



# Preview – Information



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# Google Slides Lessons Preview





## Ontario Geography

### Global Settlement: Patterns & Sustainability – Grade 8

# 3-Part Lesson Format

## Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

MINDS ON

### Global Settlement

**LEARNING GOAL**

We are learning to **explore** how people **choose** where to live around the world so we can **understand** how **geography, resources, and climate** shape **settlement patterns and human development.**



GEOGRAPHY

ACTION

### Global Settlement

Read each factor and match it with the correct effect.

Factor (Cause)	Effect
Access to fresh water such as the Nile or St. Lawrence River	<b>A</b> Towns expand quickly since roads, farms, and buildings are easier to build
Modern technology like pipelines and irrigation systems	<b>B</b> Populations stay small due to cold, heat, or lack of water
Nearby forests such as Canada's boreal forest	<b>C</b> Allows people to live farther from rivers or fertile land
Access to trade routes such as seaports and river mouths	<b>D</b> Civilizations grow along rivers where trade, farming, and travel are easy
Flat land in areas like the Prairies or Mesopotamia	<b>E</b> Settlements become busy centres for trade, travel, and cultural exchange
Harsh climates in deserts or northern Canada	<b>F</b> Settlers use wood for houses, fuel, and exporting lumber to other regions

GEOGRAPHY

## Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

## Part 3 – Consolidation!

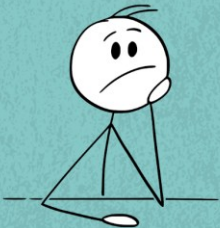
- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

CONSOLIDATION

### Consolidation

**THINKING LIKE A SETTLER**

If you were an early settler choosing where to live, which factor—water, flat land, fertile soil, forests, or climate—would influence you the most, and why?



GEOGRAPHY

# Ontario Geography

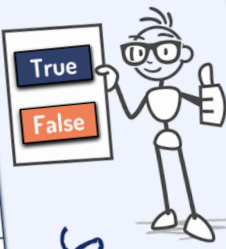
## Global Settlement: Patterns & Sustainability – Grade 8

**Population Distribution**

Can you answer these **True** or **False** questions?

1) Population distribution focuses on where people live, not how many.	
2) A country can have high population density but even distribution.	
3) The northern territories have the highest population densities in Canada.	
4) Most Canadians live within 200 kilometres of the U.S. border.	
5) Population density is always the same across every Canadian province.	
6) Population density tells us why people live in certain areas.	
7) Fertile land and fresh water encourage higher population distribution.	
8) Canada's overall population density is about four people per km <sup>2</sup> .	
9) A place with high density always has a large land area.	
10) Canada's climate has little effect on population settlement patterns.	

**True**  
**False**




**Resource Towns and Ghost Towns**

Which statement correctly shows how resource towns change. Answer **Yes** or **No**.

1) All resource towns disappear once their main resource is gone?	
2) Are resource towns always located near large urban city centres?	
3) Can a resource town's economy affect its housing and schools?	
4) Did Fort McMurray collapse completely after oil prices dropped?	
5) Is Barkerville an example of a preserved historic ghost town?	
6) Were most gold rush towns along the east coast of North America?	
7) Did Dubai become a resource town primarily because of its oil reserves?	
8) Could a ghost town form even if a resource still exists underground?	
9) Did Dubai lose its economy after the oil industry slowed?	
10) Does the fate of a resource town depend mostly on its main resource?	

**Yes**  
**No**



**CROSSWORD**


Do the crossword puzzle below using the key terms and clues.

**Across**

- Soil being carried away by wind or water.
- Animals eating too much grass, leaving soil bare.
- Fertile land turning into dry, desert-like land.

**Down**

- Cutting down trees and destroying forest cover.
- A long period with very little or no rain.
- Soil rich in nutrients and good for growing crops.
- Very dry land with little or no rainfall.



# Ontario Geography

## Global Settlement: Patterns & Sustainability – Grade 8

### Urbanization

Word Search – Megacities Edition

Tokyo	Delhi
Shanghai	Mumbai
Beijing	Cairo
Dhaka	Karachi
Lagos	Istanbul
Manila	Osaka

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

### Land Reclamation

Put an **X** if the statement does **not** describe land reclamation.

<input type="checkbox"/> Land reclamation helps repair land damaged by mining or logging.	<input type="checkbox"/> Reclamation removes topsoil from growing again.
<input type="checkbox"/> It means destroying forests to make room for new highways.	<input type="checkbox"/> Syncrude reclaimed an oil sands site by creating a wetland ecosystem.
<input type="checkbox"/> Workers remove all vegetation and leave the land empty.	<input type="checkbox"/> Reclaimed land stays barren and unsafe for plants or animals.
<input type="checkbox"/> Reclamation can turn old mines into healthy ecosystems again.	<input type="checkbox"/> Reclamation in Canada helps prevent erosion and flooding.
<input type="checkbox"/> It increases pollution by adding more greenhouse gases to the air.	<input type="checkbox"/> Willows are planted in Alberta to create renewable biomass energy.

### The Three Rs

Sort the following items into the most appropriate category: **Reduce, Reuse, or Recycle.**

REDUCE

REUSE

RECYCLE



# Google Slides Lessons Preview





# Ontario Geography Curriculum

## Economic Dev't & Quality of Life – Grade 8

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

MINDS ON

### Quality of Life

#### LEARNING GOAL

We are learning to explain how quality of life is measured using different indicators so we can understand how people's health, comfort, and happiness differ across countries and living conditions.



GEOGRAPHY

#### Quality of Life

Match each quality of life indicator to what it tells us.

1) High life expectancy	A Few people can read or write because of weak schools.
2) High infant mortality rate	B Most adults have jobs and stable income.
3) Low literacy rate	C People live longer because of strong health systems.
4) High poverty rate	D Women have many children, often due to less education.
5) Low unemployment rate	E Fewer people die because of good hospitals and safety.
6) High per capita income	F Many babies die young from poor medical services.
7) Low death rate	G Many citizens cannot afford basic needs or food.
8) High fertility rate	H Citizens earn more and enjoy better living conditions.

#### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

#### Part 3 – Consolidation!


- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION

### Consolidation

#### MY QUALITY OF LIFE

How would you rate your own quality of life using indicators like health, education, income, safety, and happiness? Explain which areas are strongest and weakest.



GEOGRAPHY

# Ontario Geography Curriculum

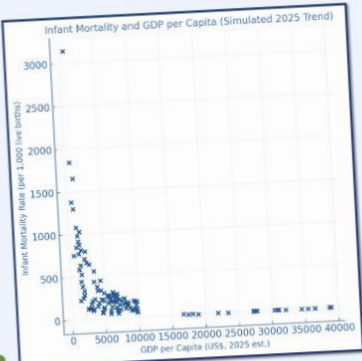
## Economic Dev't & Quality of Life – Grade 8

ACTION

GEOGRAPHY

### Scatter Plots and Quality of Life

Answer each **yes** or **no** question based on what you observe in the scatter plot



Question	
1) Does the graph show a relationship between GDP per capita and infant mortality rate?	
2) Does the infant mortality rate increase as GDP per capita increases?	
3) Are most countries clustered at the lower GDP per capita range?	
4) Are countries with very high infant mortality rates generally low in GDP per capita?	
5) Are there any countries with high GDP per capita and high infant mortality rates?	
6) Do any data points appear as outliers far from the main cluster?	

YES

NO

ACTION

GEOGRAPHY

### Human Development Index (HDI)

Read each number on the left and match it with the correct meaning on the right

Numbers
Norway's HDI score is 0.957...
Niger's HDI score is 0.394...
Norway's life expectancy is 82.91 years...
Niger's life expectancy is 62.43 years...
Norway's GNI per person is \$66,000...
Niger's GNI per person is \$1,200...

Meaning
<b>A</b> Shows poor access to health care, schooling, and income
<b>B</b> Limited hospitals and disease outbreaks reduce average lifespan
<b>C</b> Widespread poverty and low earnings reduce overall HDI score
<b>D</b> Citizens enjoy long lives, strong education, and high incomes
<b>E</b> Citizens have a high standard of living and financial security
<b>F</b> Reflects advanced medical care and healthy living conditions

ACTION

GEOGRAPHY

### Demography

Sentence scramble: Rearrange the words to make the complete sentence in the box

studies how human grow or why populations change and Demography

data and to public Governments housing use plan services population

affects development care, jobs, Population urban and growth health

# Ontario Geography Curriculum

## Economic Dev't & Quality of Life – Grade 8

### Child Labour

Word Search – Children's Rights Edition

Labour	Poverty
Children	Education
Global	March
Safety	Rights
School	Awareness
Fundraise	Slavery

UBZUVPLKSPORTMARCHMGS  
SERWCAUVYOSNINLNDZRBA  
CZFTBEISTAWARENESSNF  
RIUOSVLYPYEADJUYXCAE  
IRUNFAXJTCHILDRENHHT  
GRFEVUARQTEUCATIONY  
HYTEEGEHA EJNTFZJQOQA  
TORIIVFUNDRAISEBWLJG  
SYIUOGQNGLOBALZLKRQQ  
LUIPHGYRDTWQSJJDOFX

Drag and place the terms into the blanks to complete the sentences.

- UNICEF was created by the \_\_\_\_\_.
- UNICEF's work focuses on helping \_\_\_\_\_ around the world.
- UNICEF works with \_\_\_\_\_ to make health systems better.
- Every child deserves to be \_\_\_\_\_ from harm and danger.
- The goal of \_\_\_\_\_ means having good health and care.
- The goal of \_\_\_\_\_ means giving every child access to school.
- The goal of \_\_\_\_\_ means letting kids share their ideas and opinions.
- UNICEF was created in \_\_\_\_\_.

1945  
United Nations  
learning  
governments  
children  
participating  
thriving

### Water for People Organization

Read each scenario and decide if it **supports** Water for People's mission (Good) or **harms** it (Bad).

- A community builds wells but never trains anyone to maintain them.
- Students collect donations to help install clean water systems in Malawi.
- A company dumps waste into rivers that nearby villages use for drinking.
- People leave broken toilets unrepaired, letting waste contaminate water sources.
- Local engineers learn how to repair water pumps for their communities.
- Volunteers teach families about hygiene and clean water safety.
- A town cuts funding for sanitation programs that protect public health.
- A government supports NGOs working to bring clean water to rural schools.
- Factories waste large amounts of water instead of recycling it.
- A village organizes to keep their wells and taps clean and safe.

Good  
Bad