice?

2) Why did the population in Mirny grow?

3) Why were Greek cities like Fira built high up?

PREVIEW

Making Connections

What physical features do you have in your city/town?

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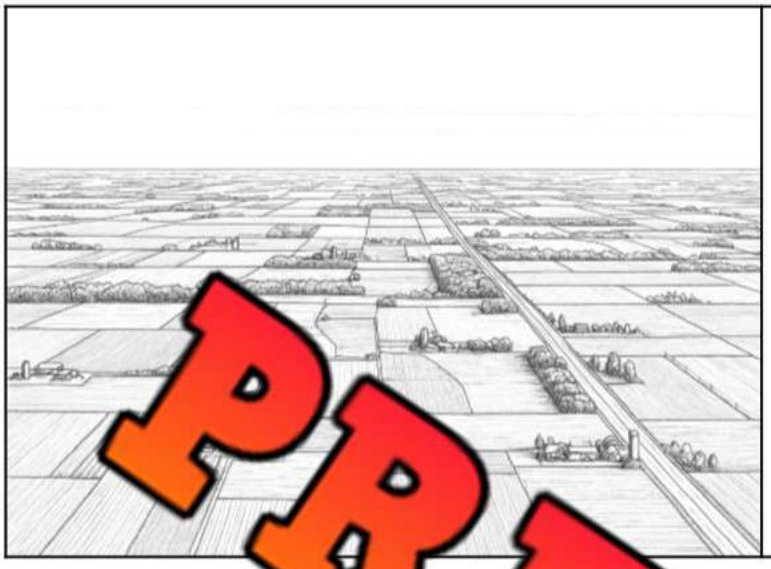
Name: _____ 48

Curriculum Connection
A1.1, A3.2

Physical Features – Effect on Settlement

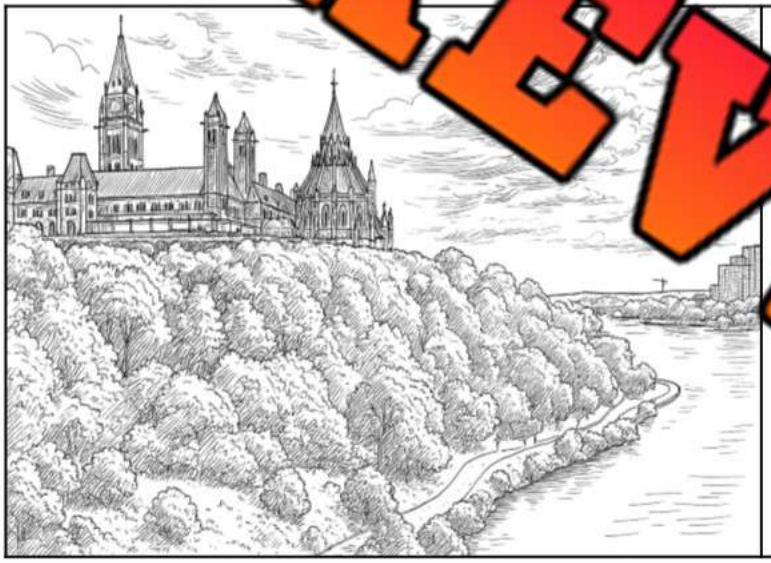


Blucher, Saskatchewan

Blucher is a rural town in Saskatchewan. Blucher has large areas of flat grassland with moderate temperatures, moderate rainfall, and not many trees.

These characteristics allow Blucher to be a great place to farm. The soil is arable, which means it is nutrient rich and can be used to grow many crops.

The population settlement pattern is scattered as the farms need a lot of land to grow their crops.

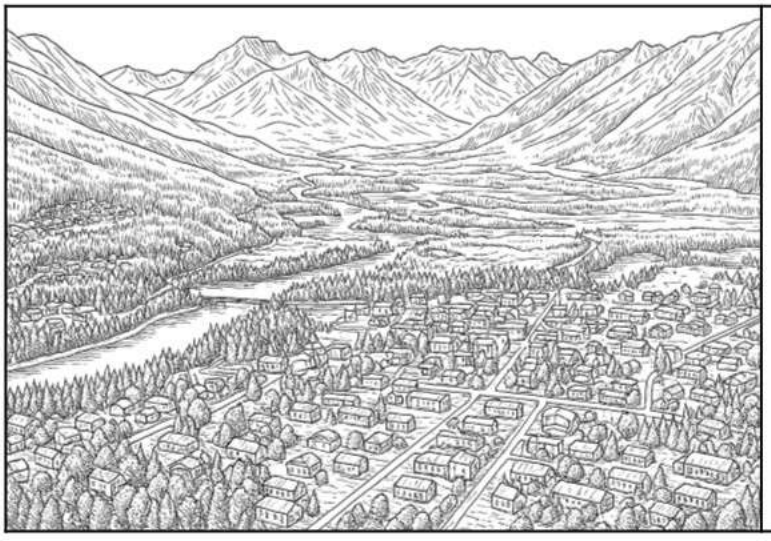


Ottawa, Ontario

The city of Ottawa has many physical features. For one, the Rideau Canal connects the Ottawa River with Lake Ontario. It was and still is important in allowing the transportation of goods.

There are many mountains including Parliament Hill.

Ottawa is surrounded by forests, which produce a variety of pine, spruce, cedar and



Banff, Alberta

In Banff, communities have been built at the bottom of huge mountains. Banff is home to only 8,000 people.

Banff has tall mountains, valleys, peaks, glaciers, forests, meadows and rivers. These physical features brought people to Banff.

The population settlement is clustered as houses were built strategically on flat areas.

PREVIEW

Name: _____ 49

Curriculum Connection
A1.1, A3.2

True or False Decide if the statement is true or false.

1) Blucher is a rural town in Saskatchewan.	True	False
2) Blucher has many mountains, which makes it great for farming.	True	False
3) Ottawa has many physical features, like rivers, canals and forests.	True	False
4) Banff is a town at the bottom of huge mountains.	True	False
5) People move to Banff to build a farm.	True	False

Questions Answer the questions below using evidence from the text.

1) What is one beautiful thing important to the city of Ottawa?

2) What physical features does Banff have around the houses built in Banff?

3) Explain why flat grasslands are important for farming communities.

PREVIEW

Making Connections Which city would you want to live in – Blucher, Ottawa or Banff? Why?

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Curriculum Connection
A1.2, A2.1, A2.2, A3.2

Hurricane Katrina – Living Below Sea Level

Research Answer the questions to learn more about Hurricane Katrina.

1) What city did Hurricane Katrina devastate the most?

2) Find statistics about how Hurricane Katrina affected New Orleans (death toll, building damages,

3) Define the terms below.

Levee	
Seawall	

4) What percentage of New Orleans was under sea level?

5) Why is living under sea level a bad idea?

PREVIEW

Name: _____ 51

Curriculum Connection
A1.2, A2.1, A2.2, A3.2

6) Why is New Orleans at risk of flooding?

7) Why are sea levels rising?

8) Is New [illegible]? How much is it sinking each year?

9) Will New Orleans ev[illegible] [illegible]ater? Explain.

10) What role did the levee failures play in the [illegible]?

11) What actions did the government take after the flooding?

12) What lessons can we learn about living in areas below sea level?

PREVIEW

Name: _____ 52

Curriculum Connection
A3.2, A3.5

Newspaper Article: Fort McMurray Wildfire

Breaking News: Alberta's Fort McMurray Evacuated After Record Wildfire

Published: May 3, 2016

This afternoon officials ordered a full evacuation of Fort McMurray, Alberta, as a massive wildfire swept through the city. More than 80,000 residents were forced to flee in what has become the largest wildfire evacuation in Canadian history. The fire spread quickly because of hot, dry conditions and strong winds, conditions that made it impossible for firefighters to control the blaze.

The fire began on May 1, 2016, southwest of Fort McMurray. By May 3, it had entered the city, destroying neighbourhoods, schools, and businesses. Over 2,400 homes and buildings were burned, while about 25,000 more were saved by emergency crews. At its peak, the fire grew to nearly 590,000 hectares—roughly the size of Prince Edward Island.

Many residents fled north to oil sands camps, while others drove south on Highway 63 through thick smoke and walls of flame. "It was like driving through hell," said Amy Wilson, a Fort McMurray resident who escaped with her family.

> *"We saw cars abandoned on the side of the road as people ran for safety."*

Experts say the disaster shows the risks of living in resource towns built in fire-prone boreal forests. Dr. Mike Flannigan, a wildfire scientist at the University of Alberta, explained,

> *"The physical environment of northern Alberta is a perfect setting for fire—thick forest, dry spring weather, and rising temperatures. When people settle here in large numbers, the risks are even greater."*



The impact on the economy was also severe. The temporary shutdown of several major oil sands operations, cutting Canada's oil production by more than one million barrels per day. Insurance claims from the disaster later topped $3.6 billion, making it the costliest natural disaster in Canadian history at the time.

Although no deaths were reported directly from the flames, two people died in a vehicle crash during the evacuation. Many residents now face the challenge of rebuilding their lives while also coping with the emotional toll of losing their homes.

PREVIEW

Name: _____ 53

Curriculum Connection
A3.2, A3.5

Questions

Answer the questions below using evidence from the text.

1) Why does northern Alberta's environment increase wildfire risks for communities?

2) How does resource-based settlement affect vulnerability to natural disasters?

3) How c wildfi link between climate and human activity?

PREVIEW

True or False

Decide if the statement or fals

1) The Fort McMurray wildfire evacuation becam arges ian history.	T	F
2) Over 100,000 residents of Fort McMurray were	T	F
3) More than 25,000 buildings were destroyed completel ildfi	T	F
4) Oil sands camps became temporary shelters for many displ ed r		F
5) Canada's oil production was reduced by over one million barrels	T	F
6) Directly from the flames, more than 200 people tragically lost their live	T	F

Summarize

Write the important details from the newspaper article.

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Curriculum Connection
A1.2, A2.1

Four Corners: Environment and Settlement

Objective What are we learning about?

Students will share opinions about settlement, environment, and sustainability through Four Corners questions, discussing how people live and impact the environment while thinking cr lly about human choices, geography, global community connections, and future su y.

Mater W u need for the activity?

- A list of ques
- Labels for each corne om (



Instructions How will you comple tivity?

1) Label the four corners of the classroom w lette B d D.
2) Tell students that you will read a question out loud ansv oice
3) Each student should listen carefully and choose the answer th t.
4) After choosing, students walk to the corner that matches their answe
5) Once in their corners, students talk with others about why they chose that answer.
6) Pick a few students to share their thoughts with the class.
7) Discuss how the question connects to life in Ontario.
8) Repeat with more questions. Use as many as time allows.
9) At the end, sit together and talk about what they learned from the activity.

PREVIEW

Name: _____ 55

Curriculum Connection
A1.2, A2.1

Four Corners Read the questions to the class.

	Question	Option A	Option B	Option C	Option D
1	Which area would you rather live in?	Urban	Rural	Coastal	Mountain
2	What matters most when choosing where to live?	Job opportunities	Climate	Culture	Safety
3	What [illegible]ndform do [illegible] resting?	Mountains	Plains	Rivers	Oceans
4	W[illegible]o you t[illegible] biggest pr[illegible]s today?	Overcrowding	Pollution	Traffic	Cost of living
5	Which area would y[illegible] want to explore one da[illegible]	A[illegible]	Tropical	Desert	Rainforest
6	What kind of climate would you like to live in?	W[illegible]y	[illegible]d [illegible]wy	Cool and rainy	Hot and dry
7	What is your favourite kind of transportation?	Car	B[illegible]	[illegible]	Bus
8	What kind of energy should we use most in the future?	Solar	Wind	[illegible]	[illegible] gas
9	Which do you think is the best place to build a city?	Near forests	In the hills	On flat land	Near water
10	What is the most important thing to protect for the future?	Forests	Oceans	Animals	Fresh water
11	What is your favourite kind of community to visit?	Beach town	Big city	Mountain village	Countryside
12	What do you think is the hardest part of living in a big city?	Traffic	Noise	Cost	Pollution

PREVIEW

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Name: _____ 57

Curriculum Connection
A1.1, A3.2, A3.5

Resource and Ghost Towns

Resource and Ghost Towns

A **resource town** is a community that develops when people move to live near a valuable natural resource. Living close to a natural resource often means steady employment, since industries grow around extracting, processing, or transporting that resource.

For example, in a logging community, most jobs are connected to harvesting trees, sawing logs, and moving them to sawmills. In a mining settlement such as Mirny, Russia, many resi[illegible]arn a living from extracting diamonds and other minerals from deep undergrou[illegible] industries shape not only the economy but also the daily life, schools, and hou[illegible]

[illegible]rd spre[illegible] opportunities, resource towns often experience **population booms**. This happ[illegible]edly during **the gold rushes** of the 1800s, especially along the west coast of N[illegible]A[illegible]ca. Th[illegible]ds of people travelled long distances to goldfields in Cali[illegible]ritish [illegible]nd the Yukon. The sudden increase in population [illegible]g of houses, banks, hotels, and general stores [illegible]sma[illegible]to a busy town.



Examples of Resource To[illegible]

- **Fort McMurray**, Alberta – O[illegible]indus[illegible]
- **Elliot Lake**, Ontario – Urani[illegible]ining c[illegible]
- **Dubai**, United Arab Emirates – Oil an[illegible]e hub[illegible]
- **Melbourne**, Australia – 1850s Gold [illegible]ity
- **Aberdeen**, United Kingdom – North Sea[illegible]



However, [illegible]e t[illegible]ce risk: when the resource[illegible]ns o[illegible] decline. A once-thriving [illegible] become a **ghost town** if the mi[illegible]se, the forest is cut down, or the oil w[illegible]dry up. Most resource towns are in rural areas close to the resource, so when jobs disappear, residents move elsewhere. Buildings such as grocery stores, schools, and post offices close when there are no longer enough customers, leaving empty streets and abandoned homes.

Not every resource town disappears completely. **Fort McMurray**, for instance, continues to thrive despite downturns in oil prices, because it still has infrastructure, schools, and people committed to staying. Some ghost towns, like **Barkerville** in British Columbia, remain preserved as historic sites, showing how quickly towns could rise and fall depending on the fate of their resource.

PREVIEW

Name: _____ 58

Curriculum Connection
A1.1, A3.2, A3.5

True or False

Decide if the statement is true or false.

1) Resource towns are often built near oil fields, forests, or mining pits.	True	False
2) Oil is a resource that brings a lot of people to a city/town.	True	False
3) A ghost town is a town full of people.	True	False
4) Ghost towns happen when resources run out and people move away.	True	False
5) All resource towns become ghost towns eventually.	True	False

Questions

r the questions below using evidence from the text.

1) Wh Give an example of how a resource town could form.

2) What is a ghost town? How do a tow t town?

3) Why might some resource towns, like Fort McMurray, cont to

PREVIEW

Summarize

What is the reading all about? Summarize using the important details.

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Curriculum Connection
A1.1, A3.2, A3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Write an advantage and a disadvantage of living in a resource town.

Advantages	
Disadvantages	

Name: _____ Mark

Write an advantage and a disadvantage of living in a resource town.

Advantages	
Disadvantages	

Name: _____ Mark

Write an advantage and a disadvantage of living in a resource town.

Advantages	
Disadvantages	

Name: _____ Mark

Write an advantage and a disadvantage of living in a resource town.

Advantages	
Disadvantages	

PREVIEW

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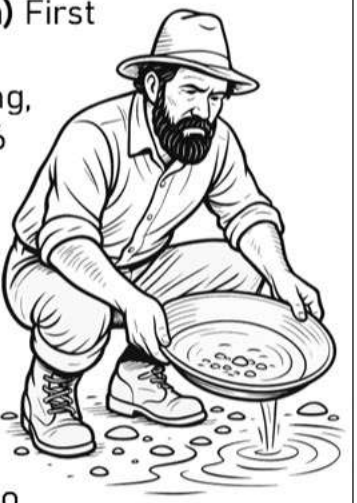
Name: _____ 60

Curriculum Connection
A1.1, A3.2, A3.5

Resource Town - Dawson City

Dawson City – Gold Rush

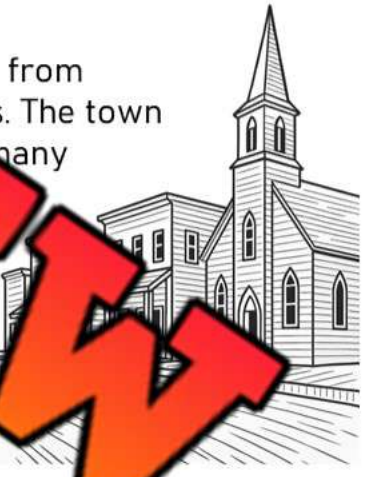
Dawson City became the centre of the **Klondike Gold Rush** in the **Yukon** during the late 1800s. In 1885, a few hundred members of the **Tr'ondëk Hwëch'in (Han)** First Nation lived in the area, long before it was called Dawson City. Their community had survived in the Yukon for thousands of years by hunting, fishing, and trading along the Yukon River. Everything changed in 1886 when Geor[illegible]Carmack, an American prospector, discovered gold in the Klondi[illegible]n. His find sparked one of the most famous gold rushes in [illegible]history.



[illegible]ore [illegible]000 people had braved rivers, mountain passes, freezi[illegible]tures to reach Dawson City, each hoping to strik[illegible] tra[illegible]d by boat along the Yukon River, while oth[illegible]led th[illegible] Chilkoot Pass carrying heavy loads of supp[illegible]By 18[illegible]ay[illegible]City's population exploded to 30,000, making it larger [illegible]uver a[illegible]rly as large as Ottawa at the time.

Booming City

The town grew rapidly. In 1899, over 300[illegible]ses t[illegible]ranging from grocery stores and dress shops to blac[illegible]s, hotel[illegible]ches. The town developed wooden sidewalks, theatres, and even e[illegible]city b[illegible]many southern Canadian towns. Wealthy residents sp[illegible]ir for[illegible] champagne, oysters, and caviar, enjoying luxuries [illegible] northern settlements. In contrast, poor miners survive[illegible] bread, lard, tea, or canned beans eaten three times a day. [illegible] a disease caused by lack of fresh vegetables, was common a[illegible]g those who couldn't afford proper food.





Ghost Town

By 1900, new gold discoveries in **Nome, Alaska** drew thousands away. Dawson's population plummeted from 30,000 to 8,000 in a single year. By 1902, the rise of large corporate mining companies, with access to better equipment and steam-powered dredges, pushed out smaller prospectors. These changes forced many to leave in search of new opportunities.

By 1918, the population had dropped below 1,000. Dawson, once a bustling city, became known as a ghost town. Today, it is home to about 1,375 residents, but its streets, historic buildings, and museums continue to tell the story of a community that once captured the world's attention.

PREVIEW

Name: _____ 61

Curriculum Connection
A1.1, A3.2, A3.5

Ordering

Number the events of Dawson City's history from 1 to 8.

	The town grew quickly with over 300 businesses, theatres, and electricity.
	Gold discoveries in Nome, Alaska caused thousands to leave Dawson City.
	Dawson City's population dropped below 1,000, leaving it nearly empty.
	George Carmack discovered gold in the Klondike region.
	Today Dawson City is home to about 1,375 residents, keeping its history alive.
	The Hwëch'in (Han) First Nation lived in the area.
	lation reached 30,000, larger than Vancouver at the time.
	02, co ing companies with dredges pushed out small miners.

PREVIEW

Questions

Answ questi sing evidence from the text.

1) Why did Dawson City be ost t

2) Why do you think more people didn't stay or mo D f he gold rush?

Word Search

Find the words in the wordsearch.

Gold	Rush
Natural	Resource
Town	Ghost
Dawson	Alaska
Klondike	Champagne
Historic	Business

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

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Name: _____ 62

Curriculum Connection
A1.1, A2.2, A3.2, A3.5

Research Activity – Resource Town

Research the growth of a resource town. Choose from the list below or find your own resource town.

Fort McMurray, Canada	Elliot Lake, Canada	Mirny, Russia	Barkerville, Canada
Centralia, Pennsylvania	Nome, Alaska	Pripyat, Ukraine	Ashiodozan, Japan

Research swer the questions to learn more about the resource town.

1) Wh resource town?

2) Wha ource e move to this city/town?

3) What was the pop an w se town was booming?

4) What is the population of the ourc

5) What jobs do/did people have when they mov his to

6) Describe the growth of the resource town. Did it grow really fast? population statistics that show the growth?

7) Is the resource town now a ghost town? Explain how it became a ghost town.

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Name: _____ 63

Curriculum Connection
A1.1, A2.2, A3.2, A3.5

Then and Now

Draw two pictures of the resource town you researched. In the first box, draw the town when it was booming. In the second box, draw what the town looks like today.

Then

Now

PREVIEW

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Name: _____ 64

Curriculum Connection
A1.1, A2.1, A3.1

Fact or Fiction: World Settlements Edition

Objective

What are we learning about?

Students will explore global settlement patterns through a fact or fiction activity. They will analyze where people live, why some areas are more crowded, and how the environment influences human settlement and population distribution.

Materials

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing space for students to move to either side



PREVIEW

Instructions

How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each one is declared.
2) Consider carefully whether you think the statement is true or false.
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Have fun getting up and moving!

Name: _____ 65

Curriculum Connection
A1.1, A2.1, A3.1

Fact or Fiction | Read the statements to the class.

#	Statement	
1	Tokyo has a population larger than all of Canada's provinces combined.	**Fact**
2	Egypt's largest cities developed along the banks of the Nile River.	**Fact**
3	About 70% of Australians live within one hour of the coast.	**Fact**
4	Icelan ital city was built near hot springs for natural heating.	**Fact**
5	N ilt below sea level, making it prone to floods.	**Fact**
6	The therla d from the sea to make room for houses.	**Fact**
7	The Amazon est is ore than 50 million people.	**Fact**
8	People in Venice, Ital t mostly instead of cars.	**Fact**
9	Most of India's biggest citie lo rivers.	**Fact**
10	More than 97% of Canadians live in an area	**Fiction**
11	More people live in Asia than in all other co ts c	**Fact**
12	People in the Sahara build underground homes to hea	**Fact**
13	Mexico City was built on top of an ancient lake bed.	**Fact**
14	Calgary was once a small trading post before oil was discovered.	**Fact**
15	Most people in Russia live in the far northern Arctic region.	**Fiction**
16	In Japan, land is so limited that people build underground malls.	**Fact**
17	Africa has more megacities than Europe does today.	**Fact**
18	The Canadian Prairies are densely populated because of gold mining.	**Fiction**
19	Many cities in China limit cars to reduce air pollution.	**Fact**
20	The highest city in the world is located in Switzerland.	**Fiction**

PREVIEW

Name: _____ 66

Curriculum Connection
A1.1, A2.1, A3.1

Quiz Check-In This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

Name: _____

Mark

Is the statement true or false?

1) The Canadian Prairies are densely populated because of gold mining.	True	False
2) Fewer than half of Australians live close to the coastline.	True	False
3) The Netherlands created new land from the ocean for housing.	True	False
4) India's largest cities are mostly located far from major rivers.	True	False
5) Fewer than 90% of Canadians live in urban areas today.	True	False
6) Calgary began as an oil town before becoming a trading post.	True	False

Name: _____

Mark

Is the statement true or false?

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PREVIEW

Name: _____

Mark

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4) India's largest cities are mostly located far from major rivers.	True	False
5) Fewer than 90% of Canadians live in urban areas today.	True	False
6) Calgary began as an oil town before becoming a trading post.	True	False

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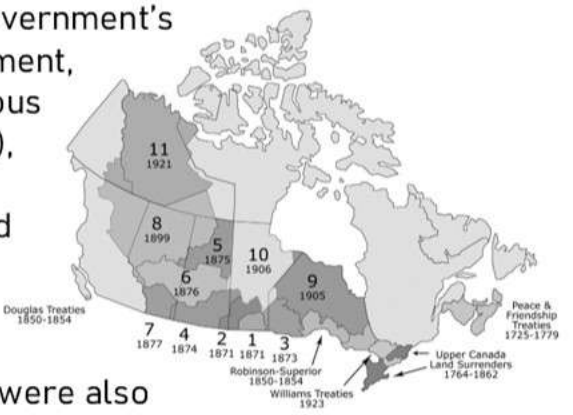
Name: _____ 67

Curriculum Connection
A3.3

Land Claims - Indigenous Groups & the Crown

Numbered Treaties (1871–1921)

The **Numbered Treaties** were a series of agreements signed between the Canadian government and Indigenous nations from 1871 to 1921. In total, 11 treaties were made, covering most of western and northern Canada. The government's goal was to gain control of Indigenous lands for settlement, farming, and resource development. In return, Indigenous groups exp[illegible]ed reserves, annual payments (annuities), and the rig[illegible]ntinue hunting and fishing on what became g[illegible]t land. A **reserve** is a legally defined area of l[illegible]d[illegible] for First Nations use. While reser[illegible]ovided h[illegible]d access to services like scho[illegible]s and i[illegible]e, the government still controlled hov[illegible]a[illegible]s us[illegible]nting and fishing were also heavily restricte[illegible] of lin[illegible]





A[illegible]s and Pa[illegible]

An [illegible]as [illegible]romised by the Crown to Indigenous signato[illegible] Eac[illegible]otiated separately, but the average payme[illegible]d at a[illegible]five dollars per year per person, a sum t[illegible]has nev[illegible]rea[illegible]with inflation. When the treaties were first signe[illegible]ties a[illegible]ved a one-time payment of fifteen dolla[illegible]is am[illegible]ll even at the time and reflected how une[illegible]otiatio[illegible]n were.

The Indian Act of 1876

The **Indian Act**, passed in 1876, gave the Canadian government swee[illegible] First Nations' land, resources, and education. Reserves were legally crea[illegible] under this Act. However, the Act also introduced the category of "Status Indian," meaning only those recognized by the government could live on reserves. People with this status were considered "wards of the state," giving the federal government authority over most aspects of their lives.



Crown Ownership and Land Claims

Even with reserves, the **Crown retained ownership** of the land. This meant Indigenous people could not hold title to their homes or sell the land, and the government could remove communities if they wished to use the land for other purposes. These policies led to repeated **land claim disputes**, as the Crown sometimes relocated First Nation communities to gain access to resources like timber, minerals, or farmland. The imbalance of power in these agreements has had lasting impacts, as Indigenous groups continue to fight for recognition of their original rights and the promises made in the treaties.

PREVIEW

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Curriculum Connection
A3.3

Multiple Choice

Circle the correct answer.

1) Land on a reserve is owned by the...	Indigenous	Crown
2) How many Numbered Treaties are there?	8	11
3) Who can live on a reserve?	"Status Indians"	Anyone
4) The average annuity paid per year is...	$15	$5
5) The Numbered Treaties were...	Unfair	Fair

Questions

r the questions below using evidence from the text.

1) Wh the Nu eaties?

2) Who owns the land on a reserve? Wha im could arise?

PREVIEW

Inferencing

Use your inferencing skills to answer the questions b

1) Where do you think most of the reserves are located in Canada - North or south? Desirable land or undesirable land?

2) Why do you think the Crown sometimes wants access to these lands?

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Land Use Issues – Indigenous Communities

Indigenous Land Claims

Indigenous groups in Canada, which include **Inuit**, **First Nations**, and **Métis** peoples, currently hold about 6% of the total land in the country. This amounts to roughly 626,000 square kilometres, an area larger than France. The majority of this land is located in the northern regions of Canada, particularly in the Yukon, Northwest Territories, and Nunavut, as well as northern parts of provinces such as Quebec, Manitoba, and British Columbia. These regi are often remote, sparsely populated, and rich in nat ources such as minerals, oil, and forests.

Fro time, the Canadian government has expres loping these northern territories. For e e, propo included building highways, pipelines, r railw ect communities or to move resources to s ets. ver, if the land is protected under g tre ous groups retain the right to us r tr es like hunting, trapping, and fish means mpt to develop the land must co se



Government Duty to Consult and Accom

An important principle in Canadian law is e gover t's d o consult Indigenous groups before altering land they hold rights to. A h this an as an unwritten rule, the Supreme Court of Canada has issued se ruli fir g that both provincial and federal governments must act honou ndige hts are at stake. This duty requires governments to meaningfully d , wh cessary, make accommodations.

Consultation does not simply mean informing Indigenous grou projects. Instead, governments are legally obligated to listen to the s ns, and concerns of affected communities. If Indigenous groups oppose a project nments may need to modify plans, delay construction, or provide compensation. In some cases, projects have been cancelled or redirected because Indigenous concerns were not adequately addressed.

Stakeholders – Crown and Indigenous Groups

The two main stakeholders in land use disputes are **the Crown**, which represents government authority, and **Indigenous nations**, who rely on these lands for cultural survival, food security, and economic opportunities. Power often rests more heavily with the government, but Indigenous communities have organized protests, legal challenges, and negotiations to defend their rights. These actions have sometimes forced governments and corporations to pause or alter development, showing how land claim issues remain a significant challenge in Canada today.

PREVIEW

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Curriculum Connection
A3.3

Yes or No

Answer the following questions with either "Yes" or "No".

1) Do Indigenous groups in Canada currently hold about 50% of land?	Yes	No
2) Is most Indigenous-held land located in southern Ontario and Quebec?	Yes	No
3) Are treaties the only protection Indigenous groups have over their lands?	Yes	No
4) Do Indigenous groups rely on land for culture, food, and economy?	Yes	No
5) Is Indigenous land in Canada larger than the country of France?	Yes	No
6) Does the duty to consult apply to both federal and provincial governments?	Yes	No

Questions

Answer the questions below using evidence from the text.

1) What does it mean for the government to have to consult and accommodate Indigenous groups?

2) Who are the two stakeholders in land use issues involving Indigenous communities? Who has more power? Who do you think wins when solved?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Inuit, Consultation, Pipelines, Trapping, Indigenous Government, Territories, Compensation, Crown, Highways

opictsnmaeno		osicttnnaulo	
niuioesdng		eritrtsreio	
oengentvmr		esinilppe	

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Curriculum Connection
A3.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Indigenous groups hold about half of Canadian land.	T / F
2) Most Indigenous land is in northern Canadian territories.	T / F
3) Treaties remove all Indigenous rights to their territories.	T / F
4) Consultation means listening to Indigenous views and traditions.	T / F
5) Indigenous nations depend on land for food and culture.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Indigenous groups hold about half of Canadian land.	T / F
2) Most Indigenous land is in northern Canadian territories.	T / F
3) Treaties remove all Indigenous rights to their territories.	T / F
4) Consultation means listening to Indigenous views and traditions.	T / F
5) Indigenous nations depend on land for food and culture.	T / F

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Name: _____ Mark

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3) Treaties remove all Indigenous rights to their territories.	T / F
4) Consultation means listening to Indigenous views and traditions.	T / F
5) Indigenous nations depend on land for food and culture.	T / F

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A3.3

Land Use Issue – Coastal GasLink Pipeline

Coastal GasLink Pipeline – Land Use Dispute

The company **Coastal GasLink** proposed building a large natural gas pipeline across northern British Columbia, through **Wet'suwet'en First Nation** territory. This project became a major land use conflict between resource development and Indigenous rights. The pipeline, estimated to cost $6 billion, was designed to stretch 670 kilometres, carrying natural gas from Dawson Creek in northeastern B.C. to a liquefied natural gas (LNG) plant near Kitima[illegible]where the gas would be shipped to international markets. The plan promised jobs and re[illegible]for the province, but it also raised deep concerns about Indigenous sovereign[illegible]

[illegible]and in n[illegible]C. where the pipeline was routed is **unceded territory**, meaning [illegible]s not [illegible]istoric Numbered Treaties signed between 1871 and 1921. Because the W[illegible]ever[illegible]ndered or sold their land to the Canadian government, they [illegible]n and[illegible]s and responsibilities to the territory. The Wet'suwet'en have liv[illegible]thi[illegible]sands of years, relying on it for hunting, trapping, and fishing, and [illegible]g[illegible]e that[illegible]e threatens both their land and their way of life.



Bui[illegible]e Pipe[illegible]

Coas[illegible]t GasLink[illegible]an c[illegible]uction after receiving approval fr[illegible]provi[illegible]rnment, which consulted w[illegible]me b[illegible]t[illegible]e'suwet'en leaders. The hereditary c[illegible]e[illegible]old au[illegible]over traditional lands, st[illegible]nose[illegible]roject. They argued that their land r[illegible]had[illegible]extinguished because the territo[illegible]i[illegible]any treaty. Believing the project vio[illegible]d[illegible]ereignty, Wet'suwet'en chiefs and supporters o[illegible]ed opposition and called for the pipeline to stop.

Protesting the Pipeline

A key protest location was a single road leading north to the construction site. Wet'suwet'en members blocked this road, preventing workers and equipment from reaching the area. Their actions sparked solidarity protests across Canada, with Indigenous and non-Indigenous supporters joining in. In 2018, the B.C. Supreme Court issued an injunction ordering the road cleared. The RCMP were sent to enforce it, resulting in over 30 arrests of Wet'suwet'en supporters. Despite months of protests and national attention, construction eventually resumed. Still, the dispute highlighted the unresolved issues of Indigenous land rights in Canada, showing how unceded lands continue to fuel conflict between governments, corporations, and Indigenous communities.

PREVIEW

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Curriculum Connection
A3.3

Perspectives

What are both stakeholders thinking about the land use dispute?

Wet'suwet'en's Perspective	The Government's Perspective

PREVIEW

True or False

...e st...nt is true or false.

1) Unceded land is la... ...at i... ...treaties.	True	False
2) The pipeline was built wi... ...missi... ...government.	True	False
3) The Wet'suwet'en protested th... ...ildi... ...p...	True	False
4) Eventually the building was stopped, ...e pipel... ...n't ...built.	True	False
5) The government sent RCMP officers to arrest ...ters.	True	False
6) Wet'suwet'en land is part of the historic Numbe... ...rea... ...d	True	False

Questions

Answer the questions below using evidence fro... ...tex...

1) What is unceded land? Who do you think should own unceded land?

2) Should the pipeline have been built? Explain your opinion.

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Curriculum Connection
A3.3

Land Use Issues – Canada's Parks

What are Canada's Parks and Protected Areas?
Canada has **national parks** and **protected areas** that the federal government controls to preserve natural heritage. A national park and protected area is an area that the federal government owns and allows visitors to enjoy. Parks Canada is the government agency that controls the parks. Canada now has 48 national parks that cover more than 340,000 kilometres squared, which is over 3 percent of Canada's landmass.

Protection vs. Preservation - Why Are Canada's Parks and Protected Areas Important?
One of the goals of Canada's parks and protected areas is to preserve or keep natural lands for generations. If all land was bought and sold by the public, there wouldn't be any public space to visit. We'd have more factories, houses, and farms, but less land that is left untouched.

Undeveloped land is best for protecting our landscapes and wildlife. When we develop land by cutting trees for farms and industry, we are destroying **habitats** and **ecosystems**. That is why when you visit a national park, you are encouraged to leave the park or protected area in the same way it was before you entered.

Banff National Park
One of the most popular national parks in Canada is **Banff National Park**, which is located in the **Rocky Mountains** on Alberta's western border with British Columbia. The Banff National Park is famous for its surreal coloured lakes, majestic mountains, and outdoor adventures. The Banff National Park was the first national park in Canada and the world's third national park. It was established in 1887 when Parliament created the Rocky Mountains Park of Canada.



It is special because it is dedicated to preserving the **unspoiled wilderness** of the Canadian Rockies. It is unspoiled because very limited development has been done on the lands, which means nature was able to develop on its own timeline. The park spans 6,641 square kilometres of mountainous terrain, full of scenic valleys, peaks, glaciers, forests, meadows and rivers.

Land Use Issues – Banff National Park
The Banff National Park is protected, but the areas just outside the gates are not. Businesses look to benefit from the park by building condominiums and golf courses just outside. The massive development projects outside of the park go against everything the park stands for.

An inter-governmental organization called **Man** and **the Biosphere** has worked to slow down development outside of the park. People are getting better at understanding that quality of life is more important than making money.

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Curriculum Connection
A3.3

True or False Decide if the statement is true (T) or false (F).

1) The Alberta government owns Banff National Park.	T	F
2) No one can buy land from a national park.	T	F
3) When humans develop land, they are destroying ecosystems and habitats.	T	F
4) Banff National Park was the first national park in the world.	T	F
5) Parks Canada is in control of all national parks across Canada.	T	F

Questions er the questions below using evidence from the text.

1) Wh nd protected areas important?

2) What does balancing develop wit mean, and why is it important?

PREVIEW

Directions Circle "Right" or "Wrong" for each situation. Then ex

1) A family hikes off the marked trails to explore hidden areas.	ght	Wrong
2) A group of hikers feeds wild animals to get better pictures.	Right	Wrong
3) A developer clears forest near the Rockies to build a golf course.	Right	Wrong

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Curriculum Connection
A1.2, A3.5

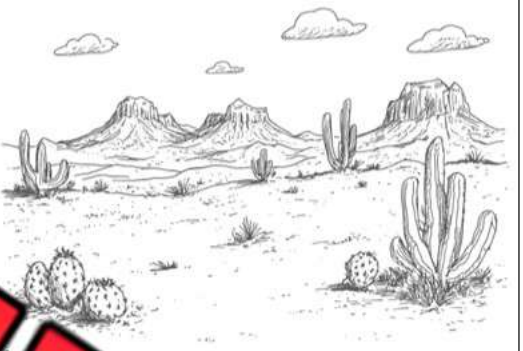
Desertification

What is Desertification?

Desertification is the process where fertile land slowly changes into desert or arid land, losing its ability to support plants, animals, and human life. **Arid land** is soil that is extremely dry, with no water or nutrients left, which means nothing can grow in it. This problem is caused both by human activities and by natural changes in the climate. Areas that once produced crops and supported communities can become barren, leading to food shortages, migration, and economic problems. Today, desertification is seen as one of the most serious environmental issues in the world.

Climate

Clima[illegible] a[illegible]use of desertification. **Fertile soil** that can grow cr[illegible] may b[illegible] if the land faces repeated droughts, fires[illegible]s. Th[illegible]events strip away nutrients and dr[illegible] soil. **Gl[illegible]ming**, caused by humans burning **fos[illegible]ls**, i[illegible]n emissions in the atmosphere, trapp[illegible]eat ar[illegible]g temperatures. As the earth[illegible]infa[illegible] change. Some regions get less[illegible], es[illegible] near the equator, which are already war[illegible]a rise just 1–2 degrees Celsius can make dry [illegible]s much[illegible]. Sub-Saharan Africa, the Middle East, South Americ[illegible]d par[illegible]ia are all at high risk, with millions of people already struggling as fa[illegible] disa[illegible]



Human Activities Causing Desertification

1) **Overgrazing** – When livestock like cows, pigs, or goat[illegible] overeat plants in one place, vegetation cannot grow back. Without plants to protect it, the soil becomes loose and erodes.
2) **Deforestation** – Cutting down trees destroys wildlife habitats and removes the protective tree cover. Without roots to hold it together, the soil becomes weak and infertile.
3) **Farming Practices** – Some farmers overuse land, stripping away all its nutrients before moving to a new plot. This leaves the old soil infertile, contributing to desertification.
4) **Fertilizers and Pesticides** – Using too many chemicals damages the soil and contaminates water. Overuse makes the land dry, polluted, and unable to grow crops.
5) **Extracting Natural Resources** – Mining for gas, oil, or minerals kills or forces out wildlife. The land is left scarred and cannot recover, becoming barren over time.



These combined forces are shrinking fertile regions around the globe and creating challenges for future generations who depend on the land for food and survival.

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Curriculum Connection
A1.2, A3.5

Questions Answer the questions below using evidence from the text.

1) What does desertification mean?

2) Describe how each of the human activities causes desertification.

Overgr	
Deforestation	
Farming Practices	
Fertilizers and Pesticides	
Extracting Natural Resources	

PREVIEW

Two Truths and a Lie Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Arid land has little water and almost no nutrients left.
	Too many chemicals leave soil polluted and infertile.
	Desertification is only caused by natural events, not human activities.

	Resource extraction damages habitats and scars the land.
	Africa and the Middle East are safe from desertification.
	Overgrazing by livestock leaves soil exposed and easily eroded.

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Curriculum Connection
A1.2, A3.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

Name: _____ | Mark

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

Name: _____ | Mark

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

PREVIEW

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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Activity – Deforestation Infographic

Objective What are we learning more about?

Students will learn how cutting down forests to build farms affects animals, plants, and the environment. They will show their learning by making an infographic using facts and drawings.

Materials What do we need?

- ✓ Printed deforestation statistics sheet (provided)
- ✓ Large blank piece of chart paper (one per group)
- ✓ Infographic planning page
- ✓ Blank infographic page
- ✓ Example infographic



Method How do we complete the activity?

1) Get into groups of 3 or 4 students.
2) Look at the example infographic with your group to see what a finished one looks like.
3) Read the deforestation statistics sheet together and talk about what the facts mean.
4) Use the infographic planning page to pick and write down 5 to 7 facts you will include.
5) Plan where the facts, drawings, and graphs will go on your large paper.
6) Start creating your infographic on the large paper using neat writing, drawings, and colour.
7) Use symbols, arrows, or charts to help show the meaning of the facts.
8) Present your group's infographic to another group and explain what the facts mean.

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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

How To Guide | How To Guide: Follow these steps to create your infographic.

	Step	Description
1	**Join Your Group**	Work in a group of 3 or 4. Make sure everyone has the materials: • Deforestation fact sheet • Planning page • Example infographic • Big paper for your poster
2	**Read the Facts**	the forestation facts together with your group. rcle o the facts that are important or surprising.
3	**Pick Your Favourite Facts**	Cho fact infographic. Write them on your planning p ge. M ver agrees!
4	**Look at the Example**	Look closely at the exam ograp makes it easy to read? What pictures help ex in t ?
5	**Plan Your Infographic**	Use a pencil to lightly sketch your laye on t re will your title go? Where will the facts and p es
6	**Draw and Create**	Now it's time to make your infographic! Write neatly, use colour, and add pictures, arrows, and symbols.
7	**Share With Another Group**	Show your infographic to another group or to the class. Take turns explaining what each fact means.
8	**Think and Reflect**	Answer the 8 reflection questions to show what you learned. Talk with your group or write your answers on your own.

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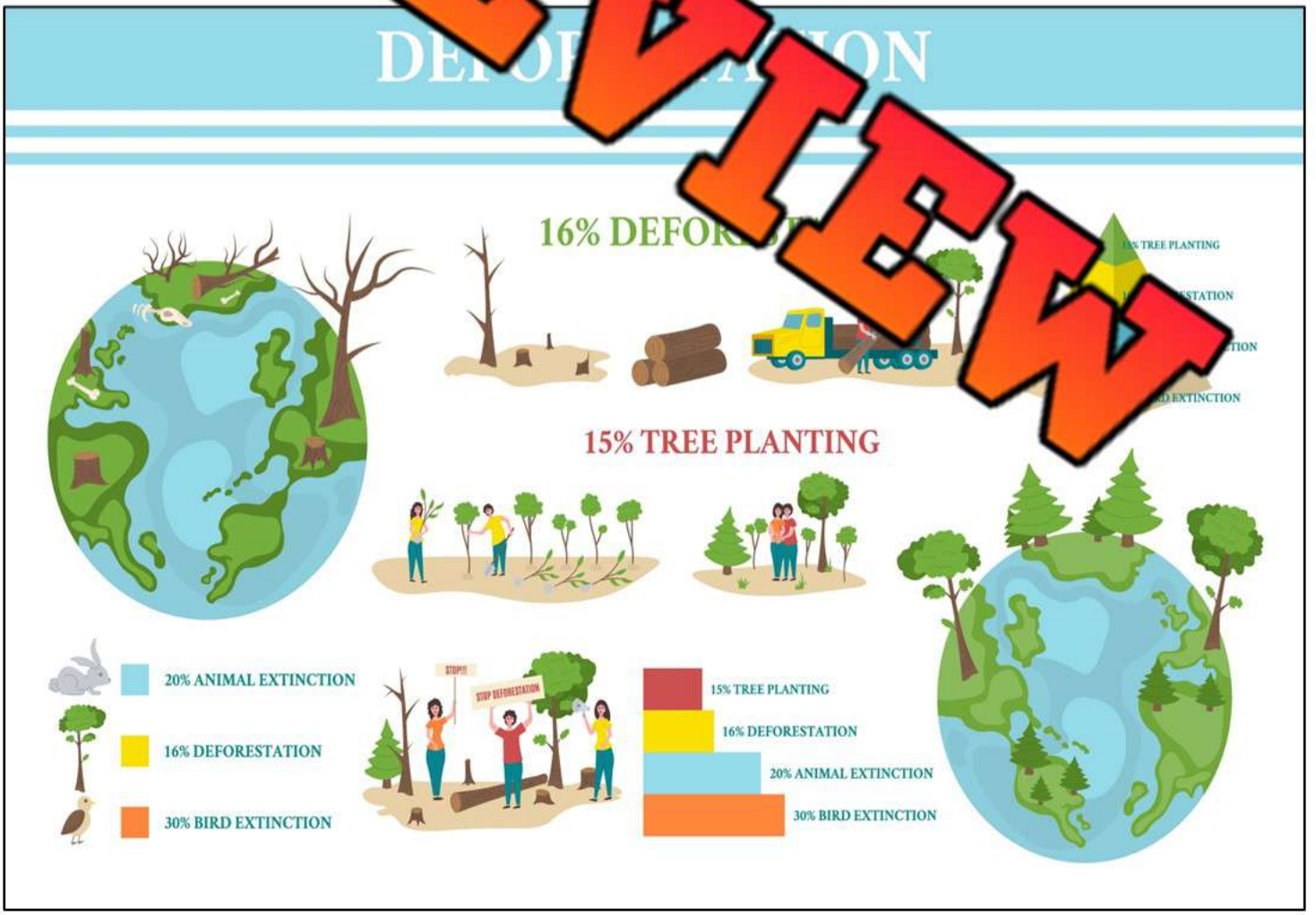
Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Criteria Use the criteria below to complete the activity.

Criteria	Description
Message Clarity	The infographic has a clear message about deforestation and farming.
Fact Choice	5–7 accurate facts were chosen from the data sheet.
Visual	The page includes drawings, symbols, or graphs to explain the facts.
[illegible]	[illegible]ing is easy to read, and colour helps highlight ideas.
Team Effort	[illegible]he group shared ideas and helped with the work.

PREVIEW

Example Model [illegible] infographics below.



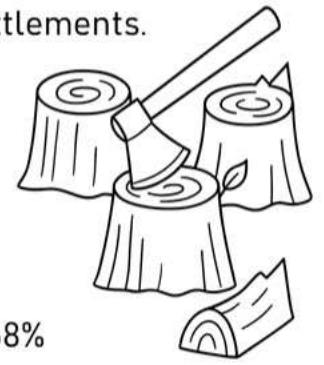
Name: _____ 91

Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Infographic Data Use the information below to help you build your infographic.

The rate we are developing our land is affecting the environment. When we cut down forests to build farmlands, we are destroying ecosystems that many different species of animals depend on. The destroying of these ecosystems causes less biodiversity, which has led to many species going extinct. Check out the statistics below:

- The wo[illegible] has lost one third of its forest due to deforestation
- 10 mil[illegible]res of forest is lost each year for farmland and settlements.
- 2,4[illegible]wn each minute
- Ev[illegible]cond, [illegible] size of a football field is cut down
- In the last [illegible] spe[illegible]ve been declared extinct
- 53% of all land [illegible]ada i[illegible]
- In the last 50 years, a[illegible]ulation[illegible]wide have declined 68%
- By 2030, projections are t[illegible] will [illegible]% of the world's rainforests left
- Over half of the world's wildlife spe[illegible] in the [illegible]est
- 25% of all cancer fighting medicines come from [illegible]ainf[illegible]
- 75% of deforestation in South America is du[illegible]egal [illegible]
- :Canada has over 300 million hectares of forest la[illegible]
- Almost 90% of Canada's forests are owned by province[illegible]erri[illegible]
- Forests clean the air by absorbing carbon dioxide and giving ou[illegible]
- Trees help stop floods by soaking up rainwater.
- Many First Nations communities depend on forests for food and medicine.
- The Amazon rainforest makes 20% of the world's oxygen.
- In Canada, wildfires destroy millions of trees every year.
- Farming, logging, and mining are the top causes of deforestation in Canada.
- Canada has 9% of the world's forests — more than almost any other country.
- About 134,000 people in Canada work in forest-related jobs.
- Around 2.3 million hectares of forest are cut each year in Canada.
- Forests cover about 38% of Canada's total land area.



PREVIEW

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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Planning Answer the questions below.

1) Group Plan: What will your infographic show? What message do you want to share?

2) Choose Facts: Write 5 to 7 facts your group will use in the infographic

-
-
-
-
-
-
-

3) Picture Ideas: What pictures, charts, ols wi explain your facts?

PREVIEW

5) Steps: What steps will your group follow to make your infographic? Write them in order.

-
-
-
-
-
-
-

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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Draft Sketch your infographic in the space below.



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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Class Gallery Walk Walk around the classroom to look at each group's infographic. Write down three things you learned.

1

2

3

PREVIEW

I Am Proud Because... Write a sentence about wh[illegible]re pr[illegible]n your infographic and what message it shows.

Next Time I Will Improve By... Write a sentence about what you would do better next time to make your infographic even more clear or detailed.

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Curriculum Connection
A1.2, A2.4, A2.5, A3.5

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Message Clarity	Message is missing or unclear	A message is there but confusing	Message is mostly clear	Clear, strong message shown
Fact Cho	Wrong or no facts used	Some facts correct	Mostly correct facts	All facts correct and match topic well
Desig	No or	A few visuals are added	Helpful visuals support the facts	Creative and clear visuals throughout
Neat Work	Ha re and m	neat, lov	Mostly neat with some colour	Very neat with colour used well
Team Effort	One person did most work	A f nts ped	ost group bers h	Everyone helped and shared ideas

PREVIEW

Teacher Comments

_____

_____

_____

_____

_____

ark

Student Comments – What Could You Do Better?

_____

_____

_____

_____

_____

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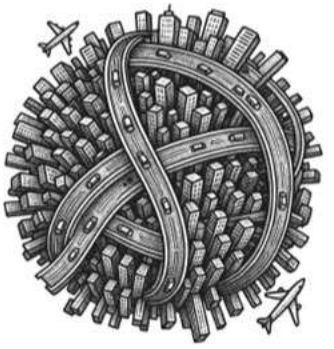
Curriculum Connection
A1.3, A3.4

Urbanization

Urbanization

The term ***urbanization*** refers to the process by which towns grow into cities and a larger share of people live in urban areas compared to rural ones. Over time, more people have chosen to leave farming villages and small towns to live in cities where there are usually more jobs, services, and opportunities. Urbanization has been a global trend, and it continues today as people search for better education, healthcare, and employment in cities. Many countries have seen rapid changes in the last century, with cities expanding at fast rates and rural land becoming less populated.



Urbani

- In only 15 world's population lived in cities. This means th ple still lived in rural areas, farming an local
- By 1980, this grew ndustries and factories cre mo
- In 2015, the percentag ne 54%, that more than half the world was ving as for the first time in history.
- Experts predict that by 2050, ound 's people will live in cities, making rural populations much sma
- In Canada, the change has been even ore dra By 82% of Canadians lived in urban areas, with most concentrated in cit Toro ouver, and Montreal.

PREVIEW

Megacities

As populations shift to urban areas, the rise of ***megacitie*** tra ped the world. A megacity is defined as an urban area with more than 10 mi res nly two cities—Tokyo and New York—fit this category. By 2020, however megacities worldwide. The largest increases occurred in Asia, espec y i nd China. Cities such as Mumbai, Delhi, and Shanghai have populations that exceed llion, making them larger than many countries. The growth of megacities has created massive demand for housing, transport systems, and public services.

Challenges with Urbanization

The rapid pace of migration to cities also creates major challenges. In India, about 30 people move from rural areas to cities every 60 seconds. Such growth overwhelms infrastructure, since many cities were not built to support millions of new residents. Problems include heavy traffic, severe air pollution, limited clean water, rising crime, and housing shortages. Cities with weak planning and few resources often struggle to meet demand, leading to overcrowded neighbourhoods, unsafe living conditions, and strained public services. These challenges show the importance of city planning to ensure people live safely and comfortably as urbanization continues worldwide.

Name: _____ 99

Curriculum Connection
A1.3, A3.4

True or False

Decide if the statement is true or false.

1) Most people in Canada live in rural areas.	True	False
2) Urbanization causes infrastructure problems in cities.	True	False
3) A megacity is a city with over 500,000 people.	True	False
4) Most megacities are in China and India.	True	False
5) Tokyo and New York were the only megacities in 1970.	True	False

Questions

wer the questions below using evidence from the text.

1) Wh ean?

2) What is the current tre izati world getting more urban or rural?

3) Describe how infrastructure struggles when po ion ly.

PREVIEW

Visualization

What were you picturing while you were reading? Describe your picture.

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Name: _____ 100

Curriculum Connection
A1.3, A3.4

Urban Sprawl

What Does Urban Sprawl Mean?

Urban sprawl is when a city spreads outward into nearby undeveloped land. This usually happens when new suburban neighbourhoods are built around the edges of an existing city. These areas, called **suburbs**, have a much lower population density than the central city, meaning fewer people live on each square kilometre of land.

Many families move to the suburbs because they offer larger homes, private yards, and quieter streets compared to crowded downtown areas. Houses are often less expensive than those in the city core, making them attractive to young families. Suburban residents often commute into the city for work, shopping, and cultural events, balancing urban opportunities with more space and privacy at home.



Problems with Urban Sprawl

Urban sprawl causes major issues in transportation, the environment, and long-term city planning.

1) **Increased Traffic and Pollution:** Most people in suburbs depend on cars. Daily commuting means long traffic jams, higher fuel use, and higher air pollution. For example, in Toronto and Vancouver, commuters spend hours each week stuck in traffic, which increases greenhouse gas emissions and smog.
2) **Loss of Wildlife and Green Space:** Sprawl destroys farmlands, wetlands, and forests as land is cleared for housing and shopping plazas. Natural habitats for deer, foxes, and bird species lose important habitats. Once farmland is covered in pavement, it cannot easily be returned to agricultural use, leading to long-term food security challenges.
3) **Poor City Planning:** Suburbs often grow faster than roads, schools, and hospitals can be built. Some neighbourhoods lack sidewalks or reliable public transportation, forcing residents to drive everywhere. In poorly designed areas, houses may be built directly beside noisy highways or industrial sites, lowering quality of life.

Environmental Costs of Urban Sprawl

Urban sprawl has serious environmental effects. The average North American spends about 27 minutes travelling to work one way, which adds up to hours of fuel burning every week.

- **Air pollution:** Cars release nitrogen oxides and carbon monoxide, which contribute to smog and increase asthma rates.
- **Climate change:** Transportation is one of Canada's largest sources of carbon emissions. Millions of cars add significantly to global warming.
- **Energy use in suburbs:** Larger homes use more electricity for heating and cooling. Combined with higher car use, suburban living consumes much more energy than dense urban living.

PREVIEW

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Curriculum Connection
A1.3, A3.4

Questions Answer the questions below using evidence from the text.

1) What does urban sprawl mean?

2) What are the three problems with urban sprawl? Write them in your own words.

1)	
2)	
3)	

3) Name three reasons families pr[illegible] downtown areas.

Making Connections Name a city near you with suburbs [illegible] of i

City			
Suburbs			

Where you live, do your parents end up driving more or less? Why?

PREVIEW

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Name: _____ 104

Curriculum Connection
A1.3, A3.4

Social Media Post – Rural to Urban Migration

UrbanWatcher88

Should people keep moving from rural villages to large cities for better jobs and services, or does this migration create problems like overcrowding, pollution, and inequality? How does this trend shape Canada's future?

11:30 AM – 31/08/2025 – 1,929 SHARES 4,721 LIKES

2 LIKES **Dani ra13:** Moving to cities provides access to hospitals, schools, and empl In 2021, 82% of Canadians lived in urban areas, showing people see lon in services and opportunities not available in rural communities.

5 LIKES **: L gration causes overcrowding. Toronto's population density ex s 4,70 r km². That pressure creates housing shortages, higher rents, and longe Vill may lose young workers while cities struggle to support ra h.

0 LIKES **LiamPatel09:** B jobs but also waste and air pollution. In 2020, transportation about nada's greenhouse gases. Planning sustainable transit and ace alance growth and environment.

9 LIKES **DanielRivera13:** Families mig is seasonal and unstable. Urban centres offer steady employment struct nd services. Migration is driven by economic survival, not simply prefe for ing.

6 LIKES **EmilyTran24:** Yet farming communities de hen Rural Canada provides food security, but fewer farmers mea rts. The migration pattern weakens rural economies and e dition s of life.

12 LIKES **LiamPatel09:** Governments can support both sides—inv ru ealth clinics, and local jobs, while also managing city housing policie egies reduce the "push" factors that force people out of villages.

25 LIKES **DanielRivera13:** In developing regions, rural-urban migration reduce verty by giving access to wage-paying jobs. Canada reflects this trend too, especially among newcomers who settle in urban centres first, then support relatives back home.

7 LIKES **EmilyTran24:** But growth often outpaces infrastructure. Montreal faces traffic congestion costing billions annually in lost productivity. Without strong planning, more migration can lower quality of life for both migrants and long-time residents.

85 LIKES **LiamPatel09:** Urbanization is global. By 2050, nearly 70% of people worldwide are expected to live in cities. The challenge isn't stopping migration—it's creating resilient, sustainable cities that don't collapse under population pressure.

32 LIKES **DanielRivera13:** Ultimately, urban migration reflects opportunity gaps. If rural areas received equal investments in jobs, health care, and education, fewer people would need to leave. Migration highlights inequalities Canada must address.

PREVIEW

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Name: _____ 105

Curriculum Connection
A1.3, A3.4

Agree or Disagree

Read each statement and circle either Agree or Disagree.

1) Cities always give people better health care and schools.	Agree	Disagree
2) Urban migration weakens farming communities and food supply.	Agree	Disagree
3) Montreal's traffic proves migration hurts the economy.	Agree	Disagree
4) By 2050, cities will fix rural and urban inequality.	Agree	Disagree
5) Urbanization helps cities but leaves farming unaffected.	Agree	Disagree
6) Migratio[illegible]about survival more than lifestyle choice.	Agree	Disagree

Questions

[illegible]e[illegible]he questions below.

1) Why [illegible]any y[illegible] move away from farming towns?

2) How can moving to cities he[illegible]uce [illegible] countries?

3) What ideas could help make both villages and cities [illegible]er

PREVIEW

Opinion

Write a comment that you would add to this conversation.

Username: _____ Date: _____

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Name: _____ 106

Curriculum Connection
A1.3, A3.4

Land Reclamation

What is Land Reclamation

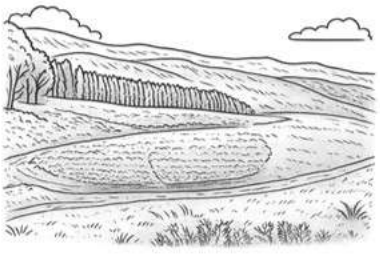
Land reclamation is the process of changing land that humans have disturbed back into its natural state or into a new, environmentally friendly condition. These projects are meant to repair or reverse the damage caused when natural resources such as coal, oil, or timber are removed from the Earth. Reclamation is especially important in Canada, where resource industries have left behind large open pits, waste piles, and stripped forests.

For example, when a forest is clear-cut to harvest timber, it does not simply grow back on its own. To reclaim the forest, workers plant new trees, test the soil for contamination, and treat it with nutrients so plants can thrive again. Over time, this allows animals that once lived there to return, restoring the balance of the ecosystem. Without reclamation, the land would remain barren, causing erosion, flooding, and permanent loss of habitat.

PREVIEW

Land Reclamation Projects in Canada





1. Coal Mine Reclamation in Alberta

In Alberta, **coal mines** created massive pits that destroyed the landscape and polluted the soil. An innovative project was developed to replenish the mined soil by planting **energy crops**. These crops grow quickly and can be harvested as **biomass**, which is a form of renewable energy. This project means that land used to extract non-renewable fossil fuels can be transformed into a source of clean energy. It also reduces greenhouse gas emissions while giving the land a new purpose. By recycling the soil and vegetation, the reclamation prevents erosion and helps water systems recover.

2. Syncrude Reclamation

In 2008, **Syncrude** launched a landmark project that turned an old oil mine into a wetland ecosystem called a **fen**. Scientists and workers planted more than 100,000 native trees and shrubs. These included species that could survive Alberta's harsh climate and eventually grow without human care. The wetland provided a natural filter for water, improved soil conditions, and offered shelter for wildlife. Today, this reclaimed fen supports thousands of species, from insects to large mammals. The project won awards for showing that even heavily damaged oil sands land can be restored. It became one of the first examples in Canada where an industrial oil site was transformed into a functioning natural environment.



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Name: _____ 107

Curriculum Connection
A1.3, A3.4

Questions Answer the questions below using evidence from the text.

1) What is land reclamation? Why is it needed?

_____

_____

_____

2) How was the Alberta coal mine reclaimed, and why does it matter?

_____

_____

_____

3) What [illegible]ght hap[illegible]rbed land if it is not reclaimed?

_____

_____

_____

Matching Match each word to the c[illegible]eani[illegible]

Open-pit coal mine ◯	◯ [illegible]rowin[illegible]anted in mined soil [illegible]new[illegible]ojects.
Willow crops ◯	◯ Comp[illegible]t restore[illegible] sands site by planting [illegible] sh[illegible]
Syncrude ◯	◯ A large excavation [illegible]out of the ground.
Fen ◯	◯ A shallow wetland ecosys[illegible] created during a reclamation project.

True or False Decide if the statement is true or false.

1) Land reclamation is needed because sometimes we destroy our land.	True	False
2) Reclaiming land means we can restore ecosystems.	True	False
3) Land reclamation means we clear-cut forests so we can build houses.	True	False
4) In Alberta, a coal mine was turned into a source of renewable energy.	True	False
5) Mines cannot be converted into environmentally friendly land.	True	False

PREVIEW

Name: _____ 121

Curriculum Connection
A1.3, A3.5

Interview: Waste Management Issues

Student: Hi! Can you explain what Solid Waste Management Services does in Toronto?

Official: Certainly. Our division is responsible for collecting, processing, and disposing of all residential waste in Toronto. With almost 3 million residents, we manage more than 900,000 tonnes of residential waste annually. Without proper systems, this amount of garbage would harm the environment and public health.

Student: What happens after garbage is picked up from home?



Official: When it goes to one of our transfer stations, it's sorted there, it's sorted: blue bin recycling is sent to material recovery facilities, green bin organics to anaerobic digestion plants, and the rest goes to landfill. Right now, about 53% of residential waste is diverted from landfill through recycling and composting programs.

Student: What about incineration? Do we burn waste for energy?

Official: Toronto does not incinerate residual waste. Instead, organics are turned into biogas and compost. The biogas can be upgraded to renewable natural gas, which powers city vehicles, while the compost enriches soil. Incineration is common in some countries, but it produces emissions we want to avoid.

Student: Can you explain the landfill Toronto uses?

Official: Yes. Our main disposal site is the Green Lane Landfill. Green Lane was purchased by the city in 2007. It receives about 3,000 tonnes of Toronto's waste every day. Unlike old dumps, a sanitary landfill uses clay and plastic liners to protect groundwater. Each layer of waste is compacted and covered with soil. The landfill also captures methane gas, which is converted into electricity for the power grid.

Student: Are there risks with landfills?

Official: Even modern landfills face challenges. They produce leachate, a liquid that must be collected and treated, and they take up large areas of land. Capacity is limited — Green Lane is expected to be full by the late 2030s or early 2040s if current trends continue.

Student: What steps is Toronto taking to improve?

Official: We're investing in waste diversion and resource recovery. This includes programs for textiles, electronics, hazardous waste, and yard waste. The city also promotes the 3Rs — reduce, reuse, recycle — plus recover, aiming for a zero waste future. Success depends on residents making smart choices every day.

PREVIEW

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Curriculum Connection
A1.3, A3.5

Questions

Answer the questions below using evidence from the text.

1) Why is waste management needed? Why is it becoming more challenging?

2) Explain why Toronto does not use incineration for household waste.

3) What do you think is the best way to manage waste?

PREVIEW

Multiple Choice

Circle the correct a

1) Toronto produces how much residential waste?	9 nnes	90,000 tonnes
2) What do organics become after processing?		glass
3) Which landfill receives Toronto's daily garbage?	Val	Green Lane
4) What gas is collected from landfills?	xyge	e
5) Where does waste go first after pickup?	Trans stations	cycling plants

Questioning

What questions would you ask the official if you were the interviewer?

1)	
2)	
3)	

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Curriculum Connection
A1.3, A2.1, A2.2, A3.5

Research – Local Waste Disposal

Research how your community gets rid of waste. Go online and search "waste disposal" along with your city/town name. Example: garbage disposal Kingston. Most cities and towns will have their waste disposal methods available for residents to read about online. Answer the questions below about the waste disposal methods used in your city/town.

1) How is household waste collected in your town/city?

2) Wh uld you ur recyclable waste, and what rules apply locally?

3) How should you get rid of ard

4) What do you do if you have large items for waste r f waste?

5) How is the waste that is collected disposed of by the city or township?

6) Do you think your city disposes of waste in an environmentally friendly manner?

PREVIEW

Name: _____ 127

Curriculum Connection
A1.3, A3.6

Beyond the Three Rs

Beyond the Three Rs

Waste is a big problem and the **three Rs** are a great start to solving it. But there is more we can do to stop how much we are wasting. We should consider the new **7 Rs!** Calgary is the world's cleanest city, and they do it by having their residents follow the 7 Rs. Beyond the three Rs, we can add 4 more – Refuse, Repair, Regift, and Recover.

Refuse

The term r eans all things left over after use. It is similar to waste, but waste means all things hat cannot be recycled. When we buy things, we should consider the p ng refuse that will be leftover after we use the item. We should a ns like:



s pr vailable somewhere else with less packaging?
I nee ct?
his le?



Repair

We quite often buy new things be use o s have stopped working. To cut down on w e should consider **repairing** what we alrea have. Fo example, our old shoes can have new soles put them to allow them to last longer. We could also our old TV or washing machines fixed before buying new ones.



Regift

If we have items that we don't like an ore ouldn't just throw them in the trash. Instead, we ca ift them to someone who will appreciate them. If you post these items for free, you will quite often find someone who will love them. This means the item did not end up in the trash and it is helping someone else.

Recover or Rot (Compost)

We need to remember that organic waste is helpful for our environment. We should never throw away food scraps, glass clippings and other organic waste because we can compost it. **Composting** organic waste means the waste becomes nutrient rich soil. Allowing organic waste to rot in composters is good for our environment.



PREVIEW

Name: _____ 128

Curriculum Connection
A1.3, A3.6

Questions

Answer the questions below using evidence from the text.

1) What can we do beyond the 3 Rs?

2) Does the city or town you live in have thrift shops? Can you easily regift or sell some of your old things?

3) Explain why [illegible] can help reduce waste overall.

PREVIEW

True or False

Circle whether the statement is true or false.

1) Letting organic material rot is good for our environment.	True	False
2) Throwing out old food is okay because it is old.	True	False
3) We can reduce waste by regifting or reselling our old stuff.	[illegible]	False
4) Refuse is only the leftover waste that can't be recycled.	[illegible]	False
5) You can repair your old things so you don't have to throw them away.	True	False

Making Connections

What does this reading remind you of in your life?

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Curriculum Connection
A1.3, A3.6

Sustainable Development

What is Sustainable Development?

Sustainability is the concept that something can continue for a long time without being destroyed or losing its value. We use the term **sustainable development** to describe the careful growth of our planet in ways that do not deplete natural resources, damage ecosystems, or create long-term harm. It is about balancing human needs with environmental protection. For example, instead of cutting down forests without replanting, sustainable development would involve responsible forestry, where new trees are planted to replace those that are used.



It is important that we manage our planet wisely to support growing global population. Today, the world has over 8 billion people, and the number continues to rise. This creates greater pressure on food supplies, fresh water, energy, and land. If we use resources too quickly, future generations may struggle to survive. Sustainable development ensures that our children and grandchildren can enjoy the earth just as we do.

PREVIEW

Achieving Sustainable Development

Meeting human needs while conserving resources requires innovation and responsibility. Below are detailed ways we can make a difference:

- **Conserve energy** – Simple actions like turning off lights, using LED bulbs, buying efficient appliances, and taking shorter showers can add up. In Canada, households use nearly 11% of the country's total energy. By reducing our overall demand on power plants.
- **Use less fossil fuels** – Fossil fuels such as coal, oil, and natural gas release greenhouse gases that cause climate change. Choosing to ride a bike, take public transit, or walk instead of driving reduces emissions and improves air quality.
- **Use renewable energy** – Solar panels, geothermal heating, and wind turbines capture clean energy that does not run out. In Ontario, over 90% of electricity already comes from low-carbon sources, showing renewable power can be scaled successfully.



- **Gardens** – Growing food in backyards, rooftops, or community gardens decreases reliance on imported groceries, cuts transportation emissions, and provides fresher, healthier food.
- **Buy electric vehicles** – EVs use around 76% less energy than gasoline cars. As battery technology improves, their driving range increases and charging stations are expanding across Canadian cities.
- **More parks and local farms** – Building green spaces and supporting local farmers' markets reduce food miles and encourage outdoor activity. Local farms also keep money within the community, supporting economic and environmental health together.

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Curriculum Connection
A1.3, A3.6

Questions

Use information from the text to support your answer.

1) What does sustainable development mean? Why is it important?

2) How can we achieve sustainable development?

3) Why is balancing needs with the environment important?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Sustainable development will help the future generations to come with their growth.	True	False
2) Conserving energy will help with sustainable development.	True	False
3) EVs burn the same amount of fossil fuels as gas burning vehicles.	True	False
4) Having more local farms and parks is bad because it takes up land.	True	False
5) Using renewable sources of energy is important for sustainability.	True	False
6) Ontario generates over 90% of its electricity from low-carbon sources.	True	False

Reflect

What are you doing to help achieve sustainable development?

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Curriculum Connection
A1.3, A3.6

Rainwater Harvesting

Rainwater Harvesting

Rainwater harvesting is the practice of collecting and storing rainwater run-off from a structure, such as a house roof, so it can be used later. By directing water through gutters and downspouts into storage tanks, families can save water for daily use. Harvesting rainwater can be as simple as setting out a barrel to catch rain, or as complex as installing large tanks with filters, pumps, and piping that [illegible] the needs of an entire household.



Rai[illegible] safe for many everyday purposes. It can be used to wat[illegible] [illegible]thes and vehicles, or flush toilets. When rainw[illegible] careful[illegible] and treated, it may also be safe for drinking. [illegible] many [illegible]se [illegible]stems reduce reliance on city water and help[illegible] [illegible]e m[illegible] utility bills.

Some key uses of ra[illegible]er i[illegible]

- **Garden irrigation**: Wat[illegible]ops, law[illegible] plants without using municipal [illegible]
- **Household needs**: Toilet flus[illegible], lau[illegible]shing.
- **Emergency supply**: Stored water du[illegible]ughts [illegible]rruptions in water services.



Rainwater [illegible]ing is [illegible] modern idea—it is used worldwide [illegible] wit[illegible]ges. Rural communities in Brazil, C[illegible] Zeala[illegible] Thailand often rely on these syste[illegible]ially [illegible] fresh water is limited. In Brazil, the situatio[illegible]itic[illegible]olds 18% of the world's freshwater, yet on[illegible] have reliable water services. Droughts aff[illegible] rural families, and rainfall can be unpredictable.

In response, the Brazilian government launched the **"Programa Um Milhão deCisternas" (One Million Cisterns Program)** in 2003. The project aimed to equip one million households with rooftop collection systems. Each system included gutters, pipes, and a massive 16,000-litre storage tank. Families could then use a manual pump to access water during the dry season. This initiative has provided clean, accessible water to millions of Brazilians, especially in the country's northeast region, where droughts are most severe.

Rainwater harvesting shows how simple technology can solve complex global problems. By making use of a free natural resource, communities can secure water for drinking, farming, and daily survival, even in times of scarcity.

PREVIEW

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Curriculum Connection
A1.3, A3.6

Questions

Use information from the text to support your answer.

1) What is rainwater harvesting? What can you do with rainwater?

2) How is rainwater harvesting helping rural areas in Brazil?

3) In your opinion, why does it exist if rainwater is untreated?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Rainwater can be used to drink without treating or filtering.	True	False
2) Rainwater harvesting is done by collecting water from the roof.	True	False
3) Rainwater harvesting allows rural areas in some countries to get water.	True	False
4) All of Brazil has access to freshwater.	True	False
5) Rainwater is the same as ocean water.	True	False

Diagram

Draw a diagram of how a rainwater harvesting system works.

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Curriculum Connection
A1.3, A3.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Multiple Choice: Circle the correct answer

1. Rainwater harvesting means...	2. One benefit of using rainwater is...
a) Building dams to stop floods	a) It saves money on water bills
b) Collecting and storing rain for use later	b) It reduces city water use
c) Using only water from lakes and rivers	c) It helps during dry seasons
d) Boiling water to make it clean	d) All of the above
3. Brazil's "One Million Cisterns Program" was designed to...	**4. Which is not a key use of rainwater?**
a) Build dams along rivers	a) Watering crops and gardens
b) Provide water for one city only	b) Flushing toilets and washing clothes
c) Give rural families rainwater tanks	c) Cleaning sidewalks and driveways
d) Ban rainwater collection systems	d) Drinking directly without filtration

Name: _____

Mark

Multiple Choice: Circle the correct answer

1. Rainwater harvesting means...	2. One benefit of using rainwater is...
a) Building dams to stop floods	a) It saves money on water bills
b) Collecting and storing rain for use later	b) It reduces city water use
c) Using only water from lakes and rivers	c) It helps during dry seasons
d) Boiling water to make it clean	d) All of the above
3. Brazil's "One Million Cisterns Program" was designed to...	4. Which is **not** a key use of rainwater?
a) Build dams along rivers	a) Watering crops and gardens
b) Provide water for one city only	b) Flushing toilets and washing clothes
c) Give rural families rainwater tanks	c) Cleaning sidewalks and driveways
d) Ban rainwater collection systems	d) Drinking directly without filtration

PREVIEW

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Curriculum Connection
A2.6, A3.1–A3.4

Memory Game – Human Settlement

Objective

What are we learning about?

Students will learn key settlement terms and real-world examples by playing a memory match game. Each card will show either a term or an example that matches it. Students will match each term with its correct meaning and discuss how these ideas show patterns and trends in human settlement.

PREVIEW

Materials

What materials do you need for the activity?

- Set of Memory Game cards per group (provided)
- A small table or clear area on the floor



Instructions

How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
2) Have each group lay all the cards face down in a grid on the table.
3) The students take turns flipping over two cards at a time, trying to find matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Discuss why these terms are important to understand and how they relate to the topic.

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Curriculum Connection
A2.6, A3.1–A3.4

Cards | Memory Game Cards

Urbanization	The growth of cities as more people move from rural areas.
Popul[illegible]ensity	The number of people living in one area, usually per square kilometre.
Population Distribution	The [illegible]f where people live [illegible]or the world.
Settlement Pattern	The way hom[illegible]nd cities are arranged on the land.
Land Reclamation	The process of creating new land by filling water or wetlands.

PREVIEW

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Name: _____ 139

Curriculum Connection
A2.6, A3.1–A3.4

Cards | Memory Game Cards

Sustainability	Using resources in a way that meets needs now and in the future.
Urb[illegible]w	The spreading of cities into nearby countryside, often causing pollution.
Resource Town	[illegible]munity built around one [illegible] resource, [illegible] oil.
Ghost Town	A town once [illegible]sy [illegible]ow empty after pe[illegible]ple moved away.
Deforestation	The clearing of forests to make room for farms or buildings.

PREVIEW

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Curriculum Connection
A2.6, A3.1–A3.4

Cards | Memory Game Cards

Desertification	The process where land becomes dry and turns into desert.
Cli[illegible]ne	An area that has a specific type of weather over many years.
Floodplain	[illegible]nd near a river that ofte[illegible]ds but has [illegible]
Waste Management	The way garb[illegible]e, [illegible]ng, and pollution are controlled in a city.
Economic Migration	Moving to another place to find better work or income.

PREVIEW

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Name: _____ 142

Curriculum Connection
A1.1, A1.2, A2.5, A2.6

Role-Play: Human Settlement and the Environment

Objective

What are we learning about?

Students will explore how human settlement patterns, land use, and environmental sustainability are connected. They will examine how people adapt to, depend on, and impact the environment in Global Settlement: Patterns and Sustainability.

Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete our activity?

1) Divide the class into small groups of 3 to 4 students.
2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4) If available, distribute props or costumes that may help students embody their roles more effectively.
5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6) Allow each group to present their role-play to the class.
7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8) Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 143

Curriculum Connection
A1.1, A1.2, A2.5, A2.6

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay	character. Don't break role until you're finished.
Teamwork	Take turns and make sure everyone joins.

Scenario Cards

Scenario		Description
1	**The Pipeline Debate – Wet'suwet'en and the Crown**	In northern Britis mbia, t e as a new natural gas pipeline is approved to pass gh W et'en traditional territory. Government offi d co elopers promise new jobs and energy expor ile hereditary chiefs declare the land unceded d. Win w covers the forests where road blockades appe ed from across the country. Police vehicles app h a emotional confrontations. Across Canada, citi er economic growth can justify the violation of Indigen nts, and whether the environment can endure another majo ject.
2	**The Resource Town Boom**	A remote northern town transforms overnight after miners discover oil deep beneath the rocky hills. Workers flood in by the hundreds, and streets fill with trucks, bars, and glowing neon signs. The mayor celebrates new schools and shops, but water from the nearby river begins to darken with waste. Families buy large houses only to lose them when oil prices crash. Once-busy stores stand empty, and neighbours quietly pack up their cars to leave. The wind howls through abandoned buildings, leaving behind a community that rose and fell with the resource beneath its soil.

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Curriculum Connection
A1.1, A1.2, A2.5, A2.6

Scenario Cards | Cut out the topics below.

	Scenario	Description
3	**The Flooded City: Climate Chang Crisis**	In a coastal city surrounded by seawalls and fishing docks, storm warnings flash across the news as waves grow taller each year. Streets that once echoed with children's voices now flood with salty water at high tide. The mayor struggles to convince citizens to relocate, while business owners refuse to leave the land they built their lives on. Scientists warn that sea levels will continue to rise, threatening hospitals and schools near the shore. Tempers flare at city hall as residents argue about cost, loyalty, and survival while ocean continues to advance.
4	**Land Reclamation in Japan**	bustling port city of Kobe, Japan, engineers present a plan to e ne d by filling in part of the bay. Tower cranes rise ainst t as politicians promise affordable homes and w b ities. Environmentalists worry that marine lif sh and will hit harder with nowhere for flood go es fear earthquakes could destroy reclaime eas. ntinues, whispers of risk grow louder until a po yphoo s, testing both the strength of the sea walls and choices e by se in charge.
5	**Urban Sprawl in Toronto**	North of Toronto, golden nd s e horizon where developers mark new suburb hood y machines plow through soil that once prod foo e city's markets. Farmers plead for protecti co s keep rising, pulling highways and shopping ce and. City planners face pressure to provide housi ds moving in each year. Soon, traffic jams crawl past turning into pavement. The city spreads wider and wider, and many begin to ask if endless expansion can ever lead to sustainable living.
6	**Desertification in the Sahel**	In the Sahel region of West Africa, families watch as fertile soil turns to cracked earth beneath the hot sun. Livestock search for grass among dusty plains where green once grew. Droughts stretch longer each year, forcing herders and farmers to fight over the shrinking land. The government sends aid trucks with seeds and tools, but they arrive too late for some villages. Young people leave for cities, hoping to find food and work. As sandstorms sweep across the horizon, the future of the land and its people hangs in a fragile balance.

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Name: _____ 145

Curriculum Connection
A1.1, A1.2, A2.5, A2.6

Scenario Cards Cut out the topics below.

	Scenario	Description
7	**The Disappearing Forest: Defor[illegible]tion De[illegible]**	In a tropical forest rich with wildlife, the sound of chainsaws replaces the songs of birds. Massive trees fall one by one to make room for palm oil plantations. Indigenous communities watch rivers dry up and sacred plants disappear, while loggers celebrate their growing profits. Government officials defend the decision as economic progress, claiming the factories will bring jobs and schools. Across the country, citizens argue whether development is worth losing one of the planet's most important ecosystems. Smoke rises from burning [illegible]arings as tension builds between those seeking wealth and those [illegible] to protect the forest.
8	**Climate and Settlement in Northern Canada**	[illegible]ctic[illegible]wn surrounded by tundra, cracks spread across frozen [illegible] as th[illegible]nd begins to sink. Houses tilt, pipes burst, and the [illegible]nafro[illegible] held everything firm now melts into [illegible] notice caribou migrating farther north, whil[illegible]s [illegible]call c[illegible]ters that never ended this way. Scientis[illegible] to [illegible]id change, carrying instruments that measure the [illegible]aw. [illegible]s face an impossible decision—whether to rebuild [illegible] their a[illegible]rs lived or move south for safety. The ice that s[illegible]ped the[illegible]ture [illegible]ishing before their eyes.
9	**Building a Megacity**	In a rapidly growing natio[illegible]e-sm[illegible]omes a sea of concrete stretching to the hor[illegible] carrying bags and dreams of better lives. [illegible]n ne[illegible]ps as towers rise beside crowded streets where mi[illegible] Pollution clouds the air, and children play besid[illegible]een parks used to be. City planners promise new t[illegible]s, but water shortages and housing crises grow worse. As [illegible]s rise, protests fill the squares, and people demand a city th[illegible] can sustain both life and opportunity for generations to come.
10	**Protected Parks: The Banff Dilemma**	In the Rocky Mountains of Alberta, Banff National Park glows with turquoise lakes and snow-tipped peaks. Tourists arrive in record numbers, filling hotels and restaurants near the park's border. Developers plan new resorts just outside the gates, promising jobs and luxury vacations. Park rangers worry that wildlife corridors will vanish, and conservation groups call for restrictions. Locals argue about the future, divided between profit and preservation. The mountains stand silent as people debate whether nature's beauty should serve the economy or remain untouched for the generations yet to come.

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Name: _____ 147

Curriculum Connection
A1.1, A1.2, A2.5, A2.6

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did [illegible]	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Ac[illegible]ke themselv[illegible] the charact[illegible]	[illegible]s acted tik[illegible] cha[illegible]	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help[illegible]tle [illegible].	[illegible]ed others [illegible]d with the [illegible]	Shared, listened, and helped make the group's work better.

PREVIEW

Teacher Comments

_____

_____

_____

_____

_____

[illegible]rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Total
/

Global Settlement: Patterns and Sustainability

Mark	/

1) When people live in a line along a river, they live in a ... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of th	2) When people live away from each other in a rural area, they live in a... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of the above
3) Which ory has the highe a) Ontar b) British Colu c) Prince Edward Isl d) Nunavut	4) Which country has the highest population density? a) Canada b) Macau China
5) When urban cities have subur around them that grow the city... a) Urbanization b) Desertification c) Megacity d) Urban Sprawl	y that most Canadians live along outher er, we are describing the... a) Popul dens b) Po n c) Settlemen d) Population Di n
7) Using run-off water from a roof structure is called... a) Rainwater Harvesting b) Greywater c) Blackwater d) Eco Watering	8) Which process gives m hat it can be reused for wildlife hu ttlement? a) Desertification b) Land Reclamation c) Urbanization d) Urban Sprawl
9) Dawson City was known for... a) Coal mining b) Diamond mining c) Farming d) Gold mining	10) Canada is in which climate zone? a) Polar zone b) Sub Polar Zone c) Temperate Zone d) Tropical Zone

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Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Desertification	
Sustainable Development	
Far North Act	

Short Answer Answer the questions below

Mark /

1) Which settlement pattern do you live in? Why?

2) What is deforestation? Why is it bad for the environment?

3) Why would a resource town become a ghost town? Explain.

PREVIEW

Long Answer | Answer the questions below.

Mark /

1) Why are people moving to urban areas? Why is living in an urban area bad for the environment? How does an urban sprawl affect the environment?

2) How does the climate and landforms in an are[illegible] the [illegible]an settlement? Why do people decide to live where they live?

PREVIEW

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