Preview - Information

Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

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✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview

3-Part Lesson Format

Part 1 – Minds On!

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

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.

Global Settlement

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

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?

SUPER Simple SHEETS

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 km².
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

and Ghost Towns

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

1) 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
2. Soil being carried away by wind or water.
6. Animals eating too much grass, leaving soil bare.
7. Fertile land turning into dry, desert-like land.

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

Workbook Preview

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, ...6, 123
A2.2	...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.

	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

GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

PREVIEW
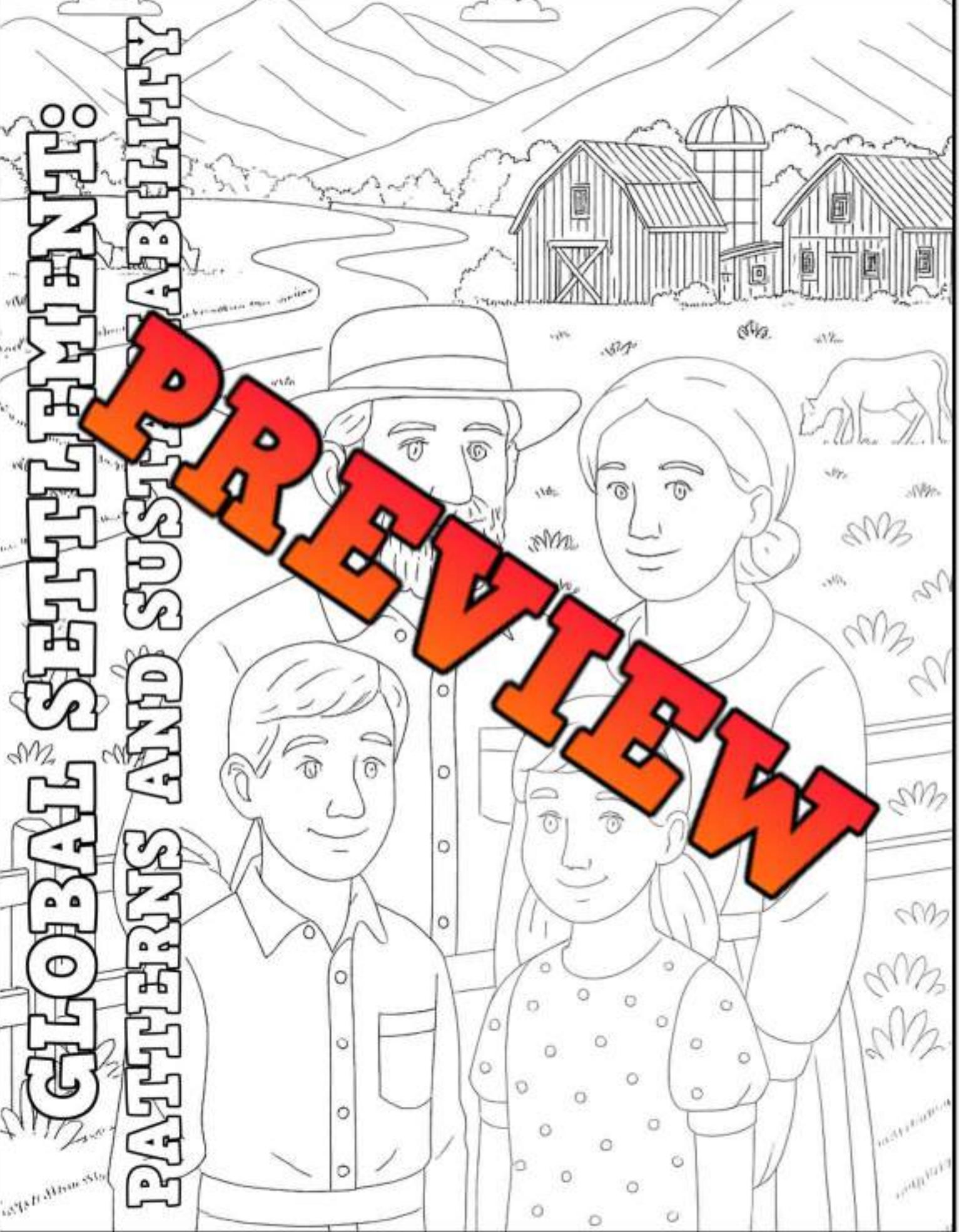
Global Settlement

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 That Influence Settlement

Early settlers made careful decisions about where to establish communities. **Physical geography** and access to resources were the most important factors.

- **Water** provided not only drinking water but also routes for transportation, irrigation, and trade. Rivers like the Nile, Indus, and St. Lawrence Rivers demonstrate the importance of waterways.
- **Flat land** allowed for farming and the construction of roads and buildings. The fertile plains of Mesopotamia, often called the "cradle of civilization," supported some of the first permanent settlements.
- **Fertile soil** supported the growth of crops. In Canada, the Red River Valley became a hub for wheat farming in the 1800s because of its nutrient-rich earth.
- **Forests** supplied timber, fuel, and materials. In the 19th century, lumber was one of British North America's largest exports to Britain.

Global Settlement Patterns

Geographers track settlement patterns to study how humans interact with their environment. These patterns show that most people live near coasts, rivers, or fertile valleys. For example, nearly 60% of the world's population lives in Asia, often in regions like the **Ganges River basin** or **coastal China**. In contrast, harsh areas such 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.

Define | What do the terms below mean?

Global	_____ _____
Settlement	_____ _____
Global Settlement	_____ _____
Fertile	_____

True or False | _____ the statement is true or false

1) People choose wh___ to li___ _____	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 ___ ___ ople li___ ___ er___ ___ 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?

_____
_____
_____

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	
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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	

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. Collectively, these patterns reveal information about resources, transportation, and population size.
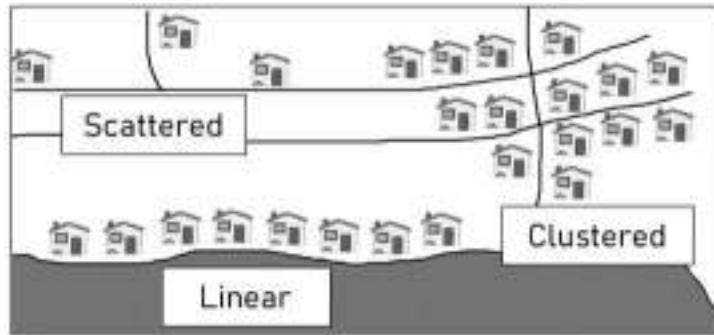
Linear Settlement
A **linear settlement** is where houses or buildings are arranged in a line, often following a natural or human-made feature. These features may include rivers, canals, valleys, or transportation routes like roads and railways. For example, in Canada, many towns grew along the St. Lawrence River because the waterway was vital for trade and travel. Another modern example is housing built along a two-lane highway outside of a city. Linear patterns are efficient for transport 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. 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 harder to access. In parts of northern Canada, scattered patterns appear because winters, poor soil, and limited infrastructure make it difficult for people to live 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.

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.

Linea	
Scattered	
Clustered	

Making Connections | Why do you think people live in th___ eas_____ _unity?

Linear	Clustered	Scattered

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

1

Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____
_____
_____
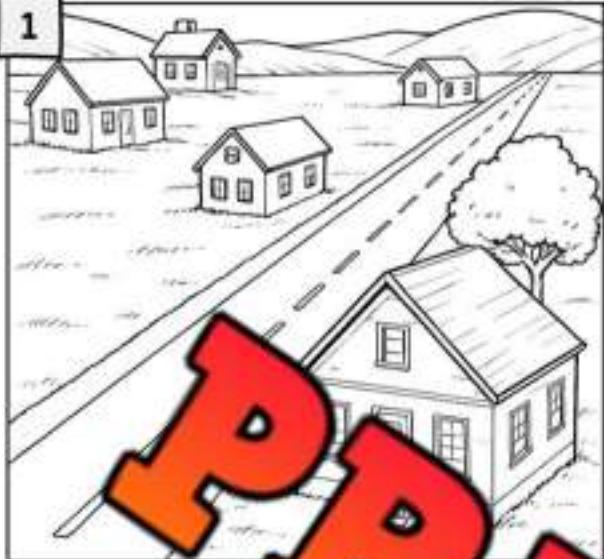
Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____
_____
_____

2

3

Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____
_____
_____

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

4

Linear   Scattered   Clustered
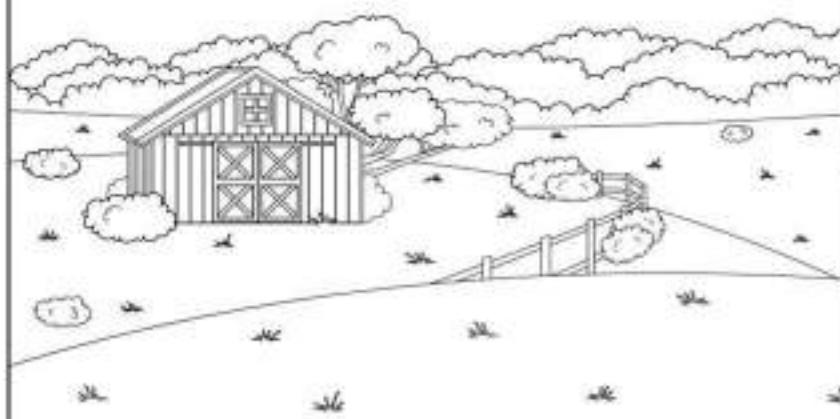
_____
_____
_____
_____
_____
_____
_____
_____

Linear   Scattered   Cluster

_____
_____
_____
_____
_____
_____
_____
_____

5

PREVIEW

6

Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____
_____
_____

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

7

Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____
_____

Linear   Scattered

_____
_____
_____
_____
_____
_____
_____

8

9

Linear   Scattered   Clustered

_____
_____
_____
_____
_____
_____

Analyze | Examine the picture and circle which settlement pattern it is and why
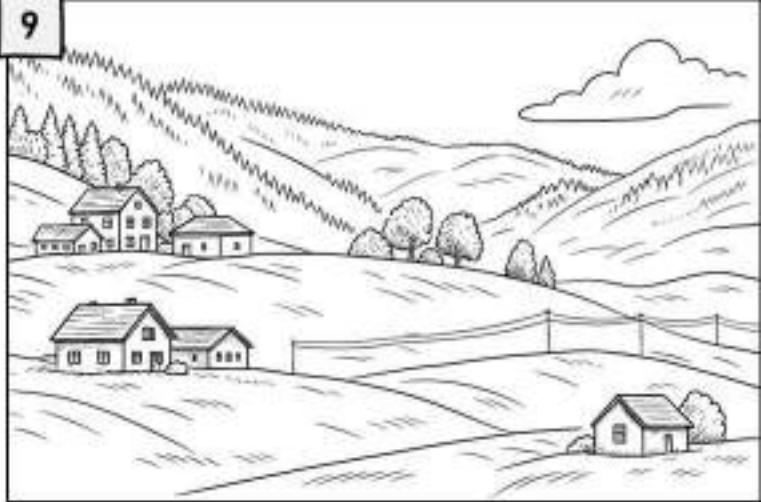
Settlement Patterns - Assignment

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.

PREVIEW

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		_____ _____ _____ _____ _____ _____ _____

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, density, or reclamation). This activity helps students practise spelling and strengthen their understanding of landforms, patterns, and settlement features.

Materials | What do you need for the activity?

- Blank word search template (on paper)
- Word list
- Pencils and erasers

Instructions | How will you complete the activity?

1. Begin by reviewing important geography terms and words learned in class.

2. Hand out the blank word search templates and the list of terms.

3. Instruct students to create their own word searches by placing the terms in the grid, 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.

Words | List of words for the word search

Urbanization	Settlement	Sustainability	Population
Density	Distribution	Climate	Migration
L...	Desertification	Resource	Infrastructure
Reclamation	Defo...	Megacity	Agriculture
Industry	Environme...	...unity	Geography
Pollution	Transportation	...ew...	Scattered
Ecosystem	Urban	Rural	...ent
Coastline	Floodplain	Topography	Adaptation
Housing	Waterway	Economy	Tourism
Culture	Trade	Citizenship	Growth

Word Search | Create your own word search below

Word Bank				

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 ~~kilo~~metre. 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~~ Popu~~lation~~ ~~Dens~~ities
A **low popula~~tion~~** ~~gener~~ally ~~des~~cribes rural areas, where people are spread out over large areas of ~~land~~, forests ~~or wild~~erness. In these places, residents often need to travel longer distan~~ces~~ ~~to~~ visit ~~shops,~~ schools, or businesses. Historically, many families lived rurally so ~~they could~~ grow ~~their o~~wn food. Rural regions also tend to support more wildlife, since there ~~is less~~ ~~huma~~n de~~velopmen~~t. Northern Canada, with its small and scattered communities, is a cle~~ar exa~~mp~~le of lo~~w population density.

By contrast, urban centres such a~~s Toro~~nto, Va~~ncouve~~r, and Ottawa show **high population densities**. In these cities, land is limited ~~and buildi~~ngs ~~are~~ taller and closer together. High-rise apartments and condominiu~~ms allo~~w th~~ousands t~~o live within just a few city blocks. Cities also provide more jobs, edu~~catio~~n, he~~alth, and~~ entertainment, which explains why people migrate there. The deman~~d for hou~~sing and ~~servic~~es 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.

Think | Write 3 examples of cities/towns that have high and low population densities
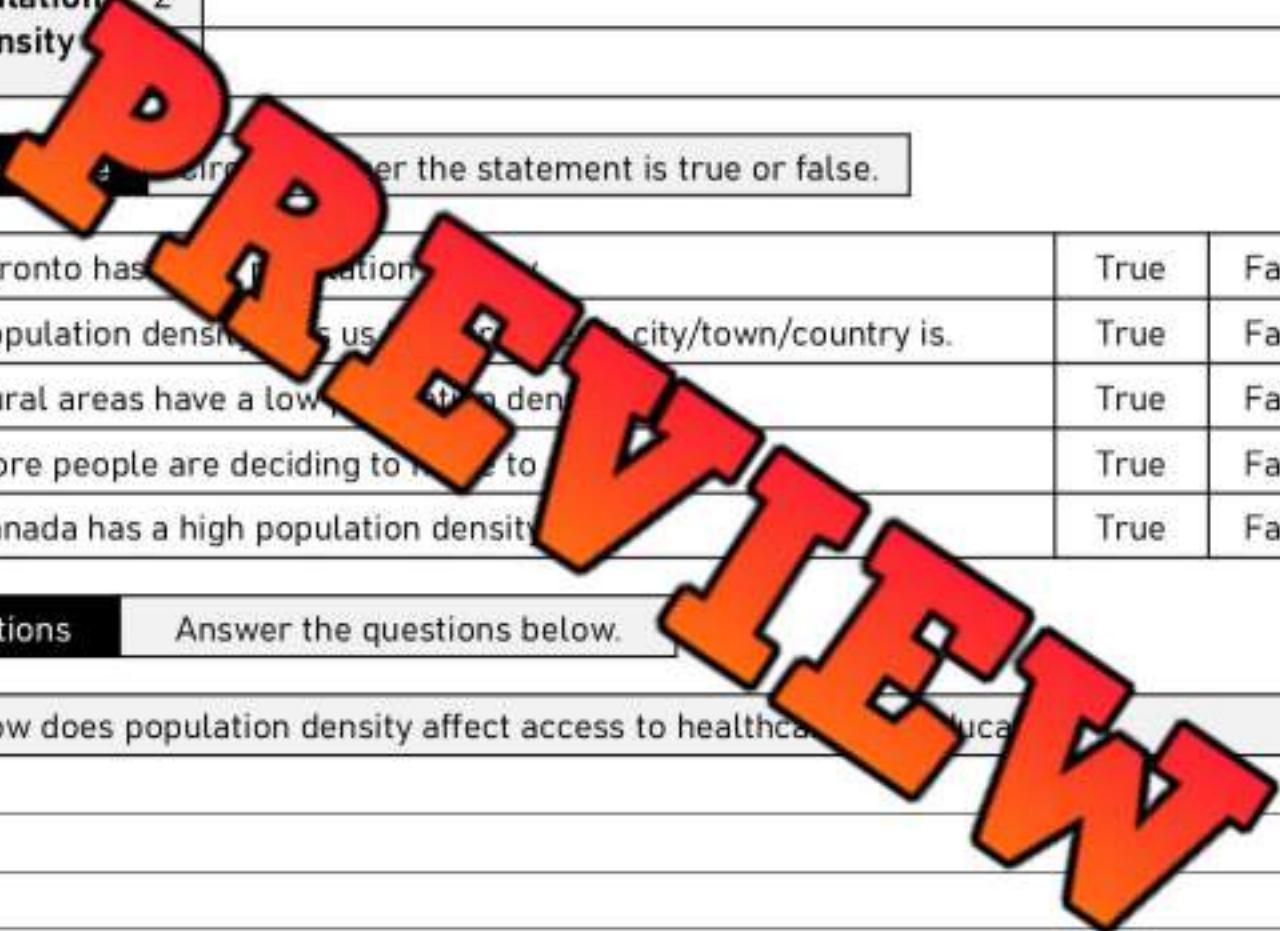
High Population Density	1	
	2	
	3	
Low Population Density	1	
	2	

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

1) Toronto has ~~a~~ ~~high~~ population ~~density~~	True	False
2) Population densi~~ty~~ ~~is~~ us~~ed~~ ~~to~~ ~~see~~ ~~how~~ city/town/country is.	True	False
3) Rural areas have a low ~~popula~~tion den~~sity~~	True	False
4) More people are deciding to ~~move~~ ~~to~~	True	False
5) Canada has a high population densit~~y~~	True	False

Questions | Answer the questions below.

1) How does population density affect access to healthca~~re~~ ~~and~~ ~~educa~~tion

_____

_____

_____

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.

_____

_____

_____

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 – Square Kilometres	800
Population	4 000
Population Density	

4)

Area – Square Kilometres	50
Population	10 000
Population Density	

5)

Area – Square Kilometres	
Population	2 000 00
Population Density	

6)

Area – Square Kilometres	25 000
Population	5 000 000
Population Density	

Order   Rank the top 7 countries/territories in the world in of their population density.

Country	Land Area	Population	Pop Density	Rank	
Monaco	2 km²	39,783		1)	
Singapore	710 km²	5,943,546		2)	
Gibraltar	6 km²	33,704		3)	
Hong Kong	1 104 km²	7,604,299		4)	
Macau	30 km²	667,490		5)	
Maldives	298 km²	521,000		6)	
Bahrain	778 km²	1,564,000		7)	

Choropleth Map – World Population Densities

WORLD DENSITY BY COUNTRIES (2008)

LEGEND
Density (2008)

Question	What is a choropleth map?

_____

_____

_____

_____

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

1)	_____
2)	_____
3)	_____

Creating a Choropleth Map – Canada's Pop Density

Mapping

Create a choropleth map that represents the population density of Canada's provinces/territories.

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.
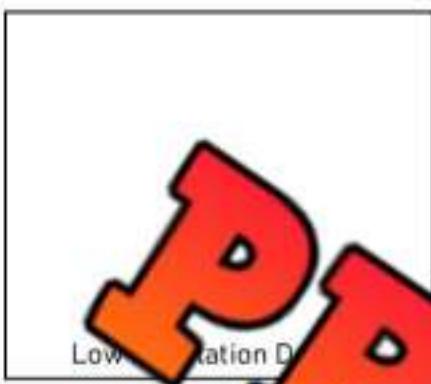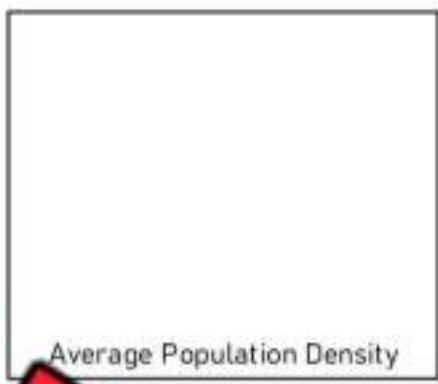
Low ____ ation D____	Average Population Density	High Population Density
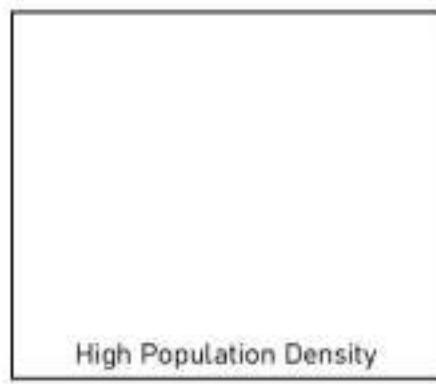
Calculate   Fin_ ___ ulati__ __ f the provinces/territories below.

Provinces and Territories	Pop_____	Land Size in Km²	Population Density
Saskatchewan	1,0__	588,243	
British Columbia	4,__ __5	__	
Manitoba	1,278,365	55_	
New Brunswick	747,101		
Newfoundland and Labrador	519,716	3_	
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	

Rank   Rank the provinces and territories in Canada.

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

Questions   Answer the questions below.

1) What do you notice about the provinces/territories with the highest population densities?

_____

_____

_____

2) What did you notice about the provinces/territories with the lowest population densities?

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

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 in each square kilometre. For example, Toronto's density reaches 4,140 people per square kilometre, showing how concentrated the population can be.

The map of Canada reveals a complex pattern. Nunavut and northern Quebec often have 0 people per square kilometre. These regions 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.

Population Distribution in Canada

Geography strongly shapes this distribution. Most densely populated areas lie along the southern border with the United States. Access to fertile **farmland**, warmer weather in winter, and trade routes has historically encouraged settlement there. Cities like Windsor, Ottawa, and Montreal grew along rivers and lakes 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.

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 | answer the questions below.

1) De_____ 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___ ___read out___ ___ain.

_____
_____
_____

Questioning | What questions do you have about the reading?

1)	_____
2)	_____
3)	_____

World Population Distribution – By Countries

WORLDWIDE POPULATION DISTRIBUTION
THE WORLD'S MOST POPULATED COUNTRIES

Questions   Read the map and answer the questions

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 _____

_____

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?

_____

_____

_____

Population Distribution in Provinces

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

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 concentrated in the 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 people settled in southern Canada is **agriculture**. Farmers in Ontario, Quebec, and the Prairies benefit from longer growing seasons that allow a variety of crops—such as wheat, corn, and soybeans. In northern Canada, the climate brings very short summers, 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 central 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.

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_____ e_____ factors used to describe climate?

_____

_____

2) Describe the climate o_____ fe_____ent se_____ your 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.

_____

_____

_____

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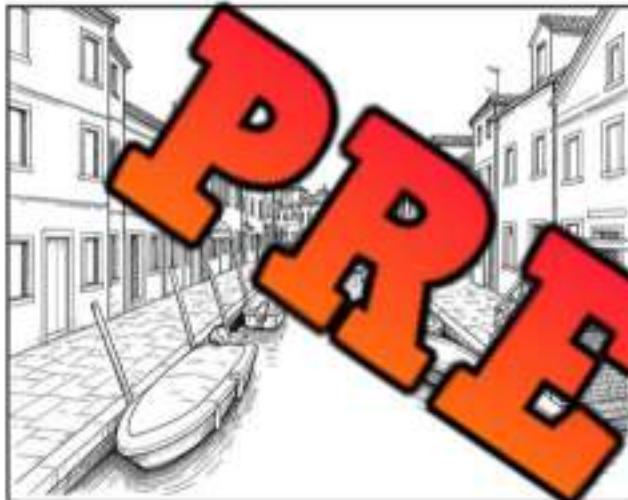
Venice, Italy
Venice is a city in Italy that has no roads, just canals. Venice has 120 islands, with 177 canals to get around. The city had 120,000 people 50 years ago, but now only has 60,000. 50 years ago, people preferred to use boats to get around, but today, people prefer vehicles.

The other problem is that Venice is s___ a rate of 1-2 millimetres each year. By 2___ _ulation could be zero, with only ___
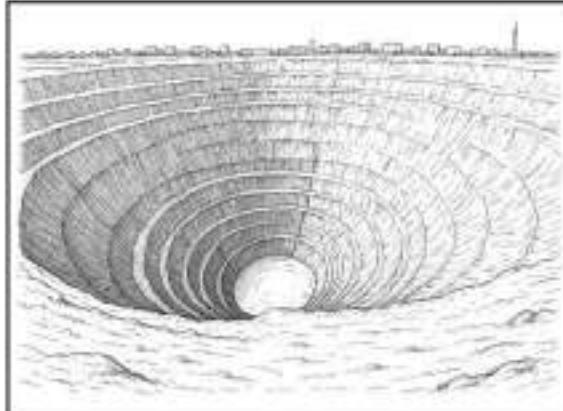
Mirny, Russia
Mirny is a c___ ussia___ lt around a diamond mining pit. M___ as a ___ ___ 0,000 people. Most of the reside___ ___ y wor___ lrosa, which is the largest diamo___ ___ con___ ___ th___ world.

The valuable d___ond ___ ___ used the population to settle around ___ ___ any people moved to this area to find a jo___ ___ 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.

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 | ...r the questions below using evidence from the text.

1) Wh... e popula... ...reasing in Venice?

_____

_____

_____

_____

2) Why did the population in Mirny grow?

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

Physical Features – Effect on Settlement
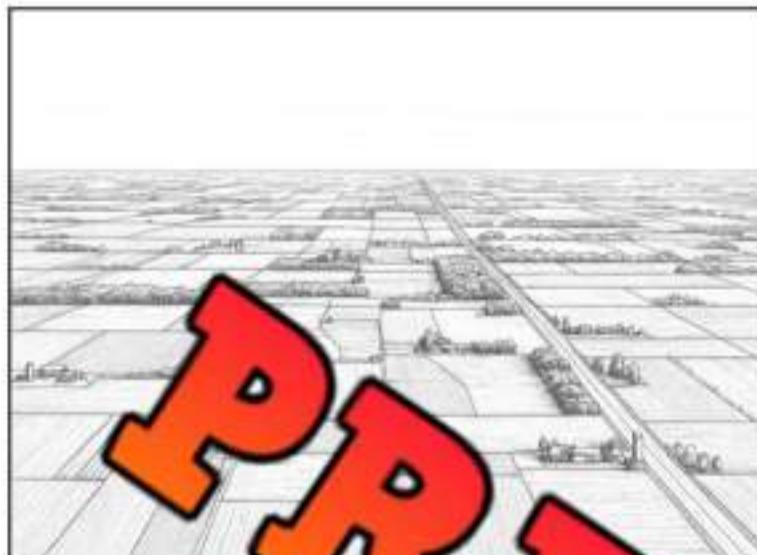
Blucher, Saskatchewan
Blucher is a rural town in Saskatchewan. Blucher has large areas of flat grassland with moderate temperatures, moderate rainfall, and not many trees.

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. This was and still is important in allowing the transportation of goods.

There are many mountains, including Parliament Hill.

Ottawa forests, which produce a form of pine, spruce, cedar.
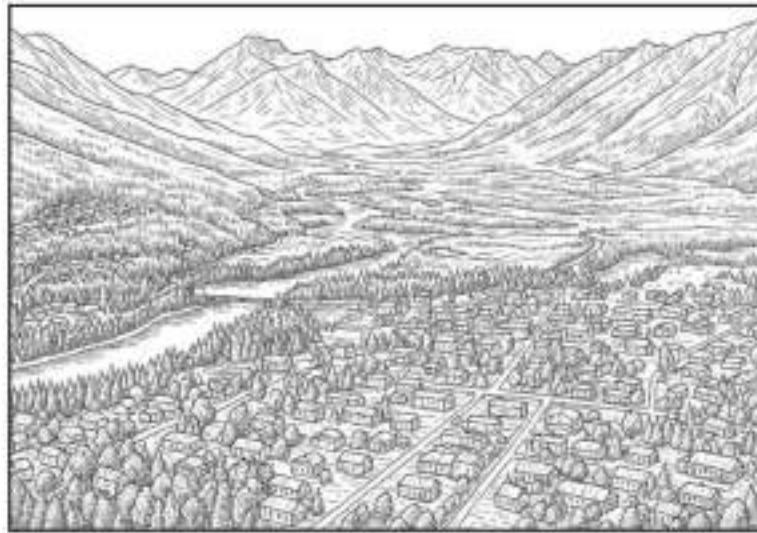
Banff, Alberta
In Banff, communities have been built at the bottom of huge mountains. Banff is home to only 8,000 people.

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.

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 | _____ the questions below using evidence from the text.

1) Wh____ _____ _____ mportant to the city of Ottawa?

_____

_____

_____

_____

2) What physical features does B____ hav___ ___ uses built in Banff?

_____

_____

_____

_____

3) Explain why flat grasslands are important for farming com_____ities

_____

_____

_____

_____

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

_____

_____

_____

_____

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?

6) Why is New Orleans at risk of flooding?

_____
_____
_____
_____

7) Why are sea levels rising?

_____
_____
_____
_____

8) Is New _____ ing? How much is it sinking each year?

_____
_____
_____
_____

9) Will New Orleans ev_____ ater? Explain.

_____
_____
_____
_____

10) What role did the levee failures play in the _____?

_____
_____
_____

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

_____
_____
_____
_____

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

_____
_____
_____
_____

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 tore through the city. More than 80,000 residents were forced to flee in what has become the largest wildfire evacuation in Canadian history. It spread quickly because of hot, dry weather 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 oil industry was also severe. The fire caused 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.

| 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___ wildfir_____ link between climate and human activity?

_____

_____

_____

| True or False | Decide if the statement___ ___ 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. |

_____

_____

_____

_____

_____

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~~iti~~cally about human choices, geography, global community connections, and future su~~stainabilit~~y.

Mater~~ials~~ | W~~hat do yo~~u need for the activity?

- A list of ques~~tions~~

- Labels for each corne~~r of the class~~room (~~A, B, C, D~~)

Instructions | How will you comple~~te the a~~ctivity~~?~~

1) Label the four corners of the classroom w~~ith the letters A, B, C, an~~d D.

2) Tell students that you will read a question out loud ~~with four answe~~r ~~cho~~ices.

3) Each student should listen carefully and choose the answer the~~y like most~~.

4) After choosing, students walk to the corner that matches their answe~~r.~~

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.

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 ___ landform do you ___ ___ ___ ___resting?	Mountains	Plains	Rivers	Oceans
4	W___ do you ___ biggest pr___ ___ today?	Overcrowding	Pollution	Traffic	Cost of living
5	Which area would y___ want to explore one da___	A___	Tropical	Desert	Rainforest
6	What kind of climate would you like to live in?	W___	___	Cool and rainy	Hot and dry
7	What is your favourite kind of transportation?	Car			Bus
8	What kind of energy should we use most in the future?	Solar	Wind		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

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 residents earn a living from extracting diamonds and other minerals from deep underground. These industries shape not only the economy but also the daily life, schools, and housing.

Word spread of job opportunities, resource towns often experience **population booms**. This happened repeatedly during **the gold rushes** of the 1800s, especially along the west coast of North America. Thousands of people travelled long distances to goldfields in California, British Columbia, and the Yukon. The sudden increase in population led to the building of houses, banks, hotels, and general stores, turning small camps into a busy town.

Examples of Resource Towns
- **Fort McMurray**, Alberta – Oil sands industry
- **Elliot Lake**, Ontario – Uranium mining community
- **Dubai**, United Arab Emirates – Oil and trade hub
- **Melbourne**, Australia – 1850s Gold Rush city
- **Aberdeen**, United Kingdom – North Sea oil

However, there is one great risk: when the resource runs out or declines. A once-thriving town can become a **ghost town** if the mines close, the forest is cut down, or the oil wells 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.

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... ...ro... ...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, conti... ...to...

_____

_____

_____

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

_____

_____

_____

_____

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

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 George Carmack, an American prospector, discovered gold in the Klondike region. His find sparked one of the most famous gold rushes in world history.

By 1898, more than 40,000 people had braved rivers, mountain passes, and freezing temperatures to reach Dawson City, each hoping to strike it rich. Some travelled by boat along the Yukon River, while others climbed the steep Chilkoot Pass carrying heavy loads of supplies. By 1898, the city's population exploded to 30,000, making it larger than Vancouver and nearly as large as Ottawa at the time.

Booming City

The town grew rapidly. In 1899, over 300 businesses traded, ranging from grocery stores and dress shops to blacksmiths, hotels, and churches. The town developed wooden sidewalks, theatres, and even electricity before many southern Canadian towns. Wealthy residents spent their for for champagne, oysters, and caviar, enjoying luxuries rarely found in northern settlements. In contrast, poor miners survived on a diet of bread, lard, tea, or canned beans eaten three times a day. Scurvy, a disease caused by lack of fresh vegetables, was common among 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.
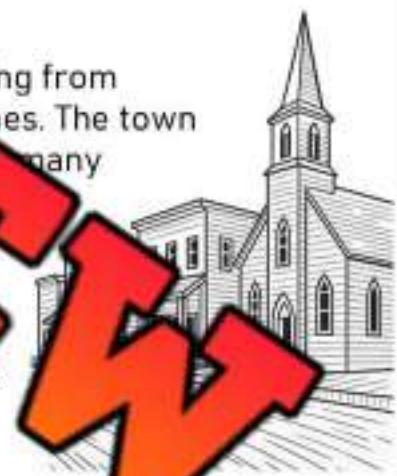
Ordering — Number the events of Dawson City's history from 1 to 8.

	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 Tr'ondëk Hwëch'in (Han) First Nation lived in the area.
	Dawson's population reached 30,000, larger than Vancouver at the time.
	By 1902, corporate mining companies with dredges pushed out small miners.

Questions — Answer the questions below using evidence from the text.

1) Why did Dawson City become a ghost t____

_____

_____

2) Why do you think more people didn't stay or move to Dawson after the 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
```

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 — answer the questions to learn more about the resource town.

1) What is the resource town?	

2) What resource made people move to this city/town?

3) What was the population when the resource town was booming?

4) What is the population of the resource town?

5) What jobs do/did people have when they moved to this town?

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.

_____
_____
_____

| 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

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 Fic___ ___ ___ts ___
- A 'Fact' sign and ___ ___tion ___ ___ ___uish the two sides of the room
- Designated areas in the class___om t___ ___ ___e 'Fact' and 'Fiction' signs, allowing sp___ ___ or students to move to either side

FACT OR FICTION

Instructions   How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each ___ ___ared.

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!

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	Iceland's capital city was built near hot springs for natural heating.	**Fact**
5	New Orleans was built below sea level, making it prone to floods.	**Fact**
6	The Netherlands reclaimed from the sea to make room for houses.	**Fact**
7	The Amazon rainforest is home to more than 50 million people.	**Fiction**
8	People in Venice, Italy, use mostly boats instead of cars.	**Fact**
9	Most of India's biggest cities are located near rivers.	**Fact**
10	More than 97% of Canadians live in urban areas.	**Fiction**
11	More people live in Asia than in all other continents combined.	**Fact**
12	People in the Sahara build underground homes to escape heat.	**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**

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?

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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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

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...ed reserves, annual payments (annuities), and the rig... ...ntinue hunting and fishing on what became ... ...t land. A **reserve** is a legally defined area of ... ...for First Nations use. While reser... ...vided h... ...d access to services like scho...s and i... ...e, the government still controlled how ... ...s us... ...ting and fishing were also heavily restricted... ...of lim...

A... ...s ...nd Pa... ...omised by the Crown to Indigenous signator... Eac... ...otiated separately, but the average payme... ...ed at a... ...five dollars per year per person, a sum t... ...as nev... ...rea... ...ith inflation. When the treaties were first signe... ...ies a... ...ved a one-time payment of fifteen doll... ...is an... ...w... ...ll even at the time and reflected how une... ...otiatio... ...en were.

The Indian Act of 1876

The **Indian Act**, passed in 1876, gave the Canadian government swee... ...irst Nations' land, resources, and education. Reserves were legally crea... ...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.

The Indian Act

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.

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 | ... the questions below using evidence from the text.

1) Wh... the Nu... eaties?

_____

_____

_____

_____

2) Who owns the land on a reserve? Wh... ... could arise?

_____

_____

_____

_____

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?

_____

_____

_____

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 regions are often remote, sparsely populated, and rich in natural resources such as minerals, oil, and forests.

From time, the Canadian government has expressed developing these northern territories. For example, proposals included building highways, pipelines, or railways to connect communities or to move resources to markets. However, if the land is protected under existing treaties groups retain the right to use for traditional purposes like hunting, trapping, and fishing. This means attempt to develop the land must consider these uses.

Government Duty to Consult and Accommodate

An important principle in Canadian law is the government's duty to consult Indigenous groups before altering land they hold rights to. Although this began as an unwritten rule, the Supreme Court of Canada has issued several rulings affirming that both provincial and federal governments must act honourably when Indigenous rights are at stake. This duty requires governments to meaningfully consult and, where necessary, make accommodations.

Consultation does not simply mean informing Indigenous groups projects. Instead, governments are legally obligated to listen to the views, opinions, and concerns of affected communities. If Indigenous groups oppose a project, governments 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.

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

	Yes	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 resolved?

_____

_____

_____

_____

Word Scramble	Unscramble the words from the word bank.

Word Bank				
Inuit	Pipelines	Indigenous	Territories	Crown
Consultation	Trapping	Government	Compensation	Highways
opictsnmaeno			osicttnnaulo	
niuioesdng			eritrtsreio	
oengentvmr			esinilppe	

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

Name: _____ | Mark

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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

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~~t~~, where the gas would be shipped to international markets. The plan promised jobs and r~~evenue~~ for the province, but it also raised deep concerns about Indigenous sovereign~~ty~~.

~~The land in n~~orthern B.~~C.~~ where the pipeline was routed is **unceded territory**, meaning ~~it~~is not ~~part of the hi~~stor~~ic~~ Numbered Treaties signed between 1871 and 1921. Because the W~~et'suwet'en~~ nev~~er~~ s~~urre~~ndered or sold their land to the Canadian government, they ~~maintai~~n and ~~righ~~ts and responsibilities to the territory. The Wet'suwet'en have li~~ved on~~ thi~~s land for thou~~sands of years, relying on it for hunting, trapping, and fishing, and ~~they argu~~e that ~~the pipeli~~ne threatens both their land and their way of life.

Bui~~lding th~~e Pipe~~line~~

Coa~~stal~~ GasLin~~k beg~~an c~~onst~~ruction after receiving approval fr~~om the~~ provin~~cial gove~~rnment, which consulted w~~ith so~~me b~~and Wet'~~suwet'en leaders. The hereditary c~~hiefs, who h~~old au~~thority~~ over traditional lands, st~~rongly opp~~ose~~d the~~ project. They argued that their land ~~had never be~~en extinguished because the territo~~ry lacked~~ any treaty. Believing the project vio~~lated their~~ s~~ov~~ereignty, Wet'suwet'en chiefs and supporters o~~rganiz~~ed opposition and called for the pipeline t~~o~~ 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.

Perspectives | What are both stakeholders thinking about the land use dispute?

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

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

	True	False
1) Unceded land is land ~~that~~ ~~are~~ ~~treaties.~~	True	False
2) The pipeline was built wi~~th~~ ~~permiss~~ ~~e government.~~	True	False
3) The Wet'suwet'en protested the ~~building~~ ~~pipe~~	True	False
4) Eventually the building was stopped, ~~the 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~~r~~ ~~Trea~~	True	False

Questions | Answer the questions below using evidence fro~~m~~ ~~text~~

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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 [and] Preservation – Why Are Canada's Parks and Protected Areas Important?
One of the [goa]ls of Canada's parks and protected areas is to preserve or keep natural lands f[or] [us] [to en]joy. If all land was bought and sold by the public, there wouldn't be an[y] [i]c spac[e] [to] visit. We'd have more factories, houses, and farms, but less land tha[t] [is] left un[touched.]

    Undevel[oped] [land is] [best a]t [pr]otecting our landscapes and wildlife. When we develop land by [cutting] [trees] [down for] farms and industry, we are destroying **habitats** and **ecosystems**. Tha[t is] [w]hy [when in a] national park, you are encouraged to leave the park or protected are[a] [t]he way [it was] [b]efore you entered.

Banff National Park
One of the most popular national parks [in Cana]da is B[anff N]ational Park, which is located in the **Rocky Mountains** on Alberta's weste[rn] border [with] Brit[ish C]olumbia. The Banff National Park is famous for its surreal coloured [lakes,] majes[tic moun]tains, and outdoor adventures. The Banff National Park was the firs[t nat]ional [park in Cana]da, and the world's third national park. It was established in 1887 when [it w]as [know]n [as] the R[ocky M]ountains Park of Canada.

It is special because it [is home] to [a range of wildlife] to the **unspoiled wilderness** of the Can[adian] [Rockies. It is] unspoiled because very limited deve[lopment has b]een done on the lands, which means nature w[as able] to develop on its own timeline. The park span[s 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.

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_____ protected areas important?

_____

_____

_____

2) What does balancing develop_____ wit_____ mean, and why is it important?

_____

_____

_____

_____

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

1) A family hikes off the marked trails to explore hidden areas.	Right	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

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
Climate change is a major cause of desertification. **Fertile soil** that can grow crops may become arid if the land faces repeated droughts, fires, and storms. These events strip away nutrients and dry out the soil. Global warming, caused by humans burning fossil fuels, increases carbon emissions in the atmosphere, trapping in heat and raising temperatures. As the earth warms, rainfall patterns change. Some regions get less rain, especially areas near the equator, which are already warm. Even a rise of just 1–2 degrees Celsius can make dry regions much drier. Sub-Saharan Africa, the Middle East, South America, and parts of Asia are all at high risk, with millions of people already struggling as farms disappear.

Human Activities Causing Desertification
1) **Overgrazing** – When livestock like cows, pigs, or goats 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.

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~~azing~~	
Deforestation	
Farming Practices	
Fertilizers and Pesticides	
Extracting Natural Resources	

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.

Exit Cards

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

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

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?

✓ Pri... defore... ...istics sheet (provided)

✓ Large blan... ...e ...chart ... ...e per group)

✓ Infographic planning p...

✓ 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... ...e 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.

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	Read the deforestation facts together with your group. Circle or underline the facts that are important or surprising.
3	Pick Your Favourite Facts	Choose your facts for your infographic. Write them on your planning page. Make sure everyone agrees!
4	Look at the Example	Look closely at the example infographic. What makes it easy to read? What pictures help explain the facts?
5	Plan Your Infographic	Use a pencil to lightly sketch your layout on the paper. Where will your title go? Where will the facts and pictures go?
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.

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.
...	...ing is easy to read, and colour helps highlight ideas.
Team Effort ...	...one ... the group shared ideas and helped with the work.

Example Model   ... ...le infographics below.

16% DEFOR...

15% TREE PLANTING

20% ANIMAL EXTINCTION
16% DEFORESTATION
30% BIRD EXTINCTION

15% TREE PLANTING
16% DEFORESTATION
20% ANIMAL EXTINCTION
30% BIRD EXTINCTION
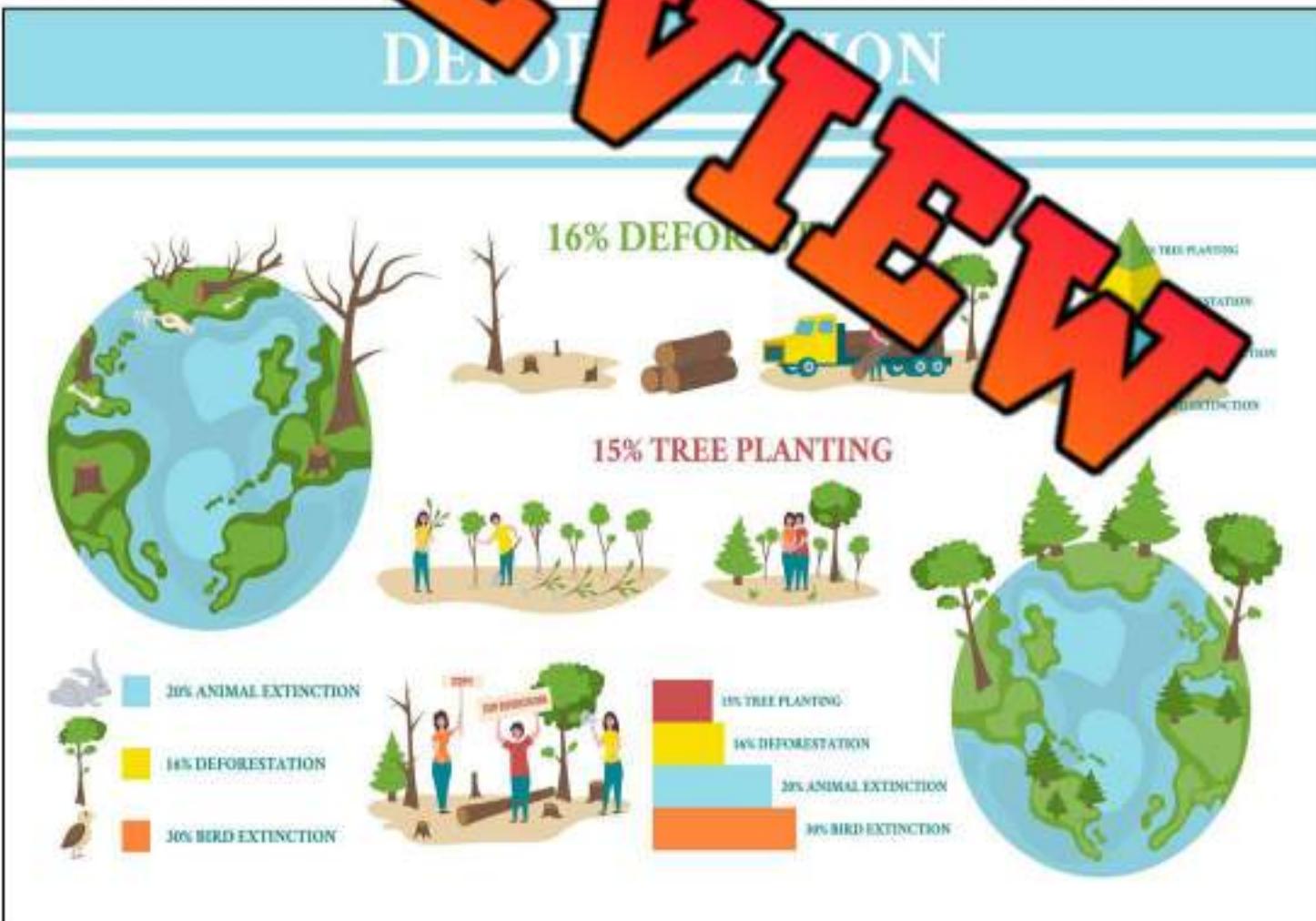
| Infographic Data | Use the information below to help you build your infographic. |

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 world has lost one third of its forest due to deforestation
- 10 million hectares of forest is lost each year for farmland and settlements.
- 2,400 trees cut down each minute
- Every second, an area the size of a football field is cut down
- In the last 40 years, species have been declared extinct
- 53% of all land in Canada is forest
- In the last 50 years, animal populations worldwide have declined 68%
- By 2030, projections are there will be only 10% of the world's rainforests left
- Over half of the world's wildlife species live in the rainforest
- 25% of all cancer fighting medicines come from the rainforest
- 75% of deforestation in South America is due to illegal logging
- :Canada has over 300 million hectares of forest land
- Almost 90% of Canada's forests are owned by provinces and territories
- Forests clean the air by absorbing carbon dioxide and giving out oxygen
- 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.

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, ___ ___ w___ explain your facts?

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

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Draft | Sketch your infographic in the space below.

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

1

2

3

I Am Proud Because... — Write a sentence about wh... ...re pr... ...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.

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
V... Desig...	N... ... or	A few visuals are added	Helpful visuals support the facts	Creative and clear visuals throughout
Neat Work	Ha... re... ... neat, and m... lo...		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

Teacher Comments

_____
_____
_____   ...ark
_____

**Student Comments – What Could You Do Better?**

_____
_____
_____
_____

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 farmland becoming less populated.

Urbanization [over time]

- In the early 15[00s] world's population lived in cities. This means th[at] people still lived in rural areas, farming an[d] local[...]
- By 1980, this [...] grew [...] industries and factories cre[ated mo...]
- In 2015, the percenta[ge reached] 54%, [meaning] that more than half the world was [...] [liv]ing in [urban ar]eas for the first time in history.
- Experts predict that by 2050, [around ...] [of the worl]d's people will live in cities, making rural populations much sma[ller].
- In Canada, the change has been even [m]ore dram[atic.] By [...] 82% of Canadians lived in urban areas, with most concentrated in cit[ies...] Toro[nto, Vanc]ouver, and Montreal.
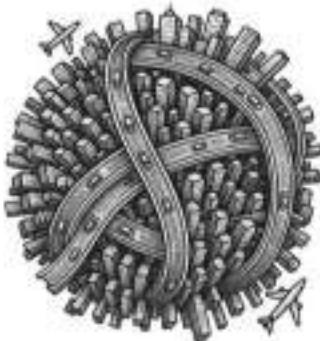
Megacities

As populations shift to urban areas, the rise of **megacities** [has] tra[nsform]ed the world. A megacity is defined as an urban area with more than 10 mi[llion] res[idents. Only] two cities—Tokyo and New York—fit this category. By 2020, however [there were ...] megacities worldwide. The largest increases occurred in Asia, espec[iall]y i[n India a]nd China. Cities such as Mumbai, Delhi, and Shanghai have populations that exceed [20 mi]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.

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** — Answer the questions below using evidence from the text.

1) What does urbanization mean?

_____

_____

_____

2) What is the current trend with urbanization? Is the world getting more urban or rural?

_____

_____

_____

3) Describe how infrastructure struggles when population grows rapidly.

_____

_____

_____

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

_____

_____

_____

_____

_____

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 in the city core, making them attractive to young families. Suburban residents often commute into the city for jobs, shopping, and cultural events, balancing urban opportunities with more space and privacy at home.

Problems with Urban Sprawl

Urban sprawl causes serious problems for 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, wasted time, and higher air pollution. For example, in Toronto and Vancouver, drivers spend hours each week stuck in traffic, which increases greenhouse gas emissions and stress.

2) **Loss of Wildlife and Green Space:** Sprawl destroys farmland, wetlands, and forests as land is cleared for housing and shopping plazas. Native animals like deer, foxes, and bird species lose important habitats. Once farmland is paved over, it can't easily be returned to agricultural use, leading to long-term food supply challenges.

3) **Poor City Planning:** Suburbs often grow faster than roads, schools, and stores can be built. Some neighbourhoods lack sidewalks or reliable public transit, forcing residents to drive everywhere. In poorly designed areas, houses may be built right 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.

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 ~~might prefer~~ ~~the~~ downtown areas.

_____

_____

_____

Making Connections	Name a city near you with suburbs ~~~~ of i~~~~

City			
Suburbs			

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

_____

_____

_____

_____

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
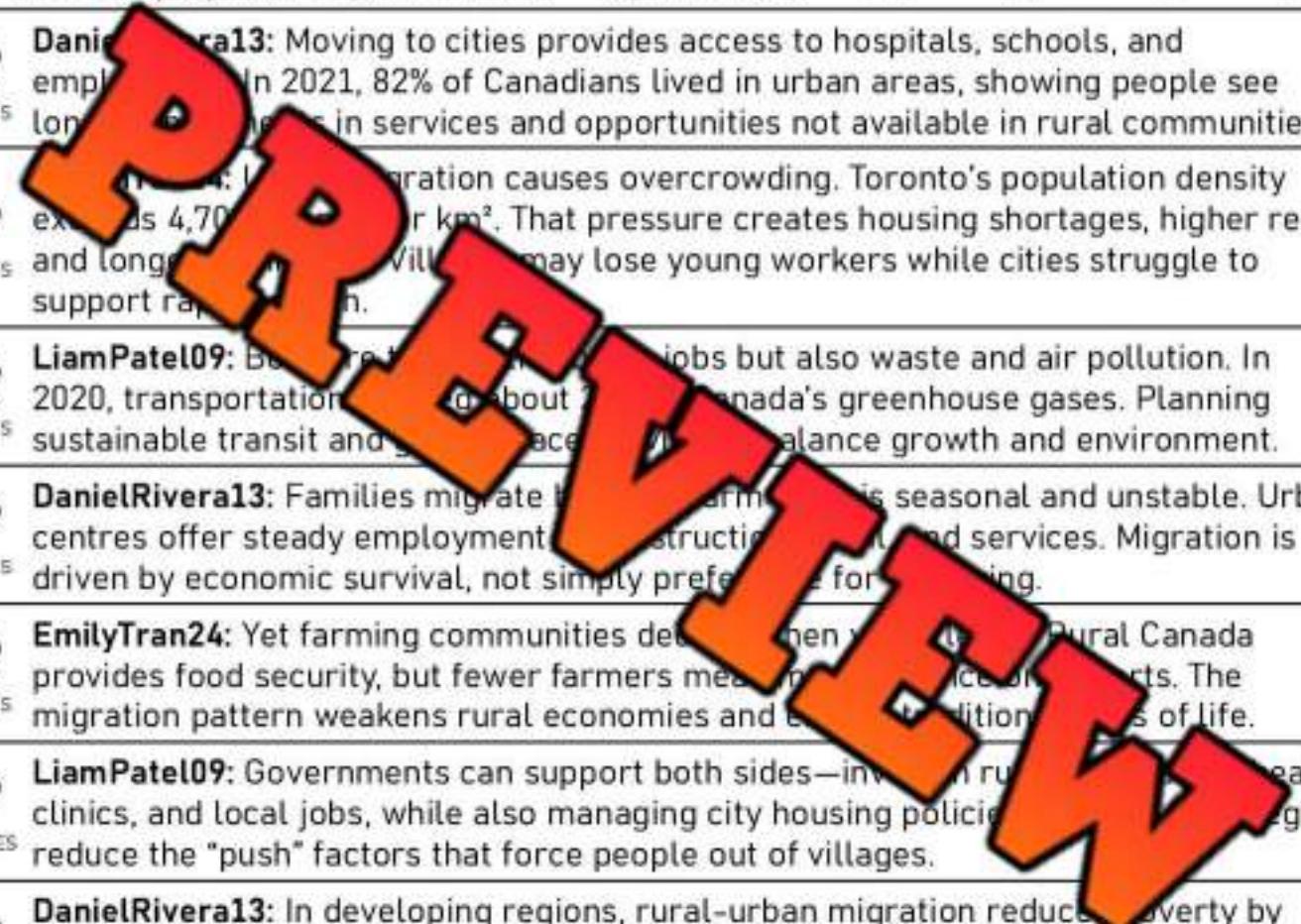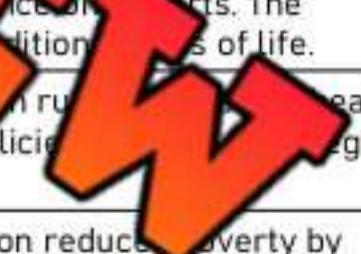
Dani__ __ra13: Moving to cities provides access to hospitals, schools, and empl___ __ In 2021, 82% of Canadians lived in urban areas, showing people see lon___ ___ ___ in services and opportunities not available in rural communities.
2 LIKES

___ ____ ration causes overcrowding. Toronto's population density ex__ __s 4,70__ __r km². That pressure creates housing shortages, higher rents, and long__ ___ Vill___ may lose young workers while cities struggle to support ra___ __n.
5 LIKES

LiamPatel09: B__ __re ___ ___ jobs but also waste and air pollution. In 2020, transportation ___ __ about ___ __nada's greenhouse gases. Planning sustainable transit and __ ___ce___ ___ __alance growth and environment.
0 LIKES

DanielRivera13: Families migrate b__ __ __arm__ __ __ seasonal and unstable. Urban centres offer steady employment __ __structi__ __ __nd services. Migration is driven by economic survival, not simply prefe___ __e for ___ __ng.
9 LIKES

EmilyTran24: Yet farming communities de__ __ __en ___ __ __ural Canada provides food security, but fewer farmers mea__ __ __ __ __ce__ __ __rts. The migration pattern weakens rural economies and __ __ __ditio__ __ __s of life.
6 LIKES

LiamPatel09: Governments can support both sides—inv___ __ ru__ __ __ealth clinics, and local jobs, while also managing city housing polici__ __ __ __ __gies reduce the "push" factors that force people out of villages.
12 LIKES

DanielRivera13: In developing regions, rural-urban migration reduc__ __ __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.
25 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.
7 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.
85 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.
32 LIKES

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) Migration about survival more than lifestyle choice.	Agree	Disagree

Questions   the questions below.

1) Why any y move away from farming towns?

_____

_____

2) How can moving to cities he uce countries?

_____

_____

_____

3) What ideas could help make both villages and cities

_____

_____

_____

Opinion   Write a comment that you would add to this conversation.

Username: _____   Date: _____

_____

_____

_____

_____

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 contamin___ ___ ___ ___ it with nutrients so plants can thrive again. Over time, this allows anima___ ___ ___ ___ lived there to return, restoring the balance of the ecosystem. Witho___ ___lamation ___ ___ ___ would remain barren, causing erosion, flooding, and permanen___ loss of ___ ___ ___

Land Reclamation ___ ___ ts in ___ ___ ___

___ ___ ___ ___clamation in Alberta
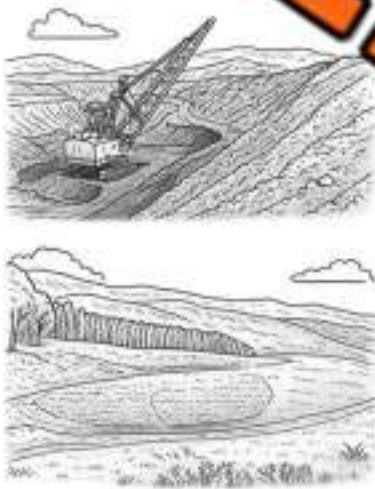
___ ___erta, ___ ___ **coal mines** created massive pits that ___ ___ th___ ___ ___ ___ ___ and polluted the soil. An innovative project w___ ___ped ___ ___lenish the mined soil by planting ___ ___ **crops** ___ ___ ___ ___ ow quickly and can be harvested ___ ___ **biomas___** ___ ___ch i___ ___ ___m of renewable energy. This project mea___ ___ ___ ___land ___ ___ ___ o extract non-renewable fossil fu___ ___ ___ ___ po___ ___ ___ ___ ___rmed into a source of clean energy ___ ___ ___ ___ ___uces ___ ___ ___ouse gas emissions while giving the ___ ___ ___w p___ ___ ___ By ___ecycling the soil and vegetation, the rec___ ___atio___ ___ ___ ___ ts erosion and helps water systems rec___ ___ ___

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.

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 might happen to disturbed land if it is not reclaimed?

_____
_____
_____

Matching | Match each word to the correct meaning.

Open-pit coal mine ○   ○ ...rowing... ...lanted in mined soil ...new... ...jects.

Willow crops ○   ○ Comp... restore... sands site by planting t... sh...

Syncrude ○   ○ A large excavation ...out of the ground.

Fen ○   ○ A shallow wetland ecosys... created during a reclamation project.

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

	True	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

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: W___ _____ to one of our transfer statio___ ____ __ m there, it's sorted: blue bin re___ __ is se__ ___ __al recovery facilities, green bin organic____ ___ro__ ___digestion plants, and the rest go___ ___ __ll. Rig__ ___ about 53% of residential waste ____ ___ed fr___ ___ __hrough recycling and compo___ ___

Student: What about incine___ ____ __we for energy?

Official: Toronto does not incinerate res___ ___ waste ___ ___rganics are turned into biogas and compost. The biogas can be upgraded t___ ___ewab___ ___ral gas, which powers city vehicles, while the compost enriches soil. I___ ___tion i___ ___me 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 ___ar L___ ___ purchased by the city in 2007. It receives about 3,000 tonnes of Toro___ ___ __ry day. Unlike old dumps, a sanitary landfill uses clay and plastic liners t___ pr___ groundwater. Each layer of waste is compacted and covered with soil. The ___dfill 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.

| 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 thi~~nk~~ ~~be~~st way to manage waste?

_____

_____

_____

| Multiple Choice | Circle the correct a~~nswer~~ |

1) Toronto produces how much residential waste ~~daily~~?	9~~,000 ton~~nes	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?	~~oxyge~~	~~methane~~
5) Where does waste go first after pickup?	Trans~~fer~~ stations	~~recy~~cling plants

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

1)	_____
	_____
2)	_____
	_____
3)	_____
	_____

Name: _____   123

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... ...ld you ... ...ur recyclable waste, and what rules apply locally?

3) How should you get rid o... ...ard...

4) What do you do if you have large items for waste... ...n ... ...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?

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_____ means all things left over after use. It is similar to waste, but waste means all things _____ that cannot be recycled. When we buy things, we should consider the _____ refuse that will be leftover after we use the item. We should _____ ns like:

○ ___s pre___ available somewhere else with less packaging?
○ __ I nee___ ct?
○ ___ is ___ le?

Repair

We quite often buy new things be___se ___ ___ have stopped working. To cut down on ___ 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___ re ___ uldn't just throw them in the trash. Instead, we c___ ift them to someone who will appreciate them. If you po___ 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.

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 ~~buying certain products~~ can help reduce waste overall.

_____

_____

_____

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.		True	False
4) Refuse is only the leftover waste that can't be recycled.		True	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?

_____

_____

_____

_____

_____

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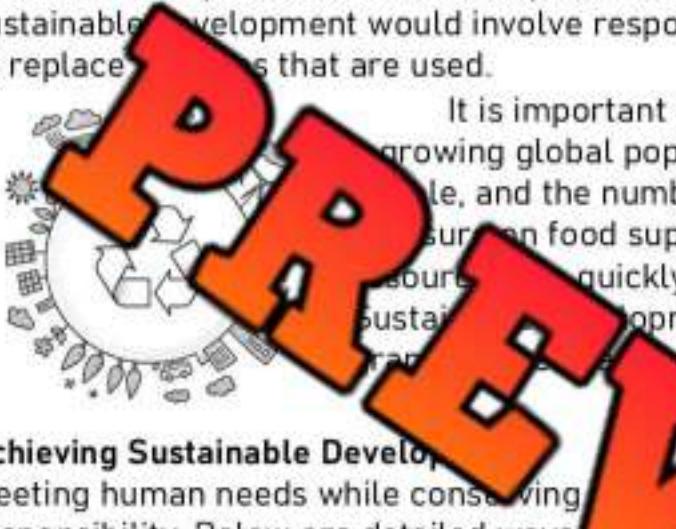
It is important that we manage our planet wisely to support the growing global population. Today, the world has over 8 billion people, and the number continues to rise. This creates greater pressure on food supplies, fresh water, energy, and land. If we use resources too quickly, future generations may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

Achieving Sustainable Development

Meeting human needs while conserving natural 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 all add up. In Canada, households use nearly 11% of the country's total energy. By reducing waste, we lower demand on power plants.
- **Use less fossil fuels** – Fossil fuels such as coal, oil, and gas create 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.
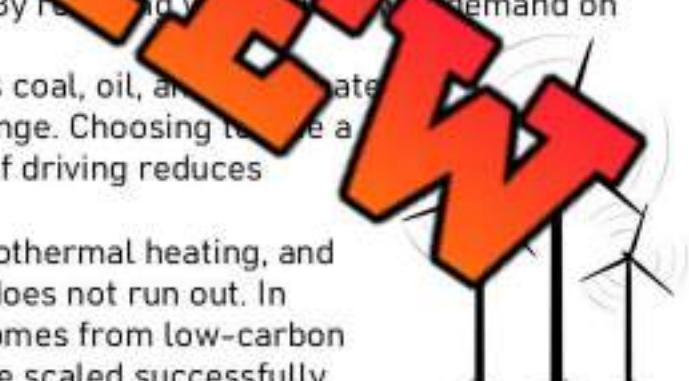
Questions | Use information from the text to support your answer.

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?

_____

_____

_____

True or False | Circle whether the state____ true o___

1) Sustainable development will help the future generations ____th.	True	False
2) Conserving energy will help with sustainable de_____	True	False
3) EVs burn the same amount of fossil fuels as gas burn____ as.	True	False
4) Having more local farms and parks is bad because it takes ___ land____		alse
5) Using renewable sources of energy is important for sustainability.		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?

_____

_____

_____

_____

_____

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 meet the needs of an entire household.

Rain is safe for many everyday purposes. It can be used to water lawns, clothes and vehicles, or flush toilets. When rainwater is carefully filtered and treated, it may also be safe for drinking. In many cases these systems reduce reliance on city water and help lower the monthly utility bills.

Some key uses of rainwater include:
- **Garden irrigation**: Water for crops, lawns, and plants without using municipal water.
- **Household needs**: Toilet flushing, laundry, and washing.
- **Emergency supply**: Stored water during droughts or interruptions in water services.

Rainwater harvesting is not a modern idea—it is used worldwide to cope with water shortages. Rural communities in Brazil, China, New Zealand, and Thailand often rely on these systems, especially where fresh water is limited. In Brazil, the situation is critical. Brazil holds 18% of the world's freshwater, yet only some have reliable water services. Droughts affect many 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.

| 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, exist if rainwater is untreated?

_____

_____

_____

| True or False | Circle whether the state____ ____rue ____ |

1) Rainwater can be used to drink without treati___ ____terin___		True	False
2) Rainwater harvesting is done by collecting water ____ ____ ____		True	False
3) Rainwater harvesting allows rural areas in some coun____ ____ ____ w___		True	False
4) All of Brazil has access to freshwater.			alse
5) Rainwater is the same as ocean water.			False

| Diagram | Draw a diagram of how a rainwater harvesting system works. |

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…

a) Building dams to stop floods

b) Collect~~ing~~ ~~and~~ storing rain for use later

c) Usin~~g only water from~~ lakes and rivers

d) Bo~~iling~~ water t~~o make it~~ clean

2. One benefit of using rainwater is…

a) It saves money on water bills

b) It reduces city water use

c) It helps during dry seasons

d) All of the above

3. Brazil's "O~~ne~~ ~~Million Cist~~erns ~~Prog~~ram" was designed t~~o…~~

a) Build dams along ~~rivers~~

b) Provide water for one c~~ity only~~

c) Give rural families rainwater t~~anks~~

d) Ban rainwater collection systems

4. Which is not a key use of rainwater?

a) Watering crops and gardens

~~Flu~~shing toilets and washing clothes

~~Clean~~ ~~s~~idewalks and driveways

d) Dr~~inking directly~~ without filtration

Name: _____   ~~Ma~~rk [   ]

Multiple Choice: Circle the correct answer

1. Rainwater harvesting means…

a) Building dams to stop floods

b) Collecting and storing rain for use later

c) Using only water from lakes and rivers

d) Boiling water to make it clean

2. One benefit ~~of~~ ~~us~~ing~~ …~~

a) It saves money on~~ water bills~~

b) It reduces city water us~~e~~

c) It helps during dry seasons

d) All of the above

3. Brazil's "One Million Cisterns Program" was designed to…

a) Build dams along rivers

b) Provide water for one city only

c) Give rural families rainwater tanks

d) Ban rainwater collection systems

4. Which is not a key use of rainwater?

a) Watering crops and gardens

b) Flushing toilets and washing clothes

c) Cleaning sidewalks and driveways

d) Drinking directly without filtration

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.

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 a 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.

| Cards | Memory Game Cards |

Urbanization	The growth of cities as more people move from rural areas.
Population Density	The number of people living in one area, usually per square kilometre.
Population Distribution	The pattern of where people live across areas or the world.
Settlement Pattern	The way homes, towns, and cities are arranged on the land.
Land Reclamation	The process of creating new land by filling water or wetlands.

| Cards | Memory Game Cards |

Sustainability	Using resources in a way that meets needs now and in the future.
Urb~~an Sprawl~~	The spreading of cities into nearby countryside, often causing pollution.
Resource Town	A community built around one ~~key~~ resource, ~~such as~~ oil.
Ghost Town	A town once ~~busy, now~~ empty after people moved away.
Deforestation	The clearing of forests to make room for farms or buildings.

| Cards | Memory Game Cards |

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

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 | ... will we need for our activity?

- Scenario card... (... situations) (provided)
- Props or costumes ...
- Timer or stopwatch

Instructions | How will we complete o... ...vity?

1) Divide the class into small groups of 3 to 4 ... ts.

2) Provide each group with a scenario card that outli... ...ific sit... related to the topic being studied.

3) Give out roles to each student in the group, assigning them a ch... ... 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.

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 British Columbia, t... ...se as a new natural gas pipeline is approved to pass ...gh W... wet'en traditional territory. Government offi... nd co... elopers promise new jobs and energy export... ile... ... hereditary chiefs declare the land unceded... ...d. Win... w covers the forests where road blockades appe... ...ed... ...rt... from across the country. Police vehicles appr... ch a... ... emotional confrontations. Across Canada, citi... ... er economic growth can justify the violation of In... ...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.

Scenario Cards   Cut out the topics below.

	Scenario	Description
3	**The Flooded City: Climate Change 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 the ocean continues to advance.
4	**Land Reclamation in Japan**	In the bustling port city of Kobe, Japan, engineers present a plan to create new land by filling in part of the bay. Tower cranes rise against the ___ as politicians promise affordable homes and new business opportunities. Environmentalists worry that marine life ___ fish and ___ will hit harder with nowhere for floods ___ go ___ ities fear earthquakes could destroy reclaimed areas. ___ continues, whispers of risk grow louder until a po___ typhoo___ 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 ___ and ___ horizon where developers mark new suburb___ hoods ___ machines plow through soil that once prod___ foo___ city's markets. Farmers plead for protection ___ con___ s keep rising, pulling highways and shopping ce___ and. City planners face pressure to provide housi___ as 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.

Scenario Cards | Cut out the topics below.

	Scenario	Description
7	**The Disappearing Forest: Deforestation De...**	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 ...rings as tension builds between those seeking wealth and those ... to protect the forest.
8	**Climate and Settlement in Northern Canada**	...tic ...wn surrounded by tundra, cracks spread across frozen ... as th... ...d begins to sink. Houses tilt, pipes burst, and the ...nafro... ...held everything firm now melts into ...er... ... ...notice caribou migrating farther north, whil... ...ecall ...ters that never ended this way. Scientis... ...to ... ...d change, carrying instruments that measure the ...aw. ... ...yc... ...s face an impossible decision— whether to rebuil... ...their a...s lived or move south for safety. The ice that s...ped the... ...ure... ...ishing before their eyes.
9	**Building a Megacity**	In a rapidly growing nation... ...e-sm... ...mes a sea of concrete stretching to the hor... ...a... ...ly carrying bags and dreams of better lives. ... ...n ne... ...ps as towers rise beside crowded streets where m... ...tru... ...Pollution clouds the air, and children play ...esid... ...een parks used to be. City planners promise new tr... ...s, but water shortages and housing crises grow worse. As ... ...s rise, protests fill the squares, and people demand a city th... 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.

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 ___ ___	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	Acted like themselves ___ the charact___	___ acted ___ like ___ cha___	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help___ little ___	___ed others ___ed with the___	Shared, listened, and helped make the group's work better.

Teacher Comments

_____

_____

_____

_____

Student Comments – What Could You Do Better?

_____

_____

_____

_____

Name: _____   Date: _____

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 ... tory has the highe...

a) Ontar...

b) British Colu...

c) Prince Edward Is...

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

... that most Canadians live along ...outher... ..er, we are describing the...

a) Popul... den...

b) Po... ...n

c) Settleme...

d) Population D... ...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... ...at it can be reused for wildlife ... ...hu... ...tlement?

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

| 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? Explain why.

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

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

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 are̲̅a̲̅ ̲̅ ̲t̲he ̲ ̲ ̲ ̲ ̲on settlement? Why do people decide to live where they live?

Google Slides Lessons Preview

3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!

Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!

SUPER Simple SHEETS

Child Labour

Word Search – Children's Rights Edition

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

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

Drag and place the terms into the blanks to complete the

1) UNICEF was created by the ☐

2) UNICEF's work focuses on helping ☐ around the world.

3) UNICEF works with ☐ to make health systems better.

4) Every child deserves to be ☐ from harm and danger.

5) The goal of ☐ means having good health and care.

6) The goal of ☐ means giving every child access to school.

7) The goal of ☐ means letting kids share their ideas and opinions.

8) 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).

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

Good
Bad

Workbook Preview

GRADE 8 GEOGRAPHY UNIT
B: GLOBAL INEQUALITIES:
Economic Development And Quality Of Life

	Curriculum Expectations	Pages
B1.1	Analyse some interrelationships among factors that can contribute to quality of life	7-14, 16, 18-21, 23-33, 36, 39-44
B1.2	Analyse how various factors have affected the economies of specific developed and developing countries around the world and explain the interrelationship between these factors and quality of life in some of these countries	9-10, 37-38, 45-51, 101-143
B1.3	Assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries	9-10, 68-91, 98-100
B1.4	A... s	...-97
B2.1	F... c...	55, 71-...4-85, ...-140
B2.2	Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective	...2, 39, 41-42, 88-91, 96-97, 103-104, 108-109, 130-133, 139-140
B2.3	Analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life	40, 58-67
B2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	14-18, 20, 31, 33-35, 54, 56-57, 60-67, 103-104, 117-118
B2.5	Evaluate evidence and draw conclusions about issues related to global development and quality of life	14-15, 17, 19, 21, 46-51, 90-91, 96-100, 117-118, 121-126

Preview of 100 pages from this product that contains 226 pages total.

	Curriculum Expectations	Pages
B2.6	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	23–27, 141–148
B3.1	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	7–14, 17–21, 23–34, 36–51, 60–67, 141–148
B3.2	Compare findings with respect to selected quality of life indicators in some developing and more developed countries	16–17, 23–34, 36–51, 60–67, 141–148
B3.3	Demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life	15–22, 141–148
B3.4	Demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries	34–35, 52–67, 141–148
B3.5	Identify various groups and organizations that work to improve quality of life	68–100, 141–148
B3.6	Identify different types of economic systems (e.g., traditional, command, market, mixed), and describe their characteristics	106–111, 121–126, 141–148
B3.7	Explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development	101–105, 141–148
B3.8	Identify and describe various factors that can contribute to economic development	98–100, 119–148
B3.9	Describe the spatial distribution of wealth, both globally and within selected countries/regions	112–118, 141–148

GLOBAL INEQUALITIES:
Economic Development And Quality Of Life

HOSPITAL

SCHOOL

PREVIEW
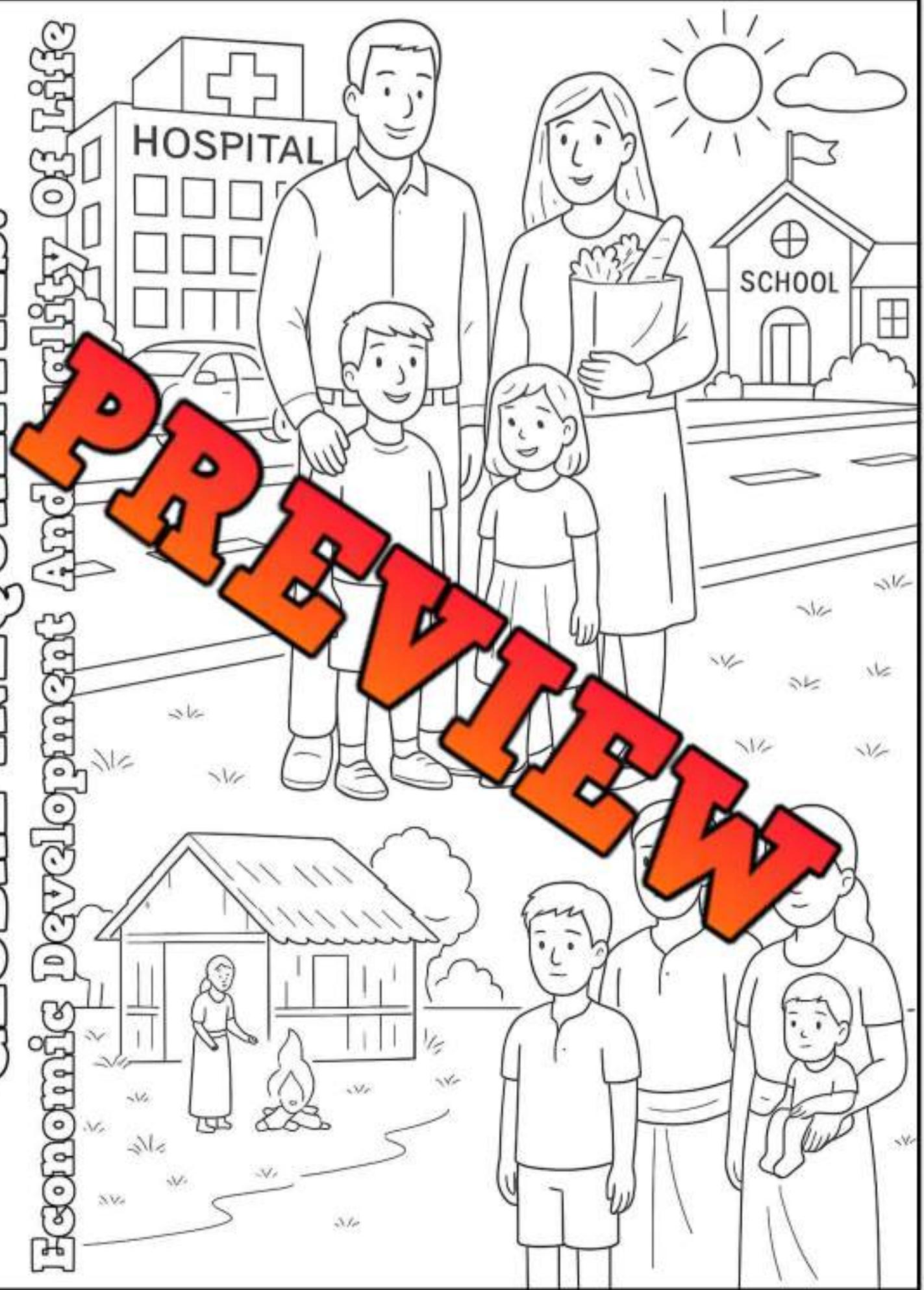
Quality of Life

What Does Quality of Life Mean?
Quality of life is a measure that tells us the degree to which someone is **healthy**, **comfortable**, and able to participate in things they enjoy. It includes both **physical** and **emotional** well-being. We can research the quality of life in different countries to help us decide where we might want to move, live, or travel. For example, countries like Norway, Canada, and Japan often score high because they provide strong health care systems, clean environments, and access to education. A country will have a high quality of life if its citizens are healthy, comfortable, and happy. Governments and organizations such as the United Nations use these measurements to compare living standards across nations. So how do we measure healthy, comfortable, and happy people are?

Using Factors to Measure Quality of Life
We can use the following indicators to determine how healthy, comfortable, and happy a population is. These indicators provide measurable data that help us rank countries based on their quality of life.

- **Infant mortality** – the number of infant deaths for every 1,000 births. A low infant mortality rate shows access to good medical care for mothers and babies.
- **Life expectancy** – how long someone is expected to live. Higher life expectancy often means better health care and living.
- **Fertility rate** – the average number of children born per woman, which can reflect access to contraception and education.
- **Birth rate** – the number of live births per thousand of a population per year.
- **Death rate** – number of deaths compared to the population, often expressed per 1,000 people.
- **Access to medical care** – the percentage of people who have access to health care, including hospitals and clinics.
- **Access to clean water** – the percentage of people who have safe water for drinking and hygiene.
- **Literacy rate** – the percentage of people over age 15 who can read and write, showing access to education.
- **Access to education** – the percentage of school-aged people who receive formal schooling.
- **Poverty rate** – the percentage of people living in poverty, unable to meet basic needs.
- **Per capita income** – the average income earned per person in a country, showing economic stability.
- **Unemployment rate** – the percentage of people who do not have a job, which can lower overall life satisfaction.

Definitions	What do the terms below mean?

Quality of Life	_____ _____
Life Expectancy	_____ _____
Literacy Rate	_____ _____
Per Capita Income	_____ _____

Questions	Use _____ from ____ text to support your answer.

1) Why would having a ____ ____ ____ ____ to a higher quality of life?

_____

_____

_____

2) Why would having a higher life expectancy le____ ____ higher ____ of life?

_____

_____

_____

3) What does a low infant mortality rate tell us about a country?

_____

_____

_____

Making Connections	How would you describe the quality of life in Canada?

_____

_____

_____

Quality of Life Indicators

| Explain | How do the indicators below help us understand the quality of life in a country? |

Infant Mortality Rate	<u>Example:</u> If the infant mortality is high, it means more children are dying at birth. This shows a poor health care system. If people are not healthy, they will not have a good quality of life.
Life Expectancy	
Access to Education	
Literacy Rate	
Fertility Rate	

Access to Medical Care	
Access to ___ a ___	
Poverty Rate	
Unemployment Rate	
Per capita income	

Exit Cards

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

Name: _____

Mark [ ]

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy ☐   ☐ Number of deaths per 1,000 people

Death Rate ☐   ☐ Percentage of people over age 15 who can read & write

Litera__ ☐   ☐ Average income earned per person in a country

Per Cap__ ☐   ☐ How long a person is expected to live

Name: _____

Mark [ ]

Draw a line from each quality of li__ __icator to its correct meaning.

Life Expectancy ☐   __eaths per 1,000 people

Death Rate ☐   __ple over age 15 who can read & write

Literacy Rate ☐   __er person in a country

Per Capita Income ☐   ☐ How __ a perso__ __ to live

Name: _____

Mark [ ]

Draw a line from each quality of life indicator to its cor__ __ng.

Life Expectancy ☐   ☐ Number of deaths per 1,00__ __opl__

Death Rate ☐   ☐ Percentage of people over age 1__ __write

Literacy Rate ☐   ☐ Average income earned per person in a __ntry

Per Capita Income ☐   ☐ How long a person is expected to live

---

Name: _____

Mark [ ]

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy ☐   ☐ Number of deaths per 1,000 people

Death Rate ☐   ☐ Percentage of people over age 15 who can read & write

Literacy Rate ☐   ☐ Average income earned per person in a country

Per Capita Income ☐   ☐ How long a person is expected to live

Women's Quality of Life

Women's Quality of Life

Inequalities between men and women still exist in many parts of the world today, especially in developing regions where access to education, healthcare, and job opportunities can be limited. To determine the **quality of life** for women, researchers often study three main indicators:

(1) **fertility rate**,
(2) **infant mortality rate**, and
(3) **average number of completed years of education**.

Th____ ___ ___ help us understand the social and econo____ ____ns ___ ___fect women's well-being and opport____ __s for e__ __ __ __nt.

Fertility Rate

The fertility rate of __ __try ___ __ __ __ average number of children born alive __ __ __ __aring __ __ __time. A high fertility rate often suggest__ __ __ __en h__ __ access to **healthcare**, **contraception**, or e__ __ __on. __ __ __ __ in a country have many children, their __ __ra__ __ __ __ ti__ __ __ds to be lower.

1) Women in developing countries oft__ __ __e more __ __ __ __ause they face a higher risk of losing a child during or after b__ th due __ __ ted __ __ __ are access.

2) Women are more likely to have multiple ch__ __ __ __ hen __ __ t pursuing higher education or formal employment, as early ma__ __ge __ __ __ __ __ __ nder roles remain common.

3) High fertility rates are also linked to low availability __ __ __ __ep__ __ __ m__ __ical services, which limits women's ability to plan their famili__ __nd __ workforce.

Infant Mortality Rate

The infant mortality rate shows how many infants die per 1,000 live births. High infant mortality rates are often signs of poor healthcare systems and lack of maternal health support. In developing nations, many women do not receive prenatal vitamins, proper nutrition, or medical assistance during childbirth. This indicator helps us understand women's access to healthcare and the overall well-being of families.

Average Number of Completed Years of Education

Education strongly influences women's quality of life. In developed nations, women now attend school longer than men on average. However, in countries like Niger, women attend school for less than one year, compared to 13.4 years for Canadian women. Longer education empowers women to earn higher incomes, make informed health decisions, and contribute more equally to society.

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

1) A higher fertility rate means a higher quality of life for women.	True	False
2) The more years of education means a higher quality of life.	True	False
3) A higher fertility rate means a woman goes to school less.	True	False
4) A higher infant mortality rate means a better health care system.	True	False
5) A higher fertility rate means a woman is more likely to work.	True	False
6) Access to contraception usually lowers fertility rates among women.	True	False

Questions | Answer the questions below using evidence from the text.

1) What are the three indicators used to study women's quality of life?

_____

_____

_____

2) Which indicator do you think is most important to the quality of life of a woman?

_____

_____

_____

3) How does the fertility rate of women affect their quality of life?

_____

_____

_____

Questioning | Write 3 questions you have about the reading.

1)	_____ _____
2)	_____ _____
3)	_____ _____

Infant Mortality Rate

Infant Mortality Rate by Region, 1950-2050.

Source: UN World Population Prospects, 2008.
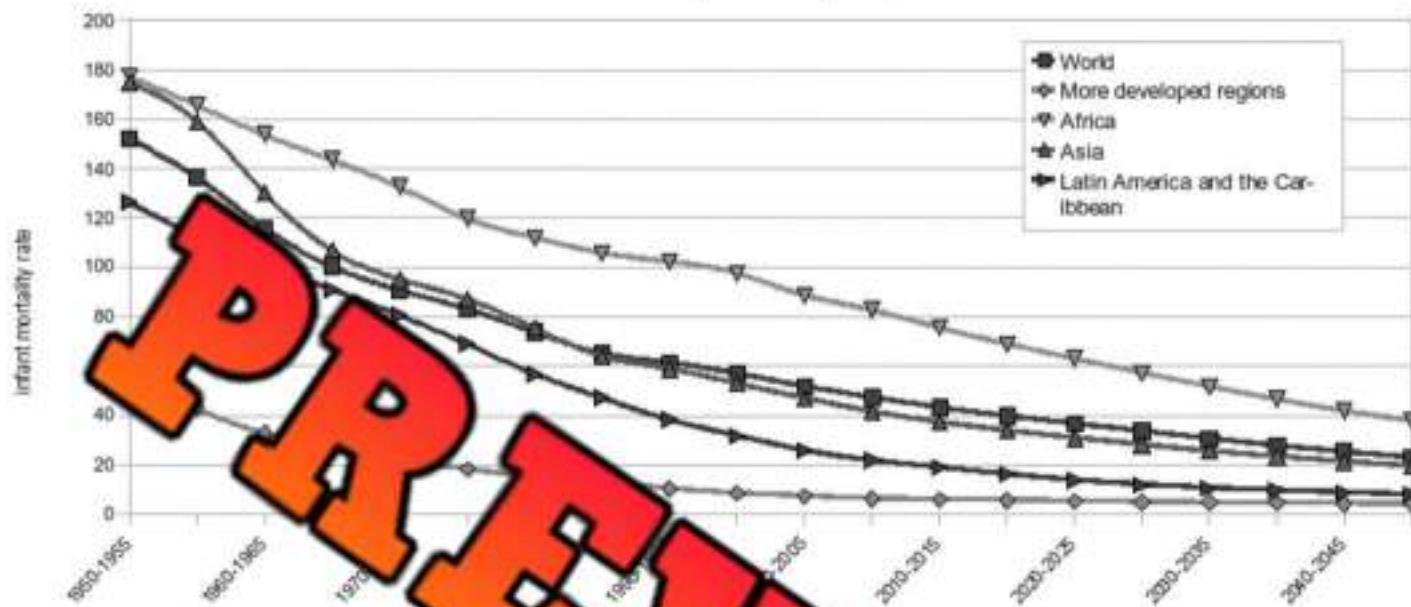
Questions | Answer the questions below

1) What does infant mortality rate mean?

_____

_____

2) Which continent has the highest infant mortality rate? What do you think it i

_____

_____

_____

3) How has the infant mortality rate changed around the world since 1950?

_____

_____

_____

4) Based on the graph, do you think the gap between developed and developing regions is closing? Explain why or why not.

_____

_____

_____

Introduction to Scatter Plot

A scatter plot is a graph in which the values of two variables are plotted along the x and y axis. Using a scatter plot allows us to quickly see what type of relationship there is between the two variables.

Weak Negative Relationship	Weak Positive Relationship	Strong Negative Relationship	Strong Positive Relationship	No Relationship

Practice – Describe the relationship between the variables

1)	2)	3)	4)

5)	6)	7)	8)

9)	10)	11)	12)
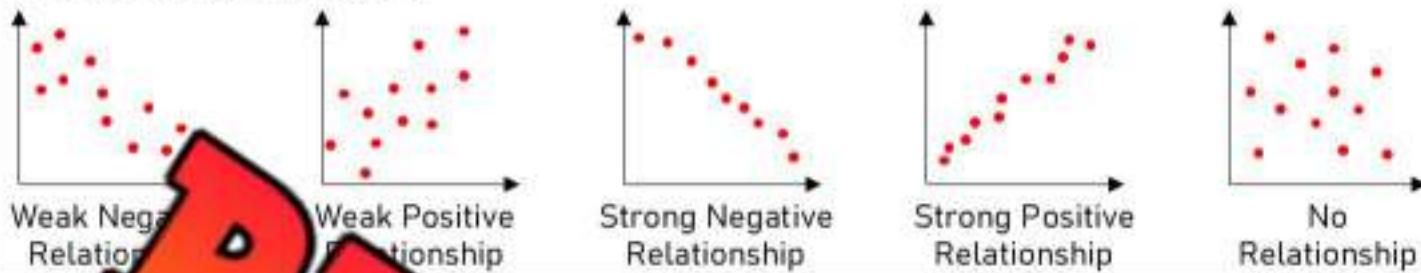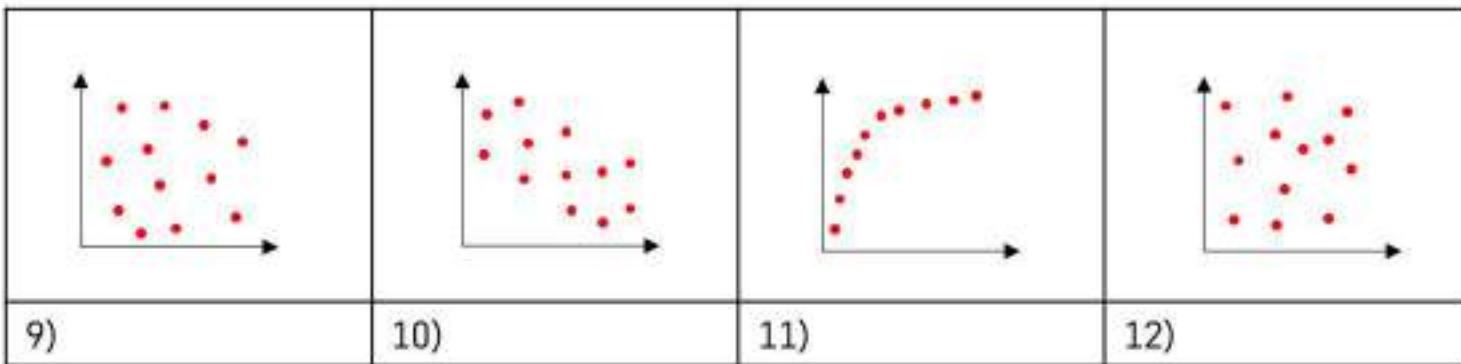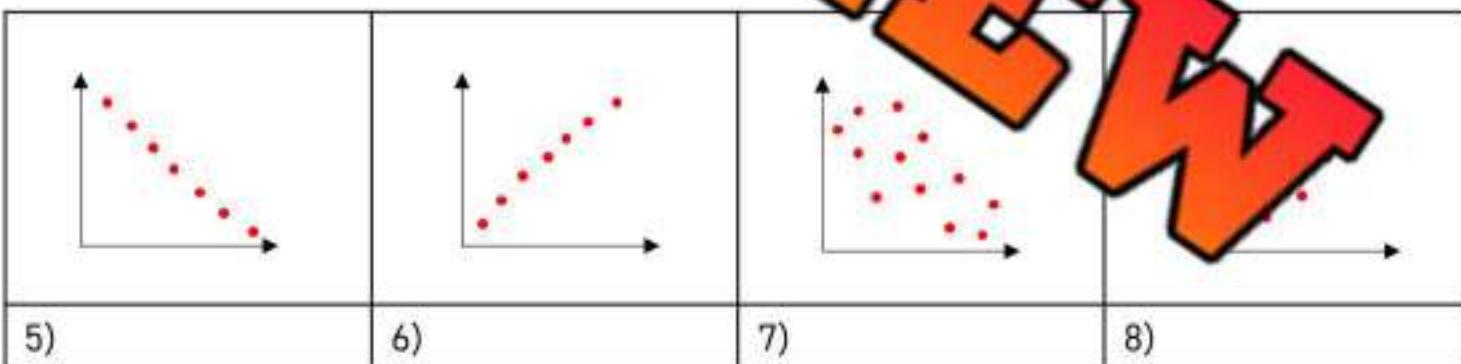
Scatter Plot – Infant Mortality Rate vs Fertility Rate

Questions	Answer the questions belo...

1) What two variables are being presented in the ...erpl...	

2) Is there a correlation between the two variables or are the ...ts i... ...

_____

_____

_____

3) Based on the data, explain the relationship between the variables by filling in the blanks.

a) The higher the fertility rate, the _____ the infant mortality rate will be.

b) The higher the infant mortality rate, the _____ the fertility rate will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

_____

_____

Scatter Plot – Health Expenditure vs Life Expectancy

Life Expectancy and Health Care Spending Per Capita

$y = 3.0728\ln(x) + 55.591$
$R^2 = 0.4831$

Life Expectancy At Birth (Years)

Source Data: OECD.Stat
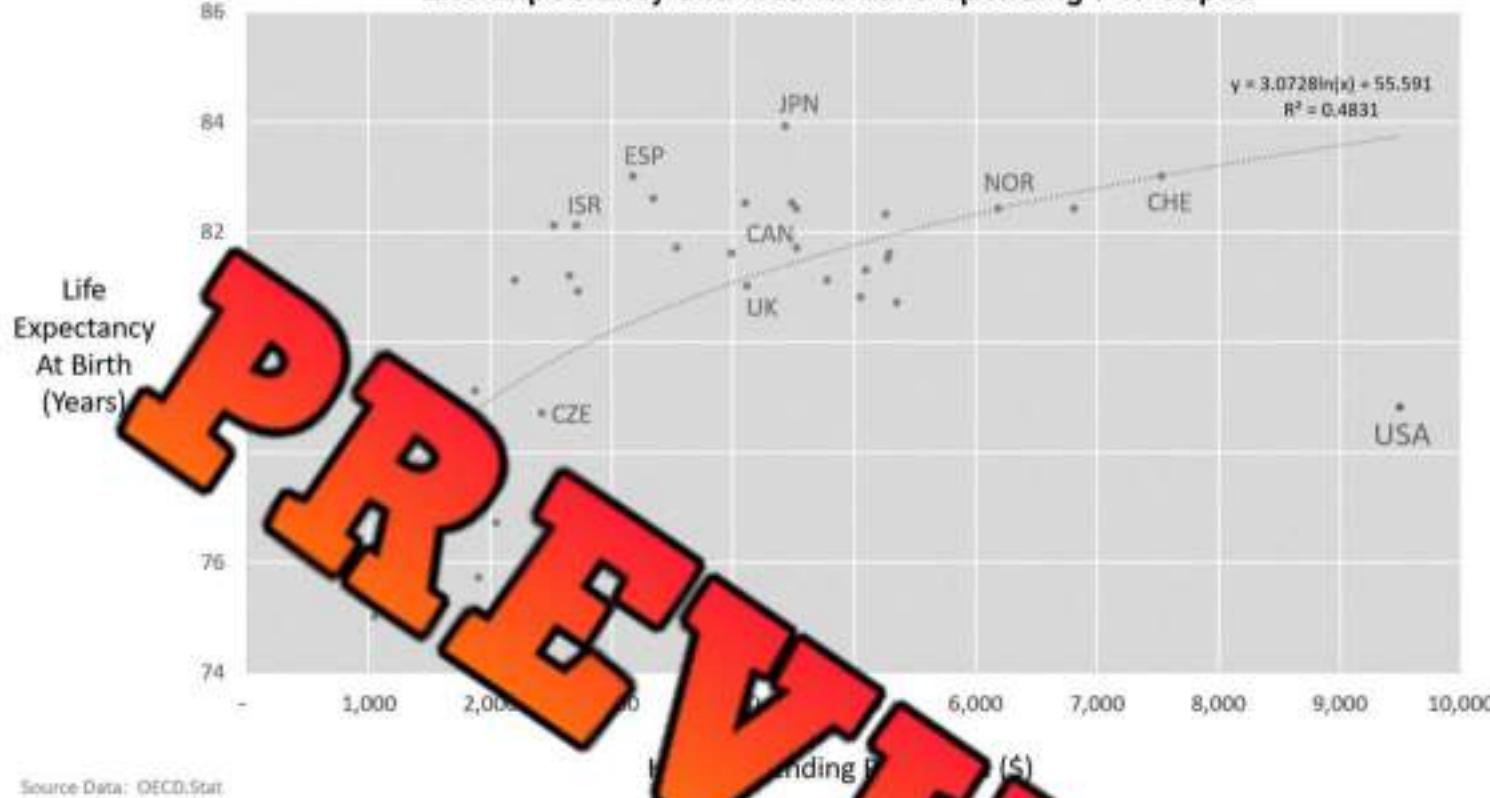
Questions	Answer the questions below

1) What two variables are being presented in the scatt...

2) Is there a correlation between the two variables or are the plots _____?

3) Based on the data, explain the relationship between the variables by filling in the blanks.

The more you spend on health, the _____ the life expectancy will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

Scatter Plot – GDP vs Unemployment

Directions	Display the data below in a scatter-plot.

GDP per capita is how much money a country earns divided by the number of people living in the country. It tells us how strong the economy is in a country. Does GDP have a relationship with unemployment rates? If more people can't find jobs, will that bring down GDP?

Unemploy ment rate	25	3	33	32	0	10	7	12	15
GDP Per Capita		40000	2000	2000	50000	20000	38000	17000	12000
Country	Can...	Jap...	Nigeria	Angola	Qatar	Lithuania	France	Greece	Costa Rica

GDP ... vs Unemployment Rate
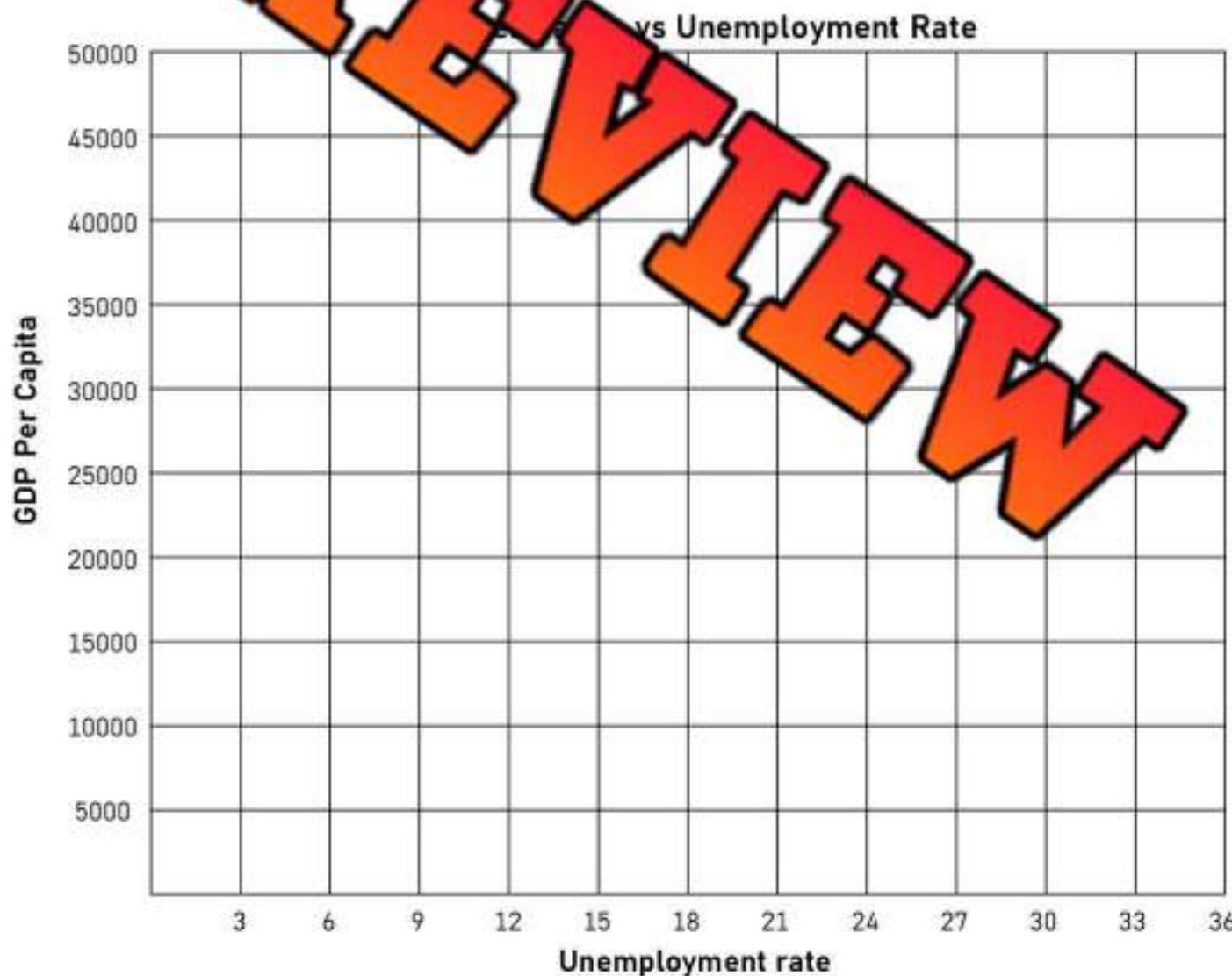
Definitions | What do the indicators below tell us?

GDP Per Capita	_____ _____ _____
Unemployment Rate	_____ _____ _____

Questions | Answer the questions below.

1) What the relationship is there between the variables – GDP and unemployment rate? Explain your answer.

_____
_____
_____
_____

2) Why do you think there is a relationship between two variables?

_____
_____
_____
_____

3) Were you surprised by the results of your scatter plot? Did you expect the relationship that you found? Explain.

_____
_____
_____
_____

4) The United States has an unemployment rate of 4%. What do you think their GDP Per Capita is?

_____
_____
_____
_____

Scatter Plot – Literacy vs Life Expectancy

Definitions | Display the data below in a scatter-plot.

Literacy Rate	99	68	87	79	92	75	59	40	99	94
Life Expectancy	82	66	77	68	76	72	55	55	72	77
Country		Yemen	Iran	Laos	Brazil	Egypt	Nigeria	Chad	Russia	Peru

Question | Does the literacy rate of a country affect the life expectancy for that country? Is there a correlation between the variables?

_____
_____

Definitions | What do the indicators below tell us?

Literacy Rate	_____ _____
Life Expectancy	_____ _____

Questions | Answer the questions below.

1) What t̶h̶e̶ ̶r̶e̶l̶a̶t̶i̶o̶n̶ship is there between the variables – Literacy Rate and Life Expe̶c̶t̶a̶n̶c̶y̶? ̶ ̶u̶ know.

_____

_____

_____

2) Why do you think there is a re̶l̶a̶t̶i̶o̶nsh̶i̶p̶ ̶ two variables?

_____

_____

_____

3) Were you surprised by the results of your scatter plot? Di̶d̶ ̶ exp̶ ship that you found? Explain.

_____

_____

_____

4) Afghanistan has a literacy rate of 43%. What do you think the life expectancy is in Afghanistan?

_____

_____

_____

Exit Cards

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

Name: _____   Mark

Draw a line to match each scatter plot with the correct type of relationship.

Strong Negative Relationship   Strong Positive Relationship

Name: _____   Mark

Draw a line to match each scatter plot with the correct type of relationship.

Strong Negative Relationship   Strong Positive Relationship

Name: _____   Mark

Draw a line to match each scatter plot with the correct type of relationship.

Strong Negative Relationship   Strong Positive Relationship
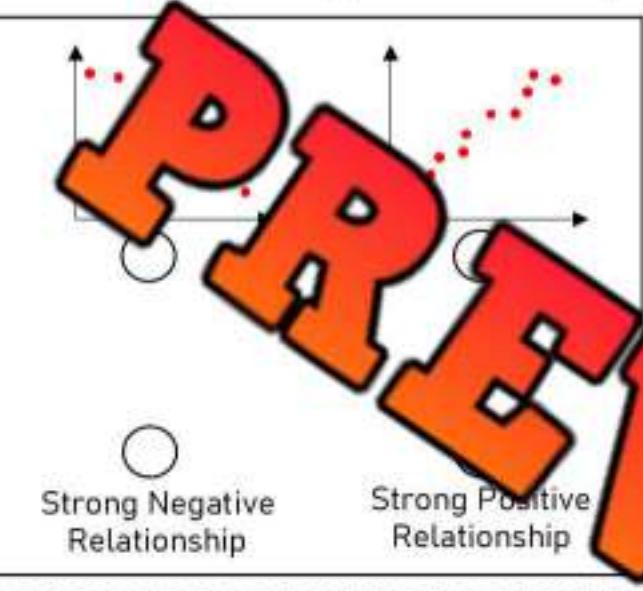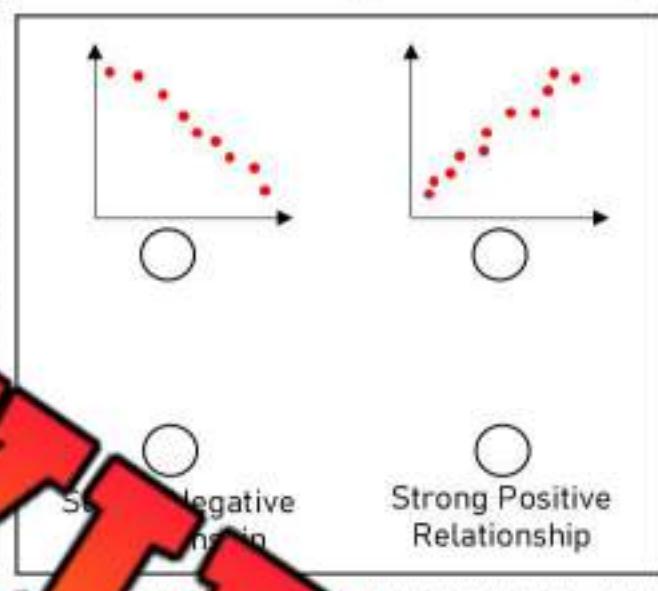
Name: _____   Mark

Draw a line to match each scatter plot with the correct type of relationship.
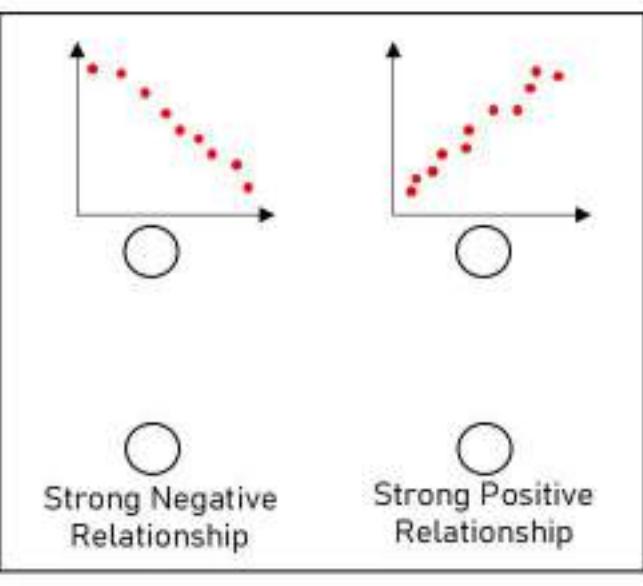
Strong Negative Relationship   Strong Positive Relationship
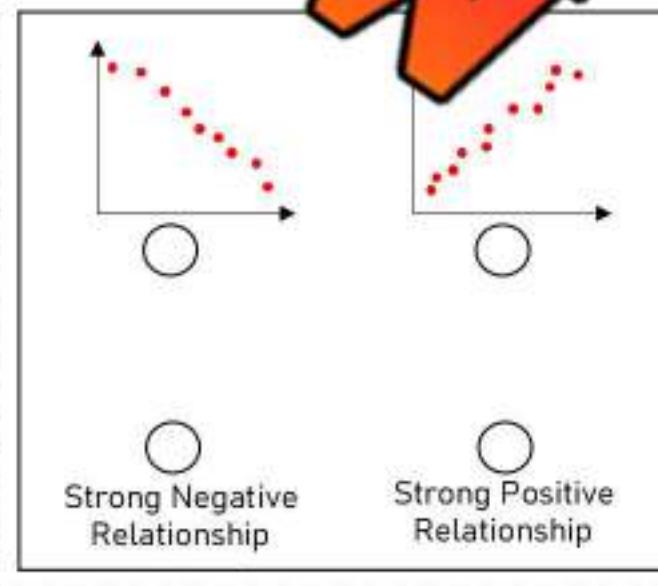
Memory Game – Match the Indicator

Objective — What are we learning about?

Students will learn key global development indicators and what they reveal about a country's quality of life. Each card shows either a term or an example that matches it. Students will strengthen understanding of how GDP, life expectancy, and literacy rate measure global development and differences between countries.

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 a 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.

Cards   Memory Game Cards

Infant Mortality Rate	The number of babies who die before their first birthday per 1,000 births, showing access to good healthcare.
Life Expectancy	The average number of years a person is expected to live, reflecting a country's health care and living conditions.
Fertility Rate	The average number of children born a woman, often linked to education, family planning, and economic conditions.
Birth Rate	The number of births per 1,000 people each year, showing how quickly a country's population is growing.
Death Rate	The number of deaths per 1,000 people each year, used to measure population change and health outcomes.

Cards   Memory Game Cards

Access to Medical Care	The percentage of people who can receive needed healthcare services, including hospitals, doctors, and medicines.
Access to ~~PREVIEW~~ Water	The percentage of people who have safe, reliable water for drinking and hygiene, showing living conditions.
Literacy Rate	The percentage of people aged 15 and older who can read and write, showing access to ...
Access to Education	The percentage of school-aged children who are enrolled in and attend formal schooling regularly.
Poverty Rate	The percentage of people living below the poverty line, unable to afford basic needs like food and shelter.

Cards   Memory Game Cards

Per Capita Income	The average amount of money earned per person in a country, showing general income and economic stability.
Unemployment Rate	The percentage of people who want to work but cannot find jobs, affecting living standards and life satisfaction.
Gender Equality Index	Shows differences between men and women in education, income, and opportunities, reflecting fairness equality in society.
Gross Domestic Product (GDP)	The total value of goods and services produced within a country during one year, showing overall economic size.
GDP per Capita	The country's total GDP divided by its population, showing the average income and standard of living.

Human Development Index (HDI)

Human Development Index (HDI)

What is the Human Development Index (HDI)?

The Human Development Index (HDI) was created by the United Nations in 1990 to evaluate how effectively countries provide a good quality of life for their citizens. It combines three major indicators to measure overall well-being: **(1) living a long and healthy life**, **(2) receiving a quality education**, and **(3) having a high standard of living**. This composite index allows countries to be ranked annually on a scale from 0 to 1, where values closer to 1 indicate higher human development.

	Bottom 5
1) N____ 0.957	0.394
2) Ireland – 0.9__	____
3) Switzerland – 0.955	____
4) Hong Kong – 0.949	4) Buru__
5) Iceland – 0.949	5) South Sudan – 0.433

Norway consistently ranks first on the HDI, reflecting its strong healthcare system, access to education, and high-income economy. Citizens in Norway enjoy long lives, free or affordable post-secondary education, and social programs that reduce poverty and inequality. In contrast, Niger ranks at the bottom, showing citizens struggle to access healthcare, education, and financial stability. These differences highlight the global inequality between developed and developing nations.

Long and Healthy Life

This component measures **life expectancy** at birth, which shows the average number of years a newborn is expected to live. In Norway, the life expectancy is 83 years, one of the highest in the world, thanks to universal healthcare and advanced medical technology. In Niger, life expectancy is only 62.43 years, affected by poor nutrition, low income levels, and diseases such as malaria and cholera. This 20-year gap illustrates differences in living conditions and health resources.

Education

Education is measured using two key metrics: the **expected years of schooling** and the **average years of schooling**. In Norway, citizens average 13 years of schooling, supported by free education and high literacy rates. In Niger, the average is just 2 years, where many children, especially girls, are unable to attend school due to poverty and lack of access. Education directly influences employment, income, and future development.

Good Standard of Living

The final indicator is **Gross National Income (GNI) per capita**, which reflects the average income per person. Norway's GNI per capita is $66,000, while Niger's is only $1,200. This economic contrast shows how wealth, education, and health are deeply connected in determining a country's overall human development.

Explain   Explain why each of the 3 measures below leads to a high quality of life.

Long and Healthy Life	_____ _____ _____
Education Levels	_____ _____ _____
Money Made Cou...	_____ _____

True or False   D... the s... true or false.

	True	False
1) The Canadian governmen... the ...gs.	True	False
2) Norway has the highest HDI ra...ng.	True	False
3) Norway provides the best life for its ...ns.	True	False
4) The HDI focuses on health, education, and inc... dicat...	True	False
5) Niger has good education statistics but a low life... p...	True	False
6) Countries are ranked on an HDI scale ranging from 0 t...	...ue	False
7) Life expectancy at birth is a key measure of healthy living.		...lse

Compare   What would life be like in Niger vs life in Norway?

Niger	Norway
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Compare Population Pyramids

| Compare | Analyze the differences in population pyramids between countries. |

Norway – Population Pyramid

Male

Female

100+
95-99
90-94
85-89
80-84
50-54
45-4
35
30-34
25-29
20-24
15-19
10-14
5-9
0-4
Age

200   150   100   0   150   200

Population usan

Niger – Population Pyramid

Male

Male

100+
95 - 99
90 - 94
85 - 89
80 - 84
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14
5 - 9
0 - 4

2   1.6   1.2   0.8   0.4   0   0   0.4   0.8   1.2   1.6   2

Population (in millions)   Age Group   Population (in millions)
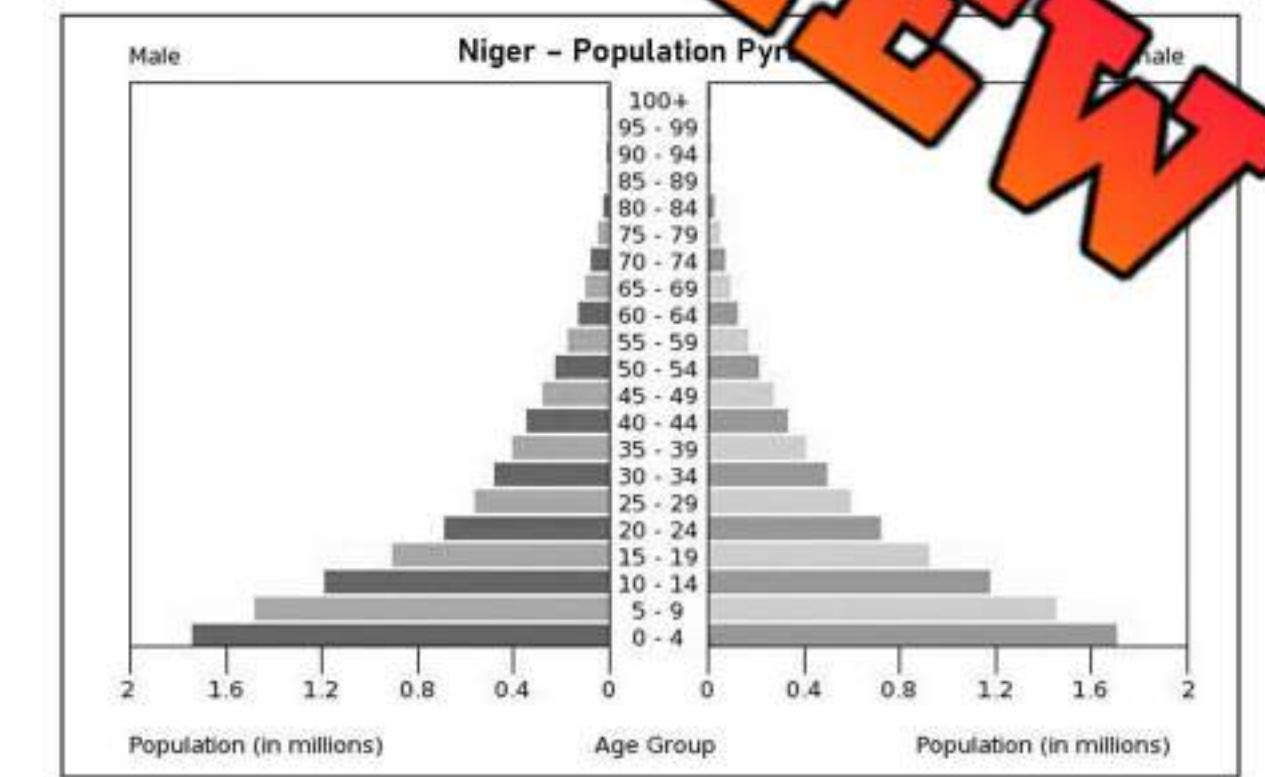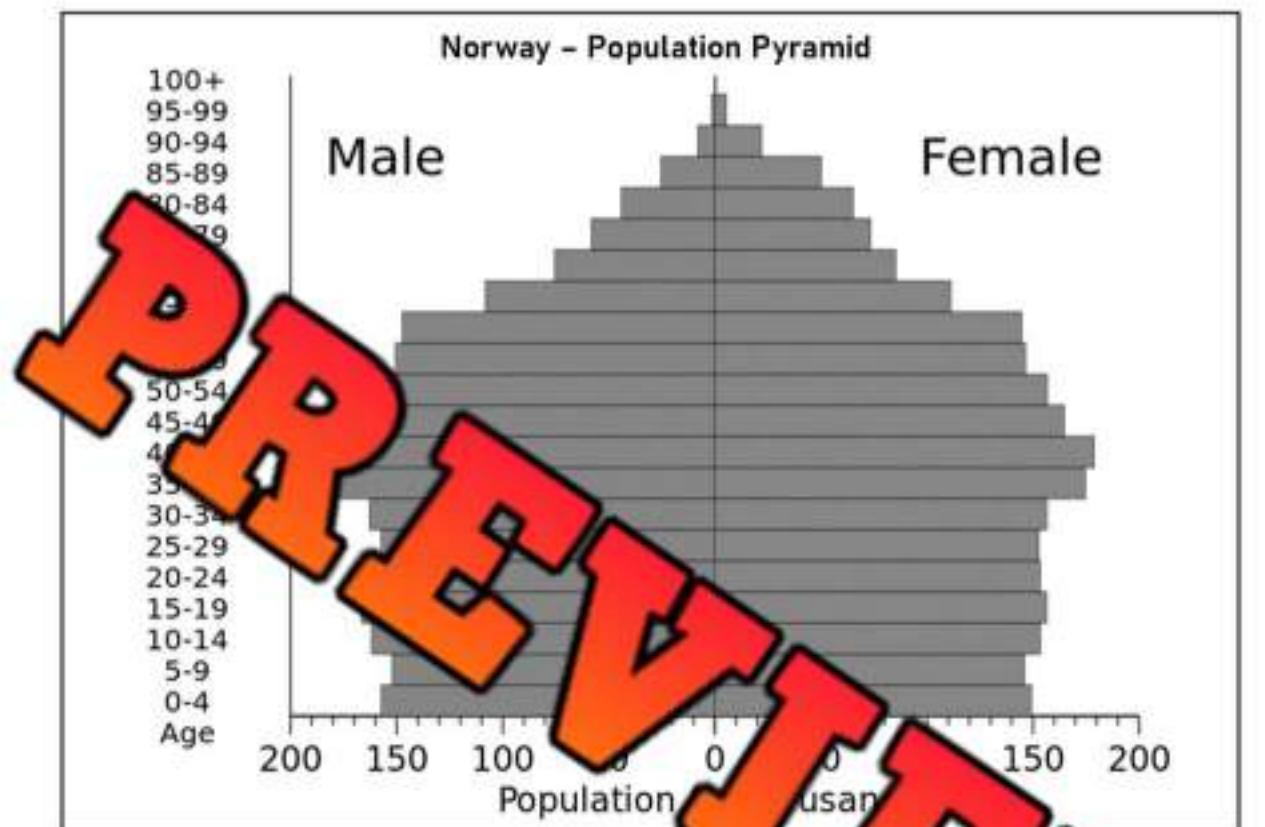
| Compare | Answer the questions below using the statistics you found. |

1) Which country has more people? How do you know?

_____

_____

_____

2) What are 3 things that are different between the two countries' populations?

_____

_____

_____

_____

_____

_____

_____

_____

3) Which country has more people over the age _____ What _____ tell you about the health care in the country?

_____

_____

_____

_____

4) In Norway, which gender is more likely to live beyond 80?

5) In Niger, which gender is more likely to live beyond 80?

6) What is the most populated age group in both countries?

Norway	Niger

Exit Cards

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

Name: _____ | Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____ | Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____ | Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____ | Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Developed vs Developing Countries

Developed vs Developing Countries

A **developed country** provides a higher quality of life for its citizens as it has a strong, diversified economy and advanced infrastructure that supports daily life. Developed countries are also called **industrialized countries** because they have industries that transform natural resources into valuable goods and services. These countries, like **Canada, Japan, and Germany**, have large manufacturing and technology sectors that create millions of jobs for citizens. When people have stable jobs, they earn income to buy products, services, and invest in their communities. This cycle of earning and spending strengthens the economy and improves living conditions. Citizens in developed nations usually have access to healthcare, education, and clean water, which contributes to longer life expectancy and higher literacy rates.

A **developing country**, on the other hand, offers a lower quality of life as its industries are underdeveloped and depend heavily on **agriculture and raw materials**. Many people in developing nations, such as in **Mozambique or Mali**, rely on farming to survive. Because they spend most of their time growing food for their own families, they cannot sell many goods or services to the global market. This results in limited economic growth and fewer employment opportunities. With less money circulating in the economy, governments struggle to build strong healthcare, education, and transportation systems. As a result, citizens often live in poverty, and the country's economy grows more slowly.

Infrastructure

The term **infrastructure** refers to the physical systems that support a nation, such as roads, buildings, and utilities.

Buildings:

In developed countries, hospitals, schools, libraries, and courts are easy to access and well maintained. For example, in **Canada**, education is free and most children attend school for over **12 years**, while in **Mali**, the average person receives only **2 years** of schooling. In **Afghanistan**, there are just **0.37 hospitals per 100,000 people**, showing limited healthcare access.
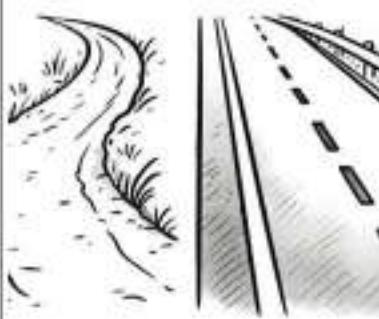
Roads:

Roads are crucial for connecting people to opportunities. In developed countries like **the United States**, cities have complex road networks, such as the **highways in Dallas, Texas**. In developing nations, fewer and poorly maintained roads—like the **dirt roads in Mapai, Mozambique**—make travel difficult, limiting access to jobs, schools, and hospitals. Poor road systems weaken trade and reduce overall economic growth.

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

1) Developing countries have weaker economies than developed nations.	True	False
2) Developed nations have strong industries.	True	False
3) Developing nations have complex roads.	True	False
4) Citizens in developing countries focus on farming.	True	False
5) Citizens in developed nations get jobs in different industries.	True	False
6) Limited ____ to education in Mali is evidence of weak infrastructure.	True	False

Question ____ questions below using evidence from the text.

1) What is the diff____ betw____ developed and developing country?

_____

_____

_____

_____

2) Do you think Canada is a developed ____ eloping ____ plain your opinion.

_____

_____

_____

3) How does agriculture limit economic growth in developing ____ ons?

_____

_____

_____

Day in the Life   Describe what life might be like in a developing nation like Mozambique.

_____

_____

_____

_____

Research - Developed vs Developing Countries

The terms developed and developing country is subjective, meaning there is no exact definition. However, the United Nations' HDI scores give us a simple way to categorize countries. If a country's score is above 0.800, it is developed and if not, it is developing.

Research | Fill in the table below to learn more about developed and developing countries

Country	Continent	HDI Score	Developed/Developing
C...			
Yemen			
Germany			
Australia			
China			
Sudan			
United Kingdom			
Belgium			
Kenya			
Spain			
Nigeria			
France			
Venezuela			
Portugal			
Paraguay			
Rwanda			
Russia			
Nepal			
Brazil			

Map - Developed & Developing Countries

Map | Colour the developed countries one colour and the developing nations a ____ colour.

Legend	
Developed	
Developing	

Role-Play: A Day in Two Lives

Objective | What are we learning about?

Students will explore how daily life differs between children in developed and developing countries. They will act out scenes showing schooling, chores, meals, and transportation, then reflect on how these differences relate to health, education, and economic opportunity.

Materials | What will we need for our activity?

- Scenario card (different situations) (provided)

- Props or costume options

- 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.

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	...in character. Don't break role until you're finished.
Teamwork	Be helpful. Take turns and make sure everyone joins.

Scenario Cards	...out

	Scenario	Description
1	**A School Day in Canada vs. Rural Kenya**	The sun rises in different... suburban Canada, a student wakes to an alarm ...eats ...l and catches a yellow bus to school. Their back... is full ...d a tablet for research. In rural Kenya, a ...rd rise... ...light, fetches water from a nearby stream, a... s several ...tres to a small classroom with few supplies. ...der... ...n a bright room with projectors and internet, wh... the ... ...fully to lessons written on a chalkboard. Both end... ...ut one has homework online, while the other hel... w... ...es by firelight.
2	**Access to Clean Water – Urban Japan vs. Village in India**	Morning routines tell two stories. In Tokyo, a family runs water for tea, showers, and cleaning without worry. The water flows clear and steady. In a small Indian village, a mother and daughter walk down a dusty road carrying metal pots to a community well. They wait in line under the sun, worried about the water's safety. At home, they boil it carefully before cooking. As the day ends, the Japanese family waters plants from the tap, while the Indian family saves every drop. The contrast shows how water changes comfort, health, and time itself.

Scenario Cards | Cut out the topics below.

	Scenario	Description
3	**Working Parents – Office Job vs. Street Vendor**	Two parents wake before dawn. In one home, a parent ties a tie, checks emails, and drives to a glass office downtown. They sit at a desk, type reports, and chat during coffee breaks. Across the world, another parent pushes a wooden cart filled with fruit through busy streets, calling out prices to passing customers. Both return home exhausted. The office worker reads bedtime stories; the vendor counts the day's earnings, hoping tomorrow brings enough sales. One lives by schedule, the other by survival.
4	**Health Care Access – City Hospital vs. Rural Clinic**	...ugh ...gins in both homes. In a Canadian city, a worried ...other ... family doctor. They visit a hospital filled with ...ight, ...odern machines. The child receives medicine ... ...village, a family walks for hours to a small cl... ...urse... limited supplies and writes advice on a scra... ...per. ... ... they return home, uncertain but hopeful. ...o fa... ... sy... —one cured by science, the other by resili...
5	**A Day of Transportation – Toronto vs. Lagos**	The day begins with move... ...nt waits quietly at a bus stop, scrolling throu... ...phone as ... ...s arrives on time. In Lagos, another student s... ...into ...de...inibus, the driver shouting over the noise of ...ffic. ...s flood, and time slows to a crawl. Both trave... ... ...for one it's a rare problem; for the other, it's a daily ...nge. Their rides home tell the same story—comfort and cha... ...haped by where they live.
6	**Family Meals – Abundance vs. Scarcity**	Dinner smells drift through two kitchens. In one, a family debates what to eat—pasta or pizza—before setting the table under warm light. In the other, a mother stirs rice over a small flame, stretching ingredients to feed everyone. The first family laughs over dessert; the second eats in silence, grateful yet anxious for tomorrow's meal. Afterward, one child washes dishes in a stainless-steel sink, while another rinses plates in a bucket of saved water. Both feel full—but only one feels secure.

Scenario Cards | Cut out the topics below.

	Scenario	Description
7	**Housing and Safety – Apartment vs. Makeshift**	Rain falls softly on two homes. In one, a child watches from behind a window, dry and warm. In another, the same sound leaks through a roof of metal sheets. The first home has steady power, homework on the table, and bedtime stories. The second has flickering candles, restless sleep, and the fear of wind tearing through the walls. Morning comes, and both children step outside—one heading to school in clean clothes, the other to fetch water. The rain has washed two worlds very differently.
8	**Technology Opportunity – Connected vs. Disconnected Life**	[A] teenager types an essay online, video chats with a friend, [and che]cks global news before breakfast. In rural Nepal, [another student] sharpens pencils and copies notes from the [board, lear]t[ing fr]om one worn textbook. When class ends, th[e first en]rolls [in sc]holarship options; the second helps at the fa[mily sh]op. [One sees t]he world through a screen, the other through t[he va]ll[ey aroun]d t[hem.] [B]oth dream of success—but one's path is p[aved w]ith Wi-[Fi.]
9	**Gender and Education – Equal Access vs. Unequal Access**	In one classroom, boys an[d girls s]tudy [togethe]r, raising hands and sharing ideas. In another, [a girl] watches f[rom a d]oorway, wishing she could join. Her broth[er goe]s t[o schoo]l [w]hil[e s]he stays home to fetch water and care for you[nger s][iblings. O]n[e] studies science; the girl learns silence. The[re is hope] when she finally enters a school years later, nervous b[ut dete]rmined. The class ends with two futures—one built on opp[ort]unity, the other on the hope for change.
10	**Disaster Response – Flood in Bangladesh vs. Storm in Canada**	Dark clouds gather over two countries. In Canada, alerts flash on phones, and families stock up on supplies. The storm hits, but emergency teams clear roads and power returns within hours. In Bangladesh, a flood rises overnight. Families rush to shelters carrying what they can. The next day, the Canadian neighbourhood dries out and schools reopen. In the flooded village, homes are gone, and rebuilding begins with borrowed tools and shared strength. Both stories show courage—but one begins with help, and the other starts with loss.

My Role | Draw a picture of what your character did during the role-play.

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 ___ ___	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___ ___ themsel___ the charac___	___ ___ acted ___ ___ ___ char___	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Hel___ ___tle ___.	___ed others ___ ___d with the___	Shared, listened, and helped make the group's work better.

Teacher Comments

_____
_____
_____
_____

___rk

Student Comments – What Could You Do Better?

_____
_____
_____
_____

Demography

What is Demography?

Demography is the scientific study of human populations. It examines how and why populations change over time by looking at many measurable characteristics. These include:

- ✓ **Size** – the number of people living in cities, countries, and continents, which helps governments plan housing, transportation, and public services.
- ✓ **Gender** – the ratio of males to females in a population, which can influence workplace planning and family policies.
- ✓ **Age** – the number of people in different age groups, used to understand school enrollment and retirement planning.
- ✓ **Distribution** – where people live within a region, such as urban or rural areas, helping plan services like hospitals, and schools.
- ✓ **Income** – the earnings of people in an area, revealing levels of economic inequality.
- ✓ **Marital status** – the percentage of a population that is married or single, which affects family size and housing needs.
- ✓ **Ethnicity** – the cultural and racial backgrounds of residents, which helps governments promote inclusion and provide multicultural services.
- ✓ **Growth** – whether the population is increasing or decreasing each year, which influences national planning for jobs, housing, and resources.

Importance of Demography

We study human populations to plan for the future and make informed decisions. For example, if scientists find that a population is aging because of the baby boom generation, governments can build more senior housing, hospitals, and long-term care facilities. If a population grows quickly due to a higher birth rate than death rate, cities must prepare for the demand for housing, schools, and jobs. Without planning, overcrowding and homelessness can occur.

At the city level, studying population trends supports the design of better infrastructure such as public transit, bridges, and waste management systems. **Urbanization** has led to large numbers of people moving into cities, increasing pressure on housing and services. Understanding these changes allows for hiring more police, firefighters, and doctors, and for building roads to handle heavier traffic.

Without studying population data, governments risk unplanned growth that can lead to more crime, higher pollution, and lower quality of life.

Two Truths and a Lie | Put a check mark only on the truths.

	Demographers are doctors that learn how to heal populations.
	Understanding populations allows governments to plan ahead.
	If we have a growing population, we need a growing infrastructure.

	Growth rate shows if a population is rising or falling.
	Demographers can tell us if our population is aging (getting older).
	Ethnic no effect on planning community or social services.

Quest. Answ. estions below using evidence from the text.
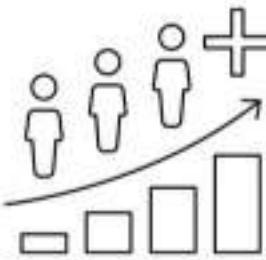
1) Describe ho pulati n distr affects transportation planning.

_____

_____

_____

2) If a population is becoming older, ho the g ent make changes to meet the needs of the aging population?

_____

_____

_____

Agree or Disagree | Circle Agree or Disagree, then explain your thi g entence.

1) Governments should always plan for future population growth.	Agree	Disagree
2) Urbanization improves everyone's quality of life in a city.	Agree	Disagree
3) Governments don't need to know people's income levels.	Agree	Disagree
4) A balanced mix of ages makes a population stronger.	Agree	Disagree

Population Pyramid – China

Population Distribution for China in Year 2012

Population Distribution for China in Year 2015

Population Distribution for China in Year 2020

Population Distribution for China in Year 2025

Population Distribution for China in Year 2030
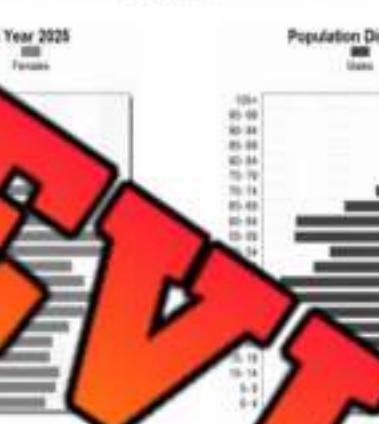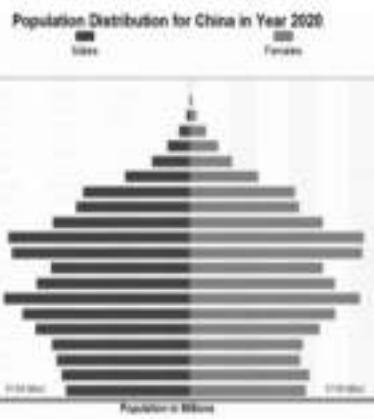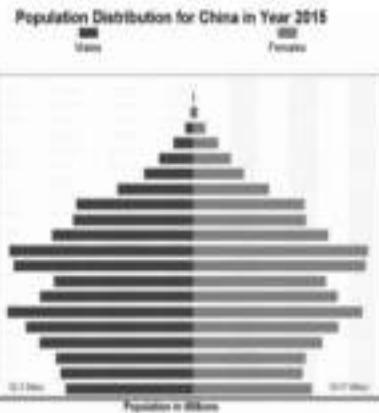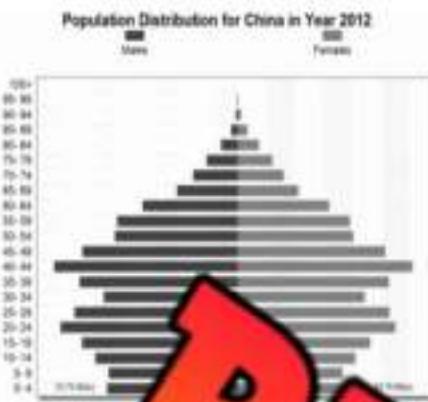
Overpopulation in China

The population in China has been growing rapidly u̶... the ...tion is 1.4 billion, which is over 36 times larger than Canada's po̶... ...owev... ...a has less land than Canada, which is causing overpopulation proble...

One Child Policy

In 1980, the Chinese government implemented the "One Child Policy" prog... ...t limited families to one child each. This program was created to slow down the gr... rate of China. In 2016, the program ended, and families were able to have two children. In 2021, the Chinese government raised the limit to three children.

Problems with the One Child Program

Sadly, many Chinese families would abandon female babies in public spaces in hopes that the baby would be adopted by another family. This is because in Chinese culture, the bloodline is passed down through the male side. This made male children more desirable as they could pass along the family name and look after their parents as they age.

The effects of this led to a gender imbalance. There are 34 million more males than females in China today. This means 34 million males cannot find a female partner, which affects future birth and growth rates. As you can see from the population pyramid, there are significantly more males in the younger age categories.

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

1) Overpopulation has caused problems in China.	True	False
2) The One-Child Policy was created to fix overpopulation in China.	True	False
3) The One-Child Policy worked and has caused no problems.	True	False
4) There is now a gender imbalance in China.	True	False
5) There are more women in the younger age groups.	True	False
6) China's population in 2020 was over 30 times larger than Canada's.	True	False

Questions — Answer the questions below using evidence from the text.

1) How does China's population compare to Canada's? What problems could this cause?

_____

_____

_____

2) Why was the One-Child Policy created and what problems did it create?

_____

_____

_____

3) Describe how cultural traditions influenced the gender imbalance in China.

_____

_____

_____

Interpret — Look at China's population pyramids (2012–2030) and circle the correct answer.

1) The overall shape of China's population pyramid is changing from:	Wide base to narrow base	Narrow base to wide base
2) The number of older adults (aged 65+) is:	Increasing	Decreasing
3) The gender imbalance in younger age groups (more males than females) is:	Still visible	Becoming smaller
4) Based on the trend, by 2030 China's population will likely be:	Aging with fewer young people	Mostly young with few older adults

Population Pyramids – Developed vs Developing

Egypt - 2016

Male | Female

100+
95 - 99
90 - 94
85 - 89
80 - 84
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14

7   5.6   4.2   2.8   ...   1.4   2.8   4.2   5.6   7

Population (in millions)   Population (in millions)

Japan - 2...

Male | Female

100+
95 - 99
90 - 94
85 - 89
80 - 84
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14
5 - 9
0 - 4

5   4   3   2   1   0   0   1   2   3   4   5

Population (in millions)   Age Group   Population (in millions)
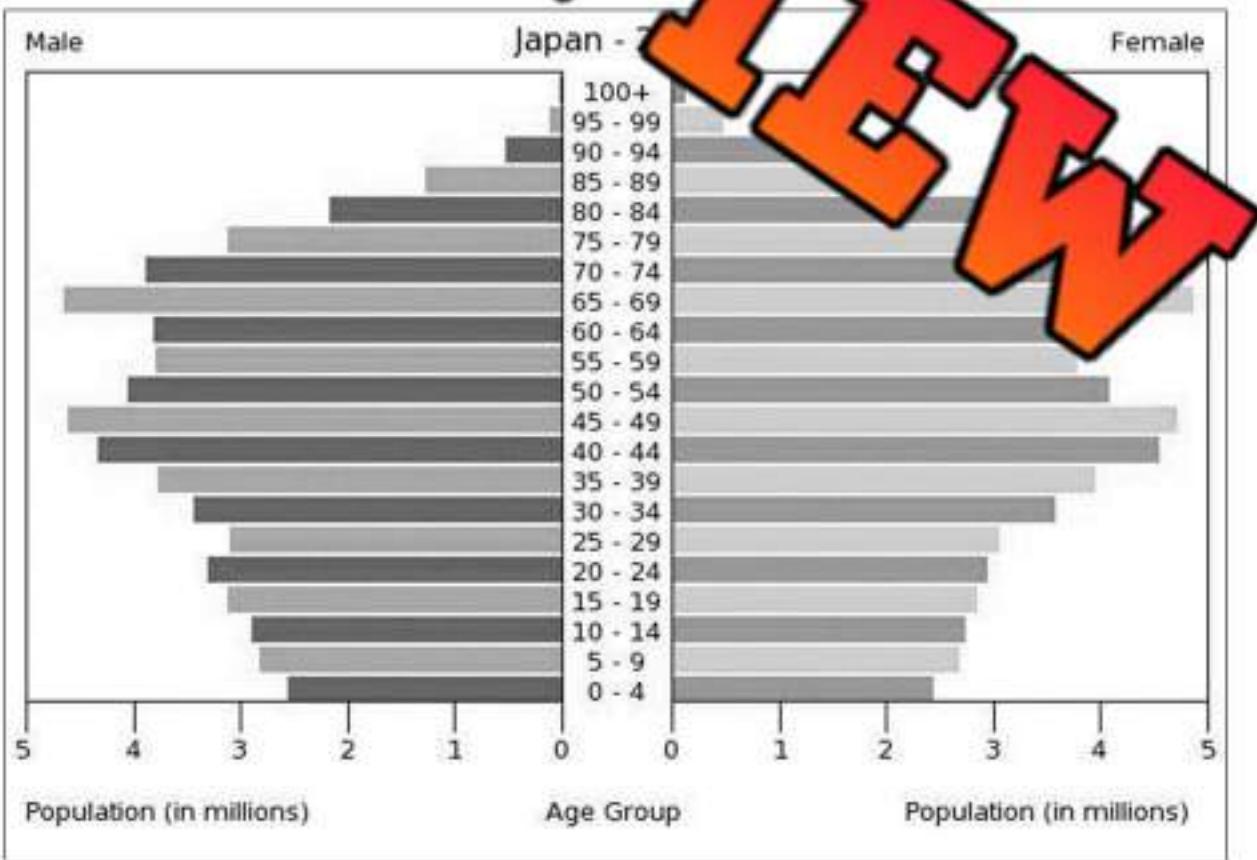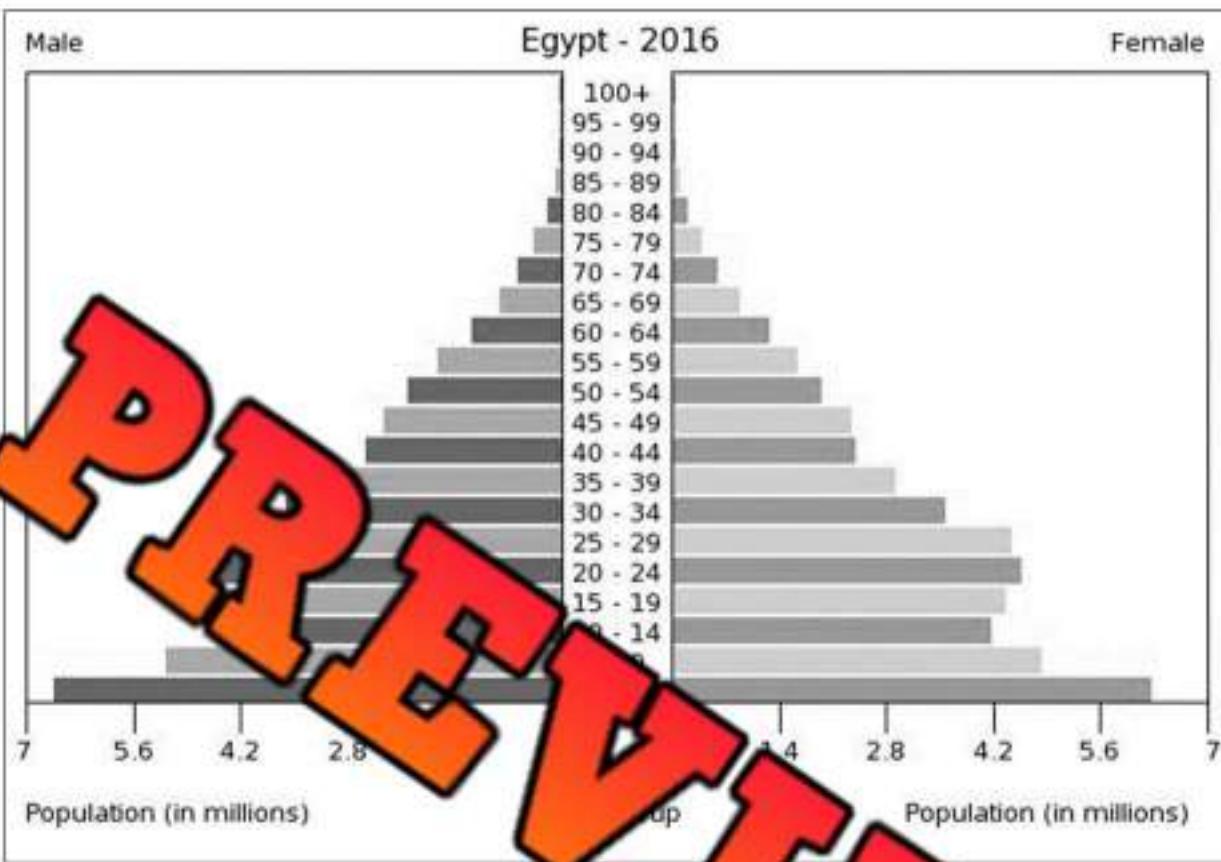
True or False   Circle whether the statement is true or false.

1) Egypt is a developed country.	True	False
2) Japan is a developing country.	True	False
3) Japan has more people that live longer – longer life expectancy.	True	False
4) The largest age group in Egypt is 0-4.	True	False
5) Men live longer in Japan than women do.	True	False

Questions   _____ er the questions below using evidence from the text.

1) Wh___ __ de_____ and which is developing? How do the population pyramids tell yo___

_____

_____

_____

2) Which country likely has a stronger e_____ bette___ h care system, and better education system? How do you know?

_____

_____

3) Explain how an aging population can affect a developed cou___ry's

_____

_____

_____

Interpret   Read the population pyramids and write 3 things you learned from them.

1)	
2)	
3)	

Creating a Population Pyramid – U.S.A.

Directions	Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males	3.6	3.5	3.4	3.5	3.5	3.7	3.2	3.3	3.4	3.8
Females	3.4	3.3	3.1	3.4	3.5	3.4	3.2	3.2	3.4	3.8

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males		3.2	2.6	2	1.4	1	0.9	0.5
Females		3.3	2.8	2.1	1.6	1.4	1.1	1

85+

80-84

60-64

55-59

50-54

45-49

40-44

35-39

30-34

25-29

20-24

15-19

10-14

5-9

0-4

| 4 | 3.5 | 3 | 2.5 | 2 | 1.5 | 1 | 0.5 | 0 | | 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
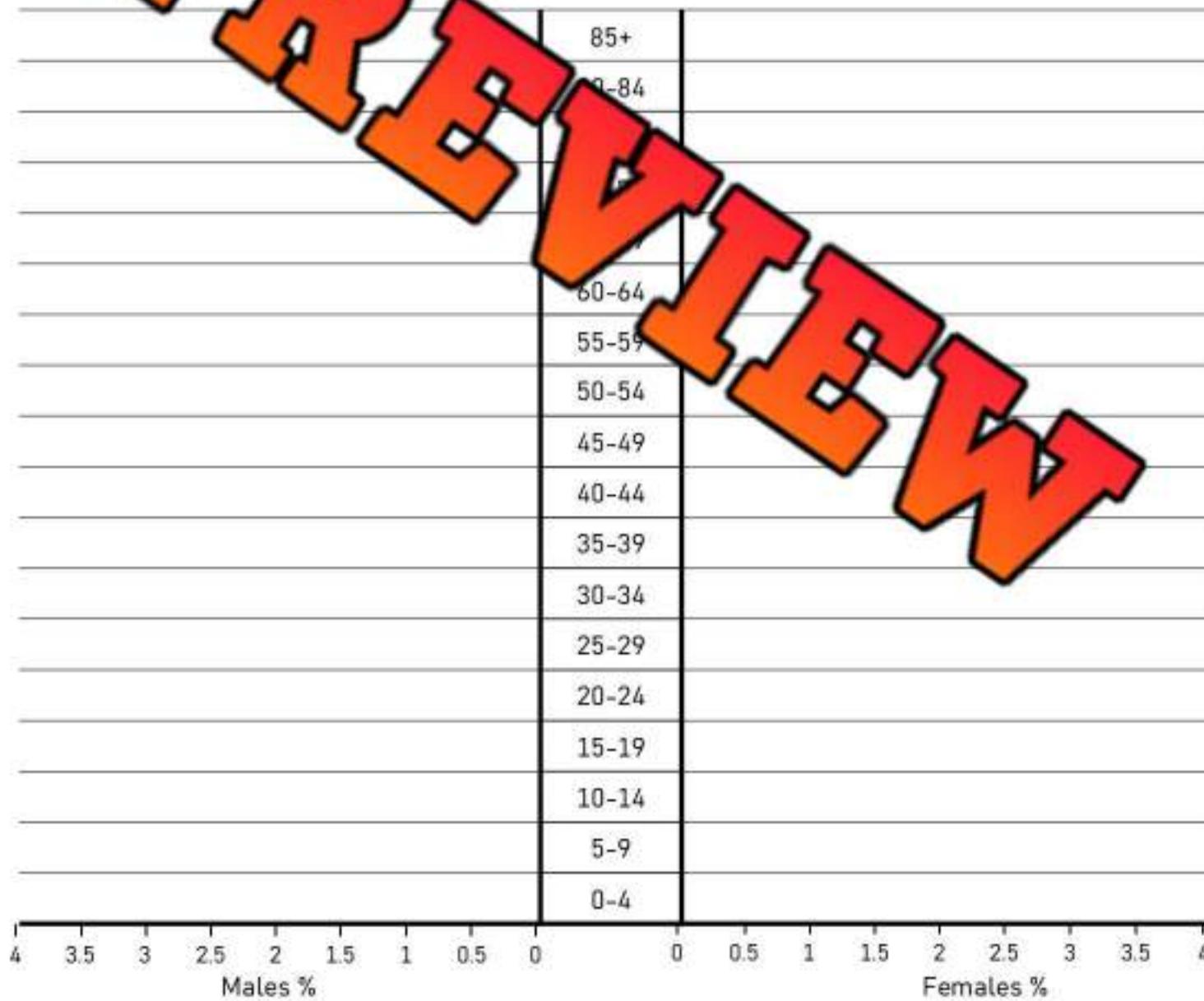
Males %   Females %

Creating a Population Pyramid – Canada

Directions	Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males	2.7	2.7	2.7	2.7	3.2	3.7	3.5	3.5	3.2	3.2
Females	2.6	2.6	2.6	2.6	3.1	3.6	3.5	3.5	3.3	3.2

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males		3.7	3.4	2.8	2.3	1.5	0.9	0.7
Females		3.7	3.4	2.9	2.5	1.7	1.2	1.3

85+

80-84

60-64

55-59

50-54

45-49

40-44

35-39

30-34

25-29

20-24

15-19

10-14

5-9

0-4

| 4 | 3.5 | 3 | 2.5 | 2 | 1.5 | 1 | 0.5 | 0 | 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |

Males %   Females %
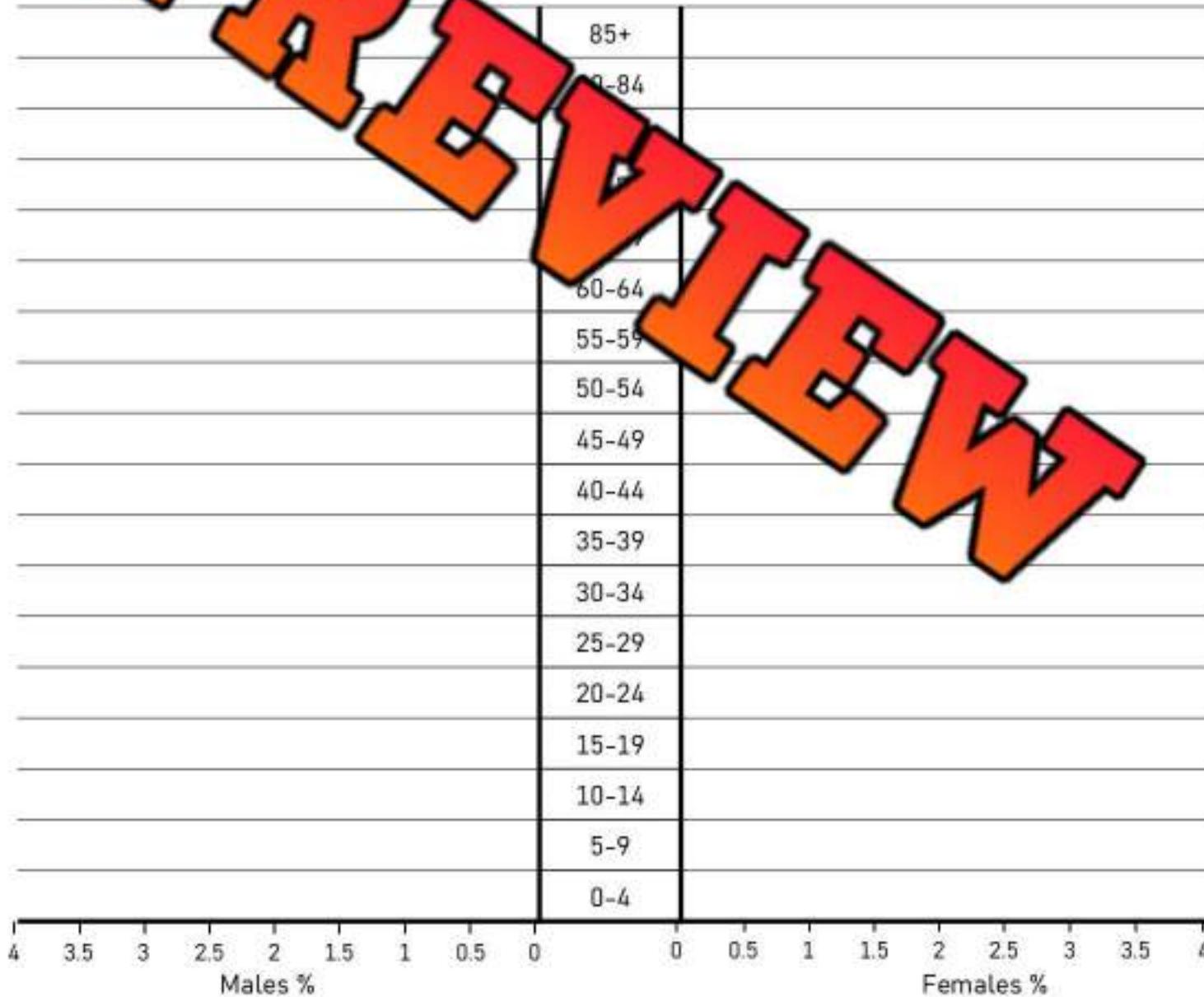
Activity: Build Population Pyramid Models

Objective | What are we learning more about?

Students will learn how population structures differ between countries and what these differences reveal about development and quality of life. Working in small groups, they will use Lego bricks to build 3-D population pyramids representing different countries. Then, the class will compare and discuss how factors like birth rate, life expectancy, and age balance aff___ a country's economy and future growth.

Materials | What do we need for our activity?

✓ Lego bricks (dif_____rs___ males and females)

✓ Base plates (___ ____ ___oup)

✓ Rulers or measuring ___

✓ Chart paper or recording ___ ___ no___ ___tches)

✓ Markers or sticky notes (for la___ing ___ ___)

✓ Access to internet for research

Instructions | How do we complete the ac___

1) Begin by reviewing what a population pyramid shows___ ___ g___ ___ ___ru___ ___re of a country's population.

2) Divide the class into groups and assign each group a different ___

3) Ask students to research their country's population data (age and ge___ ___istribution).

4) Have each group draw a population pyramid on paper using their research.

5) Using Lego bricks, groups build a 3-D version of their pyramid with younger ages at the base and older ages at the top.

6) Label the male and female sides using different colours.

7) Groups present their pyramids to the class, describing what their shapes show about population trends.

9) As a class, compare and contrast the models to see differences between developed and developing countries.

10) Discuss how population structure affects jobs, education, healthcare, and overall quality of life.

How To Guide	Follow these steps to build your population pyramid model.

	Step	Description
1	Form Your Group	Work in your assigned group and get ready to research your chosen country. Each group will build one population pyramid model.
2	Research Population	Use online or library resources to find the most recent population by age and gender for your country. Record your data carefully.
3		st age groups (0–4, 5–9, 10–14, etc.) and calculate the entage for males and females in each group. Make sure your make sense.
4	Draw Your Population Pyramid	paper your pyramid by hand using your data. Label male d fe rly and make sure the age groups are evenly s
5	Prepare Building Materials	Gather Lego bri plat ers, and labels. Choose two different colour for m e for females.
6	Build the Model	Start from the bottom st a stack bricks upward by age. Keep both s to urate proportions.
7	Label Your Model	Add sticky notes or small paper flags to lab p. male/female sides, and your country's name.
8	Record Your Observations	On chart paper, write short notes describing what your pyramid shows (e.g., "wide base," "small top," "more older adults").
9	Present to the Class	Share your pyramid with the class. Explain what your country's population pattern says about its growth and quality of life.
10	Compare and Reflect	Look at all groups' pyramids together. Discuss how the shapes differ between developed and developing countries and what this means for their economies and futures.

Criteria   Use the criteria below to complete the activity.

Criteria	Description
Teamwork	Everyone helped gather data, shared building tasks, and worked respectfully together.
Research and Accuracy	The population data collected for the assigned country was clear, organized, and accurate.
Model Building	The Lego pyramid was neat, balanced, and built according to the data.
Creativity and De...	The model included labels, colour coding, or small details that made ...formation easy to see.
Presentation and Explanation	...th clearly explained what their pyramid showed about their ...s population structure and quality of life.

Assign   Countries ...st ... and build population pyramid model

Country	H... ... Description
Canada	A developed country w... n aging ...atio... d slow natural growth.
Nigeria	A developing nation with a very ...g po...on ...pid growth.
Japan	One of the world's oldest populations, ...ulati... ...line
India	A rapidly growing population with a large youth gr... workforce.
Brazil	A middle-income country with a balanced but still youthful population structure.
Afghanistan	A developing nation with high birth rates and short life expectancy.
Italy	A developed country with a shrinking youth population and long life expectancy.
Mexico	A country in transition—declining birth rates but still more young than old.

Planning Page   Build population pyramid models

1) Assigned Country:	
2) What is the total population of your country?	

3) Which source(s) did you use to find your data?

4) Collect Population Data

Age Group		5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males										
Females										

Age Group		55-		65-69	70-74	75-79	80-84	85+
Males								
Females								

5) How will you organize your Lego bricks to show this clearly?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

6) What colours will you use for males and females?

7) Which side represents males, and which represents females?

8) How will you label each age group so it's easy to read?

Draft Model | Draw a population pyramid based on the data you collected.

	Age	
	85+	
	80-84	
	75-79	
	70-74	
	65-69	
	60-64	
	55-59	
	40-44	
	35-39	
	30-34	
	25-29	
	20-24	
	15-19	
	10-14	
	5-9	
	0-4	

4   3.5   3   2.5   2   1.5   1   0.5   0   0   0.5   1   1.5   2   2.5   3   3.5   4

Males %   Females %
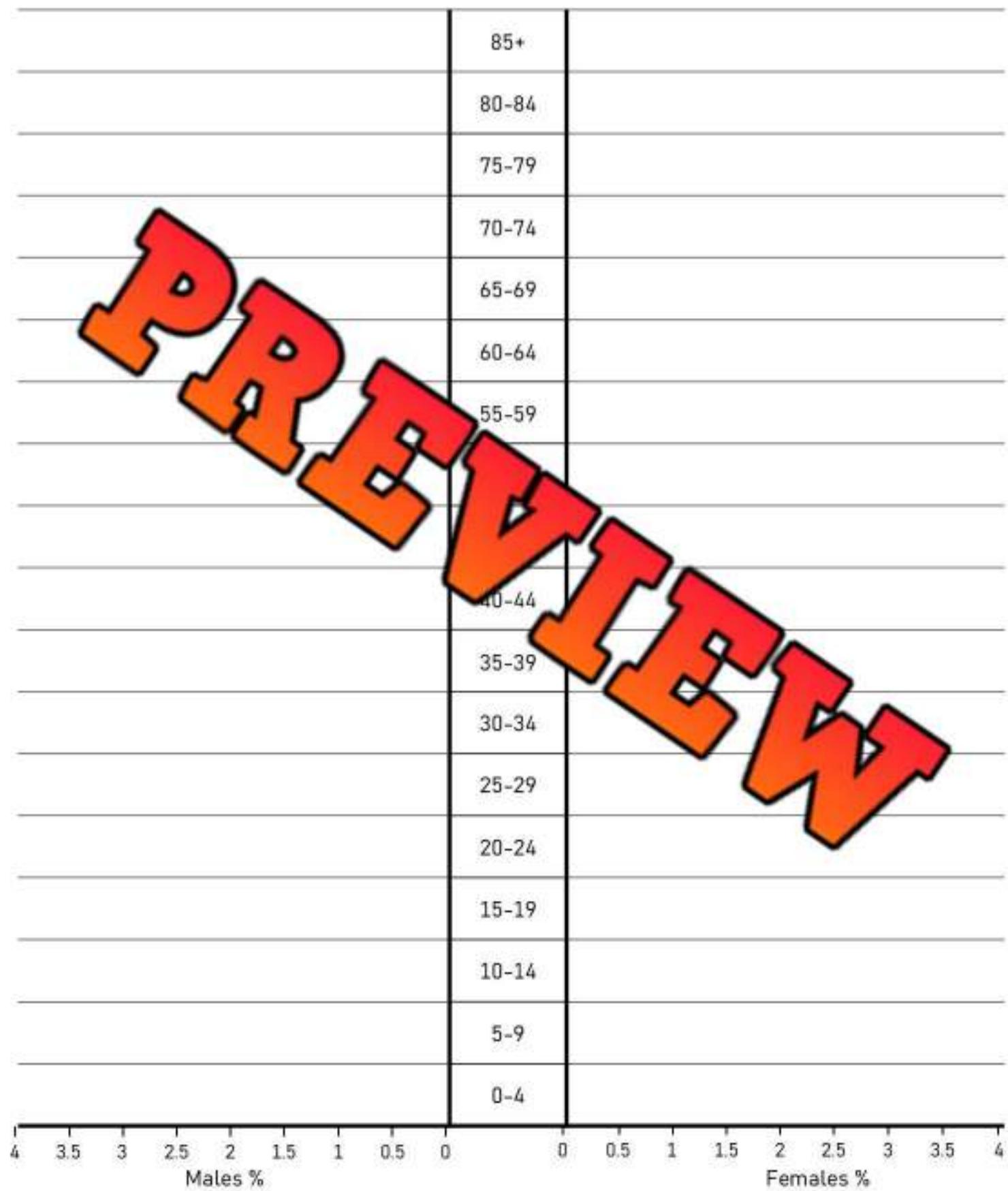
Questions   Answer the questions below using the statistics you found.

1) What do you notice about the shape of your population pyramid?

_____

_____

_____

_____

_____

2) What does this tell you about your country's birth rate, life expectancy, or growth trend?

_____

_____

_____

_____

_____

3) Would you describe your country as developed or developing based on your findings? Why?

_____

_____

_____

_____

4) What could your country do to improve its future quality of life based on this population data?

_____

_____

_____

_____

Peer Assessment | Assess your peer's Population Pyramid Model

Your Name: _____   Your Peer Name: _____

Criteria	1 – Needs Work	2 – Getting There	3 – Well Done	4 – Excellent
Accurate Population Data				
Model Building				
Teamwork and Participation				
Use of Labels and Colour				
Presentation and Explanation				

Reflection Questions - Comparing your population pyramid models

1) How does your pyramid compare with the countries' pyramids in your class?

_____

_____

_____

_____

_____

_____

2) Which country's pyramid showed the fastest population growth?

_____

_____

_____

3) Which country had the oldest population with more older adults than children?

_____

_____

4) Which countries looked more developed/less developed based on their pyramid shapes?

_____

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Teamwork	Group did not cooperate or share work.	Some members helped but not evenly.	Most members worked well together.	Everyone participated, shared tasks, and supported each other.
Research and Accur...	Data was ...omplete or ...ear.	Some data was correct but missing details.	Most data was correct and organized.	All data was accurate, well researched, and neatly recorded.
Model Building	...ed.	Model was built ...not very ...ate.	Model was neat and mostly matched the data.	Model was neat, balanced, and clearly showed population data.
Creativity and Design	No extr... details or colour used.	...me ...colo... a...	Model was labelled and ...wed clear ...nces.	Model had labels, colour coding, and thoughtful creative touches.
Presentation and Explanation	Group did not explain the model.	Explanation was unclear or too short.	Gro... xplain... ...nai...	Group gave a clear, full explanation and connected to ...ity of life.

Teacher Comments

_____ _____ _____ _____	**Mark**

Student Comments – What Could You Do Better?

_____
_____
_____
_____

Non-Governmental Organizations (NGOs)

What is an NGO?

An **NGO** is a non-governmental organization, which means they are not a part of the government. NGOs are a group of people who work together to raise money to solve a problem. Often, the problem relates to inequalities we see in our lives. Here are some common problems that NGOs try to solve:

- Poverty
- Homelessness
- Climate
- Helping the environment
- Violence
- Gender inequality

Goals of NGOs

To solve many of these problems, money is needed. Therefore, the main goal of NGOs is to raise money. NGOs will inform you or aware about a problem they are trying to help solve. They may run commercials on TV that show how bad the problem is. At the end of the commercial, an NGO often asks you to help by donating.

NGOs are usually non-profits. This means they do not raise money for the people working for the NGOs to get rich, but instead, they raise money to pay themselves a reasonable salary and to use the rest of the money to solve the problem.

Why NGOs Are Important

NGOs play a vital role in improving people's lives around the world. They can help where governments cannot, especially during emergencies or in poor communities. By providing food, clean water, shelter, education, and health care, NGOs make a real impact in reducing global inequalities and improving quality of life.

Examples of NGOs and the Problem each NGO is Solving

NGO	Problem
Doctors Without Borders	The natural disasters around the world are harming people. The goal is to provide them with medical attention.
Free the Children	Children are living in poverty and are being exploited. The goal is to free these children by giving them the power to make a change.
World Wide Fund for Nature	Our environment is being changed and harmed. The goal is to keep the environment healthy and stop species from going extinct.
Cure Violence Global	To reduce the amount of violence in the world by teaching behaviour change methods.

Questions   Use information from the text to support your answer.

1) What is an NGO? Why do NGOs exist?

_____

_____

_____

_____

_____

2) What is the main goal of most NGOs? How do they achieve the goal?

_____

_____

_____

_____

3) How do NGOs raise awareness about issues?

_____

_____

_____

_____

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

1) Most NGOs have rich leaders that run the NGO.	True	False
2) Most NGOs are non-profits.	True	False
3) NGOs need donations that allow them to help people in need.	True	False
4) Poverty is a common problem that NGOs try to help.	True	False
5) Doctors without Borders provide medical attention to whoever needs it.	True	False

Making Connections   What does this remind you of in your life?

_____

_____

_____

_____

_____

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) NGOs are owned and controlled by governments.	T / F
2) NGOs often create commercials asking for donations.	T / F
3) NGOs exist mainly to make profits for workers.	T / F
4) NGOs usually focus on issues of inequality.	T / F
5) The Ryan's Well Foundation provides clean water access.	T / F

Name: _____ | Mark
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5) The Ryan's Well Foundation provides clean water access.	T / F

Children's Rights Around the World

Right to Food and Water

Water is needed for humans to survive. We use it to drink, wash, clean our clothes, and grow food. Food is also needed for people to grow and stay healthy. We have enough food and water in the world for everyone, but not everyone is getting enough. Some people are using too much, while others don't have enough to survive.

Children in Africa need to walk many kilometres just to get water from a well, tap, or river. In India, kids help their parents work on the farm. They need to water the plants, pick out weeds, pull out plants. In some countries, it is hard to grow plants because there isn't enough water for the plants to grow. In these places, people go hungry! Their right to food and water is not always met!

Right to Healthcare

In Canada, all citizens have the right to free healthcare. That means if you are sick, you can visit a doctor for free. If you need surgery, you'll get it free as well.

Did you know that over half of the world's population does not have access to healthcare. That means more than half of all humans can't see a doctor when they get sick. In Canada, we have 2 doctors every million people. In Liberia, a poorer country, there are 14 doctors for every million people. It would be hard to see a doctor if you lived in Liberia.

Right to a Home

Everyone in the world has the right to a **home** to live in. Some live in apartments, trailers, brick houses, or houses made from branches and leaves. A home should have food and water and should keep children safe. Homes keep us warm or cool and keep out unwanted animals.

In Canada, 36 out of every 10,000 people are homeless. In Haiti, 2,324 people are homeless out of 10,000. That is almost one in four people! We are lucky in Canada to have homes to live in! About 33% of all homeless people are children. In the world, there are 150 million homeless people every night. That means 50 million children do not have a home to live in. Can you imagine not having a home to sleep in at night?

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

1) Over half of the world does not have access to healthcare.	True	False
2) There are around 50 million homeless children around the world.	True	False
3) In Canada, we need to walk far to get water.	True	False
4) In Africa, they all have taps in their homes to get water.	True	False
5) In Liberia, there are only 14 doctors for every million people.	True	False

Questions | Use information from the text to support your answer.

1) Is it easy to see a doctor in Canada? What do you do? Would it be hard to see a doctor in Liberia?

_____

_____

_____

_____

2) How are the rights of children around the world different?

_____

_____

_____

_____

Summarize | A summary is a brief explanation of the reading passage.

_____

_____

_____

_____

_____

_____

_____

Blog Post: The Red Cross Organization

5 Things You Didn't Know About the Red Cross

Date: October 15, 2025   *Author*: Lucas M.   *5-minute read*

The Red Cross is one of the most recognized humanitarian organizations in the world. It was founded in 1864 by Henry Dunant, a man from Switzerland who witnessed the suffering of soldiers during war. Dunant wanted to create a group that could help people in times of cri___ — no matter where they lived or what side they were on. Today, the Red Cross oper___ ___ 192 countries, with their head office being in Geneva Switzerland. It has more than ___ ___ volunteers around the world. Here are five facts about the Red Cross:

1) **It ___ ___ ___ ___field** – Henry Dunant saw thousands of soldiers wounded at the B___ ___ Sufferi___ ___ ___. He organized local villagers to help, starting what later beca___ the R___ ___ ___ idea led to the first Geneva Convention, which set rules for how to trea___ ___ soldie___ ___ ing war.

2) **The Red Cros___ ___ ___ Has___ ___** The red cross emblem — a red plus sign on a white backgroun___ ___ no___ ___ ___bol. It's the reverse of the Swiss flag, chosen to honour the country ___ ___ the move ___ ___gan. It shows protection and neutrality.

3) **They Respond to 500,000___ ___ ___ E___ ___** ___om floods to fires, the Red Cross responds to about 500,000 e___ gene___ ___ ___ ___anada alone, the Canadian Red Cross helps around 100,000 people ___ ___ ar aff___ ___y disasters like wildfires, floods, or storms.

4) **The Red Cross Helps Refugees and Migrants** ___ ___rgani___ ___ ___pports people who are forced to flee their homes. They provide ___ ___shelt___ ___d ___ ___ services to help families find missing relatives after disasters or ___a___.

5) **Blood Donations Save Millions** – The Red Cross colle___ ___ 13.6 ___ ___ blood donations each year worldwide. These donations a___ ___ed t___ save lives during surgeries, accidents, and natural disasters.

Comments:

Jordan R. – October 15, 2025

I didn't know the symbol came from the Swiss flag! The Red Cross has saved so many lives. Their work after the 2023 wildfires in Canada was incredible — they helped more than 25,000 families.

Like   Reply   1d ago

Ava P. – October 16, 2025

I agree, but I think they should focus more on long-term rebuilding, not just short-term help. Some communities still struggle months after disasters even when the Red Cross leaves.

Like   Reply   30m ago

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

1) The Red Cross was founded in Scotland during the year 1864.		T	F
2) Henry Dunant created the Red Cross after seeing war injuries at Solferino.		T	F
3) The Red Cross symbol represents a Christian cross meant to show faith.		T	F
4) The red cross design is the reverse of the Swiss national flag.		T	F
5) Over 50 million people volunteer for the Red Cross each year.		T	F
6) The Red ___ s only focuses on medical care and not disaster relief.		T	F

Question ___ questions below.

1) How might Hen ___ exp ___ iences in war shape his goals for the Red Cross?

_____

_____

_____

2) Why do you think neutrality is ___ orta ___ ss?

_____

_____

_____

3) Describe how the Red Cross makes a difference in Ca ___ ifica ___

_____

_____

_____

Comment | What comment would you post to the blog post?

_____

_____

_____

_____

_____

♡ Like   💬 Reply   🕐 Just now

Exit Cards

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

Name: _____ | Mark

Check the facts that are true about the Red Cross.

	Founded in Switzerland
	Symbol is a religious sign
	Builds schools worldwide
	Began after Solferino battle
	Created by Nelson Mandela
	Created by Henry Dunant
	Gives blood and medical aid
	The head office is in New York
	Works in 190+ countries

Name: _____ | Mark

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UNICEF

What is UNICEF?
UNICEF stands for the United Nations International Children's Emergency Fund. The United Nations created UNICEF on December 11, 1946. UNICEF has made it their goal to make sure every child is **thriving, learning, protected, and participating.**

1. **Thriving** – Every child has good health and is seen by a doctor regularly. UNICEF works with governments to make their health systems better.

2. **Learning** – Every child gets a quality education. UNICEF is working to offer quality pre-school for children, so they are ready for elementary school. They also monitor children who are out of school or are at risk of dropping out.

3. **Pr[...]** child is safe from harm. UNICEF is working with governments to he[...]ies sta[...]. They are funding social workers as well as day cares. UNICE[...] pays f[...] and group homes of children in need. Every child needs a family to [...]!

4. **Participating** – [...] child [...] UNICEF is supporting laws that give children a voice. Governments [...] kids are saying and UNICEF is [...] hap[...] need to feel like they are b[...]ten[...]

unicef

True or False   Circle whether the statement is tr[...]als[...]

1) UNICEF is there to help adults who are in need	True	False
2) UNICEF was created in 1946.	True	False
3) UNICEF makes sure every child has a family.	[...]	False
4) UNICEF believes that adults and governments should listen to ki[...]	[...]	False
5) UNICEF is trying to solve world hunger.	[...]	False

Questions   Answer the questions below using evidence from the text.

1) How is UNICEF protecting kids?

_____

_____

2) What are the four main goals that UNICEF is working on?

_____

_____

Interview: Water for People Organization

Student: Hi! Can you introduce yourself to our class?

Eleanor: Hello! My name is Eleanor Allen, and I'm the CEO of Water for People, an international non-governmental organization that helps people around the world gain access to clean water and sanitation.

Student: That's amazing! Can you explain what Water for People doe___

Eleanor: O___ ___ Water for People is a global NGO that works in ___ ___ ___ across Africa, Asia, and Latin America. Our g___ ___ s___ ___ry person has access to safe and reliab__ ___er and ___ ___ services — forever.

Student: What ___ ___ ___ers___ ___ever" really mean?

Eleanor: It means s___ ___abilit___ ___ ___st install wells and leave. We train local engineers and commu___ ___ ___ ___ ___their water systems so the access lasts for generations. We want com___ ___ ___to be ___ ___nt and self-sufficient.

Student: Why is clean water suc___ ___mp___

Eleanor: Because 2.2 billion people wor___ ___ still d___ ___ ___fe drinking water, and 4.2 billion don't have proper sanitation. Every year, aro___ ___40,0___ ___ple die from water-related diseases — most of them children unde___ ___ man___ ___omen and children walk more than four hours a day just to collect w___

Student: Where does Water for People work?

Eleanor: We currently work in Malawi, Rwanda, Uganda, India, ___ ___via___ ___ Nicaragua, and Honduras. For example, in Malawi, about 83% of rur___ ___ running water. We help by drilling wells, installing toilets, and creating sy___ ___ ___ monitor water quality.

Student: What has your organization achieved so far?

Eleanor: We've provided 4.67 million people with reliable water services, giving 1.54 million people access to sanitation, built systems in 1,583 schools, and created 2,436 permanent jobs. Our "Everyone Forever" model was even recognized by the United Nations as one of the most sustainable global water programs.

Student: How can students like us help?

Eleanor: You can start by raising awareness, sharing facts, or organizing fundraisers for global water projects. Even small actions — like donating or educating others — help more families access clean water. Clean water improves health, education, and economic growth. Every action truly makes a difference!

Questions   Answer the questions below using evidence from the text.

1) How does not having access to clean water affect someone's quality of life?

_____
_____
_____
_____

2) What is the organization Water for People? How are they helping improve people's quality of life?

_____
_____
_____
_____

3) Explain why _____ aid" _____ enough for clean water access.

_____
_____
_____
_____

True or False   Circle whether the state_____ is true _____ al_____ (F).

1) Water for People operates in nine countries a____ three ___ ___ ___tinents.	T	F
2) Over two billion people globally still lack safe drink___ ___er	T	F
3) Each year, nearly 840,000 people die due to unsafe water.	T	F
4) Water for People's goal is to provide short-term emergency wate___		F
5) The United Nations has recognized Water for People's sustainable appr___	T	F

Questioning   What questions would you ask Eleanor if you were the interviewer?

1)	_____ _____
2)	_____ _____
3)	_____ _____

Media – Helping People In Need

What is the Media?
The **media** is any channel of communication that helps share information with the public. This includes **broadcasting**, **publishing**, and the **internet**. Through media, people can express opinions, share stories, or report news. For example, anyone with access to the internet can share their thoughts through social media platforms like Instagram, YouTube, or X (formerly Twitter). However, not everyone reaches a large audience—this is where **mass media** comes in. **Mass media** refers to large-scale communication through mediums such as tele_____, newspapers, radio, and online articles that reach millions of people.

Bec_____ **media** reaches a much larger audience, it has the power to shape opinio_____ and influence public action. People all over the world can watch _____, or re_____es about global issues through these communication channels.

How the Media H_____ple i_____
Many organizations r_____ awareness about quality-of-life problems faced by people in differe_____ of the w_____se organizations depend on fundraising to support their causes, and _____ he_____spreading their message to the public. Through advertisements, d_____ume_____ve campaigns, they show audiences how serious a problem is an_____ey ca_____difference through donations or volunteer work.

World Vision
One major organization using media is **World Vision**._____otiona_____sion commercials, Canadians have sponsored 377,888 childre_____opir_____tri_____These commercials show children who lack regular access to food_____ w_____or education. By watching these powerful images, viewers are encoura_____ to take action and help. Over the years, World Vision's campaigns have led to millions of children receiving sponsorships and better living conditions around the world.

United Nations
The **United Nations (UN)** also uses media to reach more people. They often work with celebrities to spread important global messages. For example, in 2013, **Katy Perry** became a UNICEF Ambassador, and in 2014, **Emma Watson** became the **UN Goodwill Ambassador**, promoting gender equality through her *HeForShe* campaign. When well-known public figures support these causes, people pay attention. Celebrities' large audiences and trusted reputations help these organizations inspire action and spread messages of hope and equality.

True or False	Circle whether the statement is true (T) or false (F).

1) The mass media is when anyone posts an opinion on social media.		T	F
2) NGOs use the media to ask for help in solving inequality worldwide.		T	F
3) Emma Watson is a global ambassador for the UN.		T	F
4) World Vision uses commercials asking people to sponsor poor children.		T	F
5) Celebrities increase the size of the audience who hear important messages.		T	F

Questions	answer the questions below using evidence from the text.

1) Wh_____ ____se ___dia to help people living in poverty around the world?

_____

_____

_____

2) Why do organizations p_____ ____ch cele_____ _ help people in need?

_____

_____

_____

_____

3) Why do organizations rely on media to reach th___ ___bal ____?

_____

_____

_____

Word Search	Find media types used to support good causes in the word search.

Television	Newspaper
Radio	Podcast
Blog	Film
Billboard	Poster
Flyer	Advertisement
Photography	Documentary

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

Social Media Post – Supporting Children in Gaza

GlobalReliefNow ✓

Every day I see new videos from Gaza—kids crying, schools gone, parents searching for food. It's honestly hard to watch. What can people like us actually do to help those kids survive this?

11:30 AM – 14/10/2025 – 1,929 SHARES   4,721 LIKES

♡
58 LIKES
Dani___ra13: I watched a clip last night of a boy pulling his little sister from rubb___ ___n't sleep after that. I donated to UNICEF today, but it feels like it's never en___ ___ anything.

♡
5 LIKES
Tran24: ___ talked about it with my parents too. We sent money to the Red ___ross, ___ sai___ she wishes we could volunteer somewhere. Watching those kid___ ___ you ___ powerless.

♡
5 LIKES
LiamPatel09: ___he s___ ___k sharing info matters. My cousin in Toronto made posters for ___se ___ raise ___ raised over $800 for aid groups. Small things really do add ___ ___one

♡
9 LIKES
DanielRivera13: Yeah, but ___ot j___ ___ns. I feel angry seeing countries fight while kids starve. The world ___ ___ver p___ while children sleep on the street. We need more action, not ___ ___gs.

♡
6 LIKES
EmilyTran24: True, but some countries are ___ some___ ___ opened borders for medical aid, and Spain sent doctors. At ___ ___hat ___ ___st wish people online cared as much as they do for trends.

♡
12 LIKES
LiamPatel09: Honestly, social media helps too. I saw a___ ___t i___ ___ viral video about Gaza's kids—it got millions of views. Awarene___ pu___ ___t. It's not useless if it makes people care.

♡
25 LIKES
DanielRivera13: I just keep wondering how those kids stay strong. O___ ___t said she still dreams of being a teacher. Imagine losing everything and still having hope. That made me cry and smile at the same time.

♡
7 LIKES
EmilyTran24: I saw that same girl! It's wild how hopeful she is. Makes me think we take school for granted. I complained about homework yesterday, then felt guilty right after seeing that video.

♡
85 LIKES
LiamPatel09: Same here. I stopped complaining about small stuff. When I see what they're going through, I realize how lucky we are. Even just talking about it in class helps us remember people really need support.

♡
32 LIKES
DanielRivera13: I just hope the world doesn't move on too fast. These kids deserve more than sympathy—they deserve peace. I'll keep posting, donating, and talking until they're safe again. It's the least we can do.

Agree or Disagree | Read each statement and circle either Agree or Disagree.

1) Social media can make more people care about world issues.	Agree	Disagree
2) Donating money is the only real way to help in a crisis.	Agree	Disagree
3) Awareness through videos can be as powerful as direct aid.	Agree	Disagree
4) Children in war zones still show incredible strength and hope.	Agree	Disagree
5) People often forget about global problems too quickly.	Agree	Disagree
6) Helping ___ers online is just as important as helping in person.	Agree	Disagree

Questions ___ the questions below.

1) Expla__ ___y so___ ___ an be a powerful tool for global causes.

_____

_____

_____

2) What lesson did Emily learn ___ seei___ ___girl?

_____

_____

_____

3) How could students in Canada take real action to su___ ___bal ca___

_____

_____

_____

Opinion | Write a comment that you would add to this conversation.

Username: _____ Date: _____

_____

_____

_____

_____

Fact or Fiction: NGOs and Quality of Life

Objective   What are we learning about?

Students learn how NGOs improve quality of life through clean water, education, health care, and relief programs, deciding if statements are fact or fiction and discussing their global imp...

Materials   ...will you need for the activity?

- Fact or Fic... ...ts

- A 'Fact' sign an... ...ction'... ...quish the two sides of the roo...

- Designated areas in the class...om t... 'Fact' and 'Fiction' signs, allowing s... ...of students to move to either side

FACT OR FICTION

Instructions   How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each... ...ed.

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!

Fact or Fiction   Read the statements to the class.

#	Statement	
1	Doctors Without Borders began when French doctors treated war victims without government approval.	Fact
2	UNICEF only helps children in Africa and does not work in Canada.	Fiction
3	The Red Cross helps about 500,000 people each year worldwide.	Fiction
4	The R... Well Foundation builds wells to give families clean drinking water...	Fact
5	NG... country unless the United Nations sends them.	Fiction
6	Fr... e Child... kids go to school instead of working in dangerous jobs.	Fact
7	Free the Chi... gan i... ith one student's idea to stop child labour.	Fact
8	World Wide Fund for ...tect... d forests in more than 100 countries.	Fact
9	NGOs use money raised from gove...s to p... workers large salaries.	Fiction
10	The Global March Against Child Labour he... child... ing forced to work.	Fact
11	NGOs only work in rich countries that can afford to p...	Fiction
12	Doctors Without Borders sends medical teams to war zones an... camps.	...act
13	UNICEF was created right after World War II to help children in need.	Fact
14	Most NGOs are for-profit companies that sell services to poor nations.	Fiction
15	The Red Cross teaches first aid and helps after floods, fires, and storms.	Fact
16	NGOs can replace governments when countries are not functioning properly.	Fiction
17	Water for People builds wells and trains locals to keep them working.	Fact
18	NGOs only help people for a few days, never planning long-term projects.	Fiction
19	The World Wide Fund for Nature also works to stop ocean pollution.	Fact
20	UNICEF's main goal is to help adults find jobs in developing countries.	Fiction

Economic Sectors

Primary Sector

The primary sector includes all activities that take **natural resources** directly from the Earth so they can later be processed and sold. This sector forms the foundation of every economy because it provides the raw materials needed to build, produce, and manufacture goods. People who work in the primary sector play an essential role in supporting other industries.

Com??? ??reers in this sector include **farmers** growing crops, **loggers** harvesting trees, and ??? ??tracting valuable minerals and fuels. In developing countries, the majorit??? ??? ??ployed in the primary sector because they depend on the land and r??? ??sourc??? ??rvival. These nations often lack the advanced technology, transpor??? ??on sys??? ??ctories that are necessary to support manufacturing and service industr??? ??t, p??? ??pend more time farming or fishing to meet their basic needs rath??? ??roduc??? ??for trade or export.

Secondary Sector

The secondary sector is als??? ??s th??? ??turing or **industrial** sector. This is where raw materials from the p??? ??y s??? ??ormed into finished products. For example, wood from trees becomes fur??? ??d me??? ??m mines is used to build vehicles and tools. This sector is impor??? ??ecause i??? ??va??? ??to raw materials and creates employment in construction, production, a??? ??ginee??? ??orkers in this sector include those in factories, carpente??? ??mobil??? ??rs, and employees who make food, clothing, and househol??? ??od??? ???? develop, the secondary sector grows rapidly because ??? ??ansion ??? industries, cities, and technological advancements.

Tertiary Sector

The tertiary sector is called the service sector. ??ste??? ??ducing goods, workers in this area provide services or expe??? ??es for money. Examples include **doctors** treating patients, **teachers** educating students, **drivers** transporting goods, and **waiters** serving customers in restaurants. The tertiary sector becomes the largest in most developed nations because people can afford to spend more on services once their basic needs are met.

Quaternary Sector

The quaternary sector focuses on **information**, **research**, and **knowledge-based** services. It includes **teachers**, **scientists**, **IT specialists**, and **financial analysts**. This sector helps societies advance by providing information, solving problems, and developing new technologies that strengthen all other sectors of the economy.

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

1) The secondary sector extracts raw materials from the earth.	True	False
2) The tertiary sector is the service industry.	True	False
3) Teachers are part of the tertiary sector.	True	False
4) Farmers are part of the primary sector.	True	False
5) If your job is pulling cotton off a plant, you work in the tertiary sector.	True	False

Questions   er the questions below using evidence from the text.

1) De___ on___ ctors.

Primary	
Secondary	
Tertiary	
Quaternary	

2) Why does a higher percentage of people in developing ___ w___ ___ ___mary sector than in developed nations?

_____

_____

_____

Making Connections   Which economic sector do you want to work in? Why?

_____

_____

_____

Economic Systems

Traditional Economic Systems

In a traditional economic system, the economies make only what they need. For example, the hunter-gatherer societies are traditional economic systems where people hunt or farm for the food they need to survive.

They don't hunt and farm extra, which means they don't sell to anyone else. If they do have a surplus of food or products, they may trade with other groups by bartering. They don't use money because they don't buy or sell. Examples of groups that use traditional economies are the Inuit, as well as some African countries like Somalia, Chad, and Sudan.

Command Economic System

In a command economic system, a central authority, like the government, controls the economy. The government decides what goods are manufactured, the price they're sold, and who gets the profits.

Cuba   Russia   Sweden Canada Hong Kong
North Korea China   Mexico   France   Japan   USA

Command
Economy

Market
Economy

Command economies are helpful in ensuring everyone gets a more equitable distribution of the resources. The government divides the resources so that there is less homelessness and poverty. The problem is when a government has too much control, which means citizens have less freedom. There is also less incentive for citizens to work hard because they will receive their share of the resources regardless of their efforts.

Market Economic System

A market economic system is based on free markets with little influence from the government. Citizens and companies can buy and sell as how they want to do what is best for themselves. The supply and demand of products and services is something that controls the market. If there is a demand for a product or service, people will meet that demand in hopes of earning money.

The problem with the market economic system is that the distribution of wealth becomes inequitable. We see extreme wealth and extreme poverty in this economy as some really understand supply and demand, while others do not.

Mixed Economic System

A mixed economic system combines both the market and command systems. Most of the economy is free, meaning people can buy and sell as much as they want. But some industries are controlled by the government, like education and health care. In a mixed economy, corporations can make big profits, but they pay a lot of tax too. The government spreads the tax money to people/social groups that need it in the form of programs in Canada like the Child Tax Benefit, Old Age Security, and Guaranteed Income Supplement.

Mixed economic systems are used in most developed countries. They take the best parts of both command and market economies.

| Questions | Answer the questions below using evidence from the text. |

1) Define the 4 economic systems.

Traditional	_____ _____ _____
Command	_____ _____ _____
Market	_____ _____ _____
Mixed	_____ _____ _____

2) Why do you think Canada uses a mixed economic system? Explain the benefits.

_____

_____

_____

| Which System? | Write the system that reflects the description. |

Description	System
1) The government tells you how much money you will make.	
2) You will hunt and farm enough so that your family stays fed.	
3) The government taxes corporations but allows them to make a lot of money.	
4) People earn a set amount of money and can't earn more by working harder.	
5) When taxes are low and the government provides less service.	
6) People trade goods or services directly instead of using money.	

Researching Economics

| Examples | Find examples of countries that use the different economic systems. |

	Traditional Economy	Command Economy	Market Economy	Mixed Economy
1	Inuit People	North Korea	Hong Kong	Canada
2				
3				
4				
5				
6				

| HDI Rankings | Find the HDI rankings of the cou... belo... ...omy do they use? |

Country	Type of Economy	HDI Ra...	...De... ...l/De...eloping
Singapore			
North Korea			
Monaco			
United Kingdom			
Iran			
Cuba			

Advantages | What are the advantages of each system below?

Economic System	Advantages
Command Economy	
Market Economy	
Mixed Economy	
Traditional Economy	

Disadvantages | What are the disadvantages of each system below?

Economic System	Disadvantages
Command Economy	
Market Economy	
Mixed Economy	
Traditional Economy	

North Korea – Planned/Command Economy

North Korea – Planned/Command Economy
The country of North Korea uses a command economy. A command economy is often called a **planned economy**. North Korea's economy is planned completely by the North Korean government and its leader, **Kim Jong-un**.

The North Korean government sets the prices of goods and services, and they decide how much people will be paid. The government assigns an occupation to you, and that is your job. The government studies how many goods they need in each industry, so they can assign people to jobs accordingly.

Struggles With The North Korean Economy
The North Korean economy has almost collapsed many times since the 1990s. 1990s, there was a food shortage that was caused by natural disasters – hailstorms, flooding, and droughts. North Korean government officials have said that 225,000 people lost their lives due to starvation, however, experts from other countries have estimated the figures could be as high as 3.5 million deaths.

The economy has suffered due to its government's focus on the military. In North Korea, men must join the military for 10 years once they reach the age of 18. Women must join the military from the age of 18 to 23. With so many men and women in the military, the economy suffers as these people are not producing goods or performing services that could be sold to earn money.

In 2016, North Korea spent $4 billion on their military. That is 24% of their total GDP. In comparison, Canada spent 1.16% of its GDP that year on its military. The North Korean government believes heavily in spending on their military, which affects how much it can spend on social services and infrastructure that promote a higher quality of life. If Canada spent 24% of their GDP on the military, they would be spending $394 billion, which would mean a lot of money not being spent on things like health care, roads, and schools.
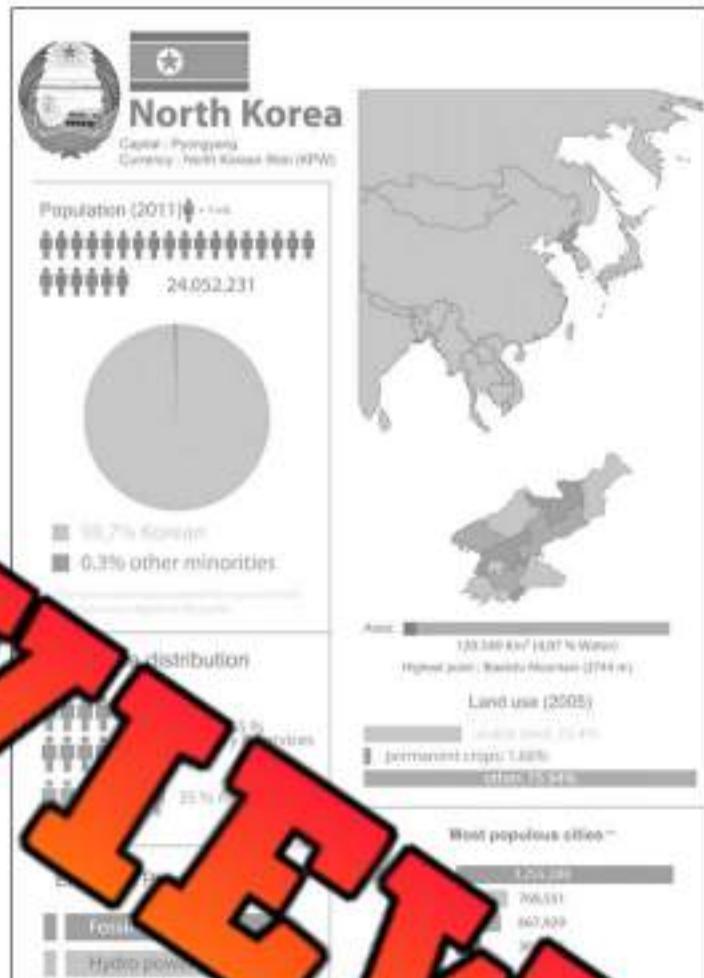
True or False	Circle whether the statement is true or false.

	True	False
1) North Korea has a market economy where people have freedom.	True	False
2) North Korea has a command/planned economy.	True	False
3) The government and its leader plan the economy in North Korea.	True	False
4) The government in North Korea is planning a strong economy.	True	False
5) People in North Korea have a low quality of life.	True	False

Questions	...ver the questions below using evidence from the text.

1) Wh... ...ple ...lanned/command economies when the government makes poor econo... ...cision...

_____

_____

_____

_____

2) How is the decision to have a strong m...ary affe... ...the ...omy in North Korea?

_____

_____

_____

Word Scramble	Unscramble the words from the word bank.

Word Bank				
Freedom	Command	Occupation	Industry	Military
Government	Starvation	Infrastructure	Planned	Disaster
NDRITSYU			LAEPDNN	
SRDEISAT			TROSIANATV	
CUOOIANCTP			NCMDAOM	

Market Economy – Capitalism

Market Economy – Capitalism

In a market economy, the government allows its citizens to buy and sell as much as they want. The government does not interfere with taxes or tariffs on the buying and selling of products and services.

The government does not need as much money because they do not provide as many services. Instead, people pay for the services they need. Canada is not a complete market economy because our government provides us with services like health care, policing, and education. The government needs money to pay for these services, which is why individuals pay taxes, and companies pay tariffs.

Capitalism

Capitalism is the economy where individuals control the buying and selling of products and services without interference from the government. The richest billionaires all benefited from a capitalist economy because they worked very hard to earn the money they made and there is no limit on how much wealth they can accumulate. Generally, in a capitalist economy, the harder one works, the more money they can make.

Canada has a capitalist society, meaning people can participate in the free market without government interference. There is no limit to individuals making as much money as they can. Although there are some government regulations, like income tax, Canada is still considered a capitalist society because Canadians can still own their own business and work as hard as they want to potentially earn as much as they can.

Drawbacks of Capitalism

Critics of capitalism believe it is causing global inequality. In Canada, there is only so much money in circulation. For example, in 2021, Canada had just over 2 trillion dollars. The top 10 richest Canadians owned 102 billion of that money, meaning 5% of the total money is in the hands of only 10 people!

That means the 38 million other Canadians have to compete over the remaining 95% of the money. In the end, it equates to many homeless people and people living in poverty, who do not get a reasonable amount of the total money.

World wealth by total wealth (trillions US)

- Latin America 8,1
- India 6
- China 51,9
- North America 106,5
- Asia-Pacific 56,7
- Europe 85,4
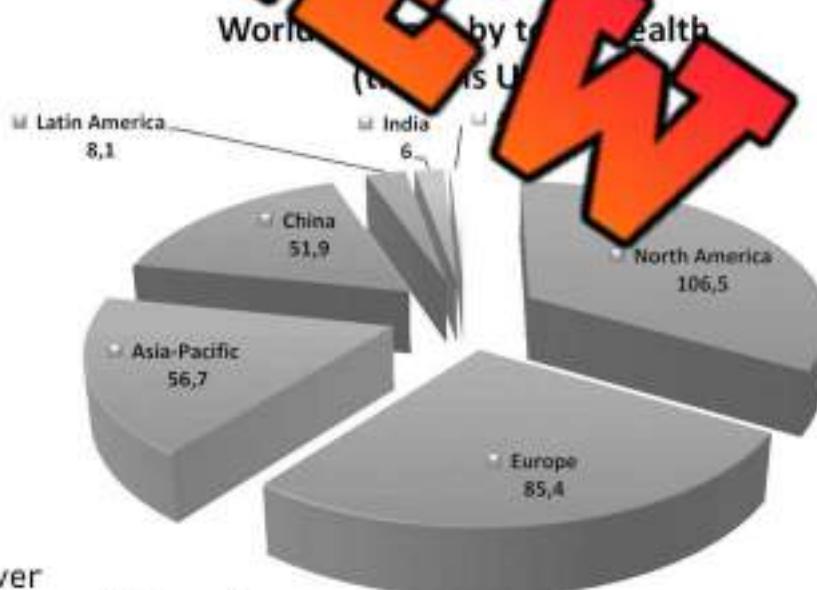
True or False | Circle whether the statement is true or false.

1) Capitalism means if you work hard, you could earn a lot of money.	True	False
2) In a capitalist society, you earn what the government gives you.	True	False
3) Capitalism leads to wealth inequality.	True	False
4) The 10 richest Canadians own 5% of the money in Canada.	True	False
5) Wealth inequality leads to poverty and homelessness.	True	False

Questions | the questions below using evidence from the text.

1) Why capital wealth inequality?

_____

_____

_____

_____

2) Do you think capitalism is a good thing explain y

_____

_____

_____

_____

Summarize | What is the main idea and supporting details of the reading?

_____

_____

_____

_____

_____

_____

Unequal Distribution of Wealth

Overview

The unequal distribution of wealth is another form of inequality that exists in our world. Wealth refers to how much money a person has. In 2019, the 3 richest people in the USA have more money than the poorest 50% of Americans combined! That means the richest 3 people have more money than 163 million Americans have together. That is an example of how unequal distribution of wealth is problematic because there is only so much money available in the world, and the goal for people is to make as much of it as possible which causes wealth inequality. Those three individuals make more money than they could ever spend, while others cannot afford to pay for food.

The Wealthy

Canada and the USA are **capitalist economies** where there is no limit on how much money a person can make. Generally, the harder someone works, the more money they can make. The 3 richest Americans have a net worth of over $345 billion dollars. To put this in perspective, Greece has a **GDP (Gross Domestic Product** – how much money the make annually) of $200 billion. With these wealthy people owning the majority of the money, there is less money for everyone else. This leads to issues of poverty.
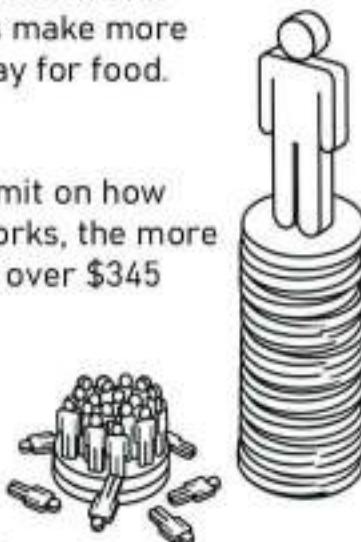
Poverty

Our global economic system appears to be broken as hundreds of millions of people worldwide are living in extreme poverty. There is no more money left for these people. **Extreme poverty** is defined as living on less than $1 a day. 10% of the world live in extreme poverty and over 80% of the people on earth live on less than $10 a day. Over half of the population in the world lives in poverty.

Solution

Taxing the rich and wealthy corporations is one way to spread their wealth. The government takes a percentage of money from everyone depending on how much money they make. The more money you make, the higher the percentage you pay.

The government uses the tax money to help the lower income people with programs like welfare. The problem is that in some countries, the government doesn't take enough tax. Another problem is that these wealthy people pay accountants to work around tax laws, allowing them to pay less tax and keep more of their money.

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

1) The wealth is evenly distributed in our world.	True	False
2) The 3 richest Americans have more money than Greece.	True	False
3) Hundreds of millions of people live in extreme poverty.	True	False
4) Extreme poverty is less than $1 a day.	True	False
5) Taxing the rich is working to distribute the wealth evenly.	True	False

Questions	er the questions below using evidence from the text.

1) De_____ ob____ lobal unequal distribution of wealth?

_____

_____

_____

_____

2) What is extreme poverty? How___ n it l

_____

_____

_____

Summarize	Summarize each of the following headings in 2 sent

The Wealthy	
Poverty	
Solution	

Newspaper Article: U.S.–Canada Trade War

Breaking News: Tariff Showdown Between U.S. and Canada Escalates

Published: April 4, 2025

Early this m[...] Canadian Prime Minister Mark Car[...] that Canada will respon[...] [ta]riffs by imposing 25 % [...] [re]tory tar[...] [Am]erican goods entering [Ca]nada [...] [ca]me just one day after U.S. [...] [Donald] imposed 25 % tar[...] [Can]adi[an] aluminum, and autos, [...] trade imbalance.

The U.S. decision took [...] March 4, 2025, with tariffs on Ca[nadi]an goods except for energy products, whic[h] were set at 10 %. Carney called the U.S. action "unjustified" and said Canada had no choice but to defend its interests.

Canada's new tariffs will apply immediately to a wide range of American imports, including vehicles that do not meet CUSMA (Canada–United States–Mexico Agreement) rules. The countermeasures will exclude critical goods tied to Canadian manufacturing, health, and food processing for a temporary period.

An expert on trade relations, Dr. Ellen Reed of the University of Toronto, remarked,

99 _____
"This escalation could damage supply chains across North America— Canadian firms may lose access to essential U.S. parts, and prices could rise for consumers on both sides."

At the same time, small business owner Lila Martinez, who imports auto parts from Michigan, expressed concern:

99 _____
"I pay more now for the same parts, and I'm not sure how much longer I can absorb these costs without raising prices or cutting staff."

Ontario Premier Doug Ford urged swift and stronger retaliation, warning that U.S. tariffs threaten thousands of Canadian jobs, especially in the auto manufacturing sector.

The trade dispute also hit the Canadian dollar, which weakened to CAD 1.4050 per U.S. dollar—its lowest in six months—as falling oil prices and tariff worries rattled markets.

As of now, both sides are headed into tense negotiations. Canada insists its tariffs will remain until the U.S. backs down. Meanwhile, Canadian officials hope the sectoral deals in steel, aluminum, and autos survive any larger changes to CUSMA.

Name: _____ 135

| Questions | Answer the questions below using evidence from the text. |

1) What was the main reason the United States imposed tariffs on Canada?

_____
_____
_____
_____

2) How did Canada respond to the U.S. trade actions?

_____
_____
_____
_____

3) Describe how t_____ ___ect everyday Canadians.

_____
_____
_____
_____

| True or False | Decide if the statement ___ or f___ |

1) Prime Minister Mark Carney called the U.S. ta___ ___r."	T	F
2) The trade dispute led to a drop in Canada's curre___	T	F
3) U.S. tariffs mainly targeted Canada's steel, aluminum, ___ indu___	T	F
4) The Canadian dollar strengthened against the U.S. dollar a___ the		F
5) The CUSMA trade agreement was excluded from all tariff measu___		F
6) Ontario Premier Doug Ford supported Canada's retaliation against U.S. ___s.	T	F

| Trade War Update | What is the latest news about the U.S.–Canada trade war? |

_____
_____
_____
_____
_____

Economic Growth – China

Struggling Economy Before 1978

Before 1978, China had a strict **command economy** where the government controlled all economic decisions, including what factories produced, how much they produced, and how goods were priced. Production goals were often unrealistic, and workers lacked motivation since pay stayed the same regardless of effort. Farmers had to hand most of their crops to the state, giving them little reason to grow more. As a result, China's economy stayed weak, poverty was widespread, and living standards were very low. The country was isolated from global trade, with almost no private ownership. By the late 1970s, the government realized this system prevented growth because it lacked competition, efficiency, and incentives for success.

Economic Growth and Reforms

In 1978, major changes began under the leadership of **Deng Xiaoping**, who introduced economic reforms to modernize the country. The government decided to add market principles to their planned system, creating what is now called a **mixed market economy**. These reforms allowed individuals to own their businesses and make decisions related to production, pricing, and investment. Farmers were given more freedom to sell surplus crops at local markets, which boosted agricultural productivity. China also opened its economy to the world, establishing **Special Economic Zones (SEZs)** in coastal cities such as Shenzhen, Xiamen, and Zhuhai, where foreign companies could invest.

China's GDP From 1960 to 2020
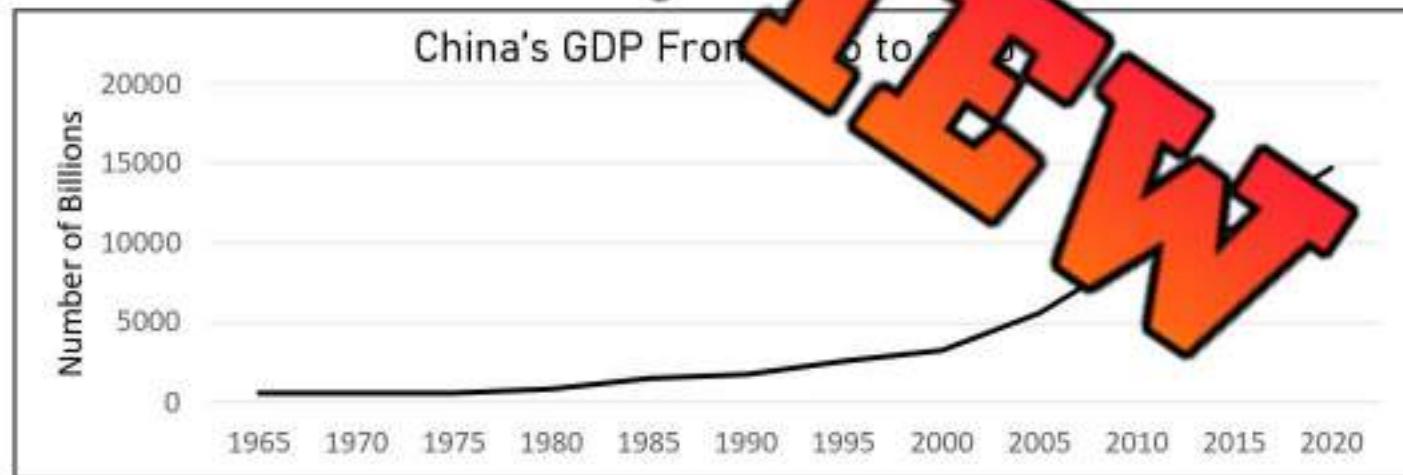
In 1978, China's GDP was $150 billion, but by 2020 it had grown to $14.72 trillion. Exports rose from $6.81 billion in 1978 to $2.723 trillion in 2020, while imports increased from $7.62 billion to $2.357 trillion, giving China a trade surplus of $366 billion. The country's rapid industrialization and export-driven growth turned it into the world's largest exporter and second-largest importer. China now has the second-highest GDP in the world, only behind the United States. Its success demonstrates how transitioning from a command economy to a market-oriented system created one of the fastest and most influential economic transformations in modern history.

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

1) China reformed its economy in 1988.	True	False
2) Before 1978, China had a market economy.	True	False
3) China introduced some market economy principles in 1978.	True	False
4) Reform means to make changes to something.	True	False
5) China's economy is number 1 in imports.	True	False

Questions | the questions below using evidence from the text.

1) De___ the plan___ ___omy that China had in place before 1978. What changes did they ma___ n 1978___

_____

_____

_____

_____

_____

2) What can we learn from China's transition from ___ ___man___ ___my towards a mixed market economy?

_____

_____

_____

_____

Fill in the Blanks | Write your answer on the blank line.

1) China's GDP in 1978 was $_____ and it grew to $_____ in 2020.

2) In 1978, China exported $_____. In 2020, China exported $_____.

3) In 1978, China imported $_____. In 2020, China imported $_____.

4) China had a trade surplus of $_____ in 2020.

5) China has taught us that a _____ economy is better than a _____ economy.

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) Before 1978, China's economy was mainly...

a) Market-based

b) Command-based

c) Mixed-market

d) Agricultural only

2) Who introduced the major economic reforms in 1978?

a) Mao Zedong

b) Xi Jinping

c) Sun Yat-Sen

d) Deng Xiaoping

3) The 1978 reforms gave farmers the right to...

a) Sell crops in local markets

b) Own factories and businesses

c) Stop farming entirely

d) Receive equal pay regardless of work

4) Special Economic Zones were created to...

a) Limit foreign investment

b) Encourage global trade and investment

c) Keep factories under government control

d) Stop farmers from selling crops

Name: _____ | Mark |
Multiple Choice: Circle the correct answer.

1) Before 1978, China's economy was mainly...

a) Market-based

b) Command-based

c) Mixed-market

d) Agricultural only

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d) Receive equal pay regardless of work

4) Special Economic Zones were created to...

a) Limit foreign investment

b) Encourage global trade and investment

c) Keep factories under government control

d) Stop farmers from selling crops

Spelling Bee: Global Development Vocabulary

Objective | What are we learning about?

Students will learn and spell key vocabulary related to global development, including terms that describe inequality, literacy, economy, and trade. This activity helps students strengthen their understanding of development concepts while improving spelling and confidence in speaking.

Mate... | ...we need for our activity?

- Pre-prepar... ...t ...pelling ... (provided)

- Bell or buzzer for ...ings

- Timer (optional)

Instructions | How will we comple... ...r activi...

1) Prepare a list of key words that connect to w... ...we... ...r... ... (provided)

2) Divide participants into teams or have them compete ... ...lly ... ...ss size and dynamics.

3) Clarify the rules, including turn-taking, scoring, and handling of miss... ...gs.

4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.

5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.

6) Progress through participants, allowing multiple attempts and cycling through the word list.

7) Tally correct spellings to determine scores for each participant or team.

Spelling Terms | List of words for the Spelling Bee:

Easy	Moderate	Hard	Very Hard
Poverty	Economy	Colonization	Globalization
Health	Equality	Employment	Industrialization
Tr...	Literacy	Distribution	Deforestation
	Education	Resources	Urbanization
Wealth	F...	Sanitation	Interdependence
Jobs	...ng	Agriculture	Privatization
Money	Services	...on	Sustainability
Food	Transport	...nnolo...	Modernization
Water	Nutrition	Mig...	...ploitation
Aid	Industry	Production	...on
Work	Healthcare	Population	Marginalization
Growth	Community	Opportunity	Empowerment
Safety	Culture	Investment	Internationalism
Shelter	Balance	Innovation	Infrastructure
Income	Fairness	Cooperation	Underdevelopment

Story Writing	Write a story using at least 10 of the spelling bee words. Underline the words in your story.

The Words				

The Story

Who Has The Word? – Global Inequalities

Objective	What are we learning about?

Students will review and understand key vocabulary about global inequalities, economic development, and quality of life. They will listen to clues that describe global issues, indicators, and organizations, then match them to the correct word card. This activity builds listening, speaking, and understanding skills in a fun and engaging way.

Material	What will you need for the activity?

- 30 vocabulary cards (provided)

- Matching clue sheet for the teacher to read (provided)

- Reflection Page (provided)

WHO HAS THE WORD?

Instructions	How will you complete the activity?

1) Print and cut out the 30 vocabulary cards, then mix them up to make them random.

2) Give one card to each student. If your class is small, give each student two cards.

3) Read one clue out loud from your teacher clue sheet and wait for students to listen carefully.

4) The student who thinks the clue matches their card calls out, "I have it," for everyone to hear.

5) That student reads their word card out loud to the class and hands it back to the teacher.

6) If the answer is incorrect or no one responds, skip the clue for now and move to the next one. Come back to it later after the others have been answered.

7) If the word is correct, place it aside so it's not used again for this round.

8) Keep playing the game by reading each clue until all cards are returned to the front.

9) If you still have time, shuffle and hand out the cards again to play a second round.

| Cards | Cut out the word cards below and give one to each student at random. |

Human Development Index	Life Expectancy	Infant Mortality Rate
GDP per Capita	Literacy Rate	Poverty Rate
	Command Economy	Fertility Rate
Developed Country	...ing Country	Infrastructure
Primary Sector	Seco... Sec...	Tertiary Sector
Quaternary Sector	Urbaniza...	...Economy
Trade Deficit	Trade Surplus	
Mixed Economy	UNICEF	Doctors Without Borders
Water for People	Red Cross	Child Labour
Poverty	Unemployment Rate	Quality of Life

Clues – 1	Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
1	I measure a country's overall well-being using health, education, and income indicators.	Human Development Index
2	I show the average number of years a person is expected to live.	Life Expectancy
3	I measure the number of babies who die before age one per 1,000 births.	Infant Mortality Rate
4	I ... average income earned per person in a ...	GDP per Capita
5	I indicate ... age ... lts who can read and write.	Literacy Rate
6	I show the per ... age ... ve below the minimum income le...	Poverty Rate
7	I describe the unequal di... tion ... urces, or opportunities within or between ...	Inequality
8	I describe a system where the government c... ls production and distribution of goods.	Command Economy
9	I measure the average number of children born ...	...tility Rate
10	I describe a nation with advanced industries, strong infrastructure, and high living standards.	...ntry
11	I describe a nation with limited industry, weaker infrastructure, and lower living standards.	Developing Country
12	I refer to the roads, buildings, and systems that support a society's daily life.	Infrastructure
13	I am a sector that includes jobs that gather raw materials such as farming, fishing, and mining.	Primary Sector
14	I am a sector that includes jobs that manufacture products from raw materials.	Secondary Sector
15	I am a sector that includes jobs that provide services such as teaching, nursing, and transportation.	Tertiary Sector

Clues - 2   Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
16	I am a sector that includes jobs that focus on information, research, and technology.	Quaternary Sector
17	I refer to the growth of cities as people move from rural areas to urban centres.	Urbanization
18	I describe an economy where supply and demand control price and production.	Market Economy
19	I ... country spends more on imports than it earns ...	Trade Deficit
20	I occur when ... earn more from exports than it spends ...	Trade Surplus
21	I describe dishonest or ... by people in power, usually for persona...	Corruption
22	I describe a system combining gov... with free-market freedom.	Mixed Economy
23	I am a United Nations organization that prote... child... rights worldwide.	UNICEF
24	I am an organization that provides emergency ... in ... crisis areas.	...rs Without Borders
25	I am an organization that helps communities gain reliable ... access to clean water.	...ple
26	I am an international humanitarian organization that provides disaster relief and support.	Red Cross
27	I describe the practice of forcing children to work instead of attending school.	Child Labour
28	I refer to the lack of sufficient income, housing, or basic necessities to live decently.	Poverty
29	I am the percentage of people who cannot find employment.	Unemployment Rate
30	I refer to the overall health, comfort, and happiness experienced by individuals or groups.	Quality of Life

Name: _____   148

My Word   What was the word you had in the game? Draw a picture of it below.

Explain   In your own words, describe what this word means and why it is important when studying global inequalities.

_____
_____
_____
_____
_____


Unit Test
Global Inequalities

Total

/

Mark /

1) Which indictor tells us how many children on average a woman has?

a) Birth Rate

b) Life Expectancy

c) Fertility Rate

d) Literacy

2) Which indicator will be highest in developing countries?

a) GDP Per Capita

b) Infant Mortality Rate

c) Physicians per 1000 people

d) Access to clean water

3) Which i___ ___est describes the econom___

a) Life ___ctancy

b) Literacy Rat___

c) GDP Per Capita

d) Infant Mortality Rate

4) There is more poverty in which region?

a) Rural areas

b) Urban areas

5) Which continent has the m___ developing countries?

a) North America

b) Europe

c) Australia

d) Africa

6) ___ ___ntry has the highest HDI?

___ Icelan___

b) A___

c) No___

d) Canada

7) North Korea uses which economic system?

a) Traditional

b) Command/Planned

c) Market

d) Mixed Market

8) Canada uses which ec___

a) Traditional

b) Command/Planned

c) Market

d) Mixed Market

9) Does the population pyramid show a developed or developing country?

a) Developed

b) Developing

10) A developing country will have more of the work force working in which economic sector?

a) Primary/Agricultural

b) Secondary/Manufacturing

c) Tertiary/Service

d) Quaternary/Knowledge
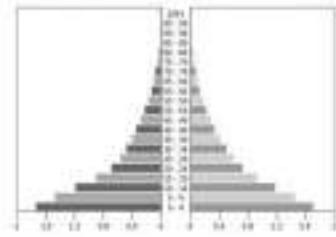
| Define | What do the terms below mean? | | Mark | / |

Term	Definition – What does it mean?
Command Economy	_____ _____ _____
HDI Rankings	_____ _____ _____
Capitalism	_____ _____ _____

| Short Answer | Answer the questions below | | Mark | / |

1) If a country has a high infant mortality, you think their life expectancy would be high? Explain.

_____
_____
_____
_____
_____

2) What is the difference between a developed and developing nation?

_____
_____
_____
_____

3) What is child labour? What organizations are trying to help children?

_____
_____
_____
_____

Long Answer | Answer the questions below.

Mark | /

1) What is a Non-Governmental Organization (NGO), and why are NGOs important for solving global issues? List and explain three examples of NGOs, describing what each one does and the problem it is trying to solve.

2) Is there a problem with the distribution of we____ the w____ eading to poverty? What can be done to solve the problem? Explain.