

GRADE 7 GEOGRAPHY BUNDLE

PDF & DIGITAL FORMATS

Bundle

- ✓ 37 Detailed Lessons
- ✓ MP3 Audio Files
- ✓ Inquiry Activities
- ✓ Answer Keys
- ✓ Print & Digital



540 PAGES

2 Peas and a Dog

Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ 2023 Ontario Curriculum Aligned
- ✓ 32 Engaging Lessons / 540 Pages
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats


STRAND A UNIT ORGANIZATION

GEOGRAPHY GRADE 7 STRAND A

Lesson Title and Number	Curriculum Expectation(s)
1. Mapping Skills Review & Map of Canada	A2.2
2. What is Geography & World Map Assignment	A2.3
3. Physical Characteristics of Landforms	A3.1
4. Changes to Landforms	A3.2
5. Quiz & Land Reclamation	A1.1, A2.6
6. Physical Characteristics of Water Systems	A3.4
7. Changes to Water Systems	A3.5
8. Characteristics of Climate Regions	A3.6
9. Changes to Climate Regions	A3.7
10. Creating Climate Graphs	A3.8
11. Natural Vegetations Regions	A3.9
12. Changes to Natural Vegetation Regions	A3.10
13. Invasive Species Assignment	A2.4
14. Challenges and Opportunities Presented by Physical Environments	A1.1, A1.4
15. Land Use Perspectives	A1.2
16. Natural Events Inquiry	A2.1, A1.3
17. Physical Patterns Unit Test	See Above.

**CURRICULUM
ALIGNMENT**

Lesson Overview



Lesson	Activity Type	Name	Suggested Length of Time
Intro	Partners, Small Group & Class Discussion	Why Study Geography?	1 Class
#1	Whole Class Lesson	Mapping Skills Review & Map of Canada Assignment	1 – 2 Classes
#2	Whole Class Lesson	What is Geography? & World Map Assignment	1 – 2 Classes
#3	Video & Student Stations & Oral Presentations	Physical Characteristics of Landforms	2 – 4 Classes
#4	Whole Class Reading & Interactive Notetaking	Changes to Landforms	2 Classes
#5	Quiz & Research Assignment	Quiz & Land Reclamation Assignment	3 Classes

**DETAILED
UNIT PLAN**

Introduction

Why Study Geography?

Teacher Notes:

- Approximate Time: 20 minutes discussion, 20 minutes notes
- Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study geography? Is it important to study geography? Why or why not?

Student Instructions: Turn and talk to your seat partner for three minutes and brainstorm some ideas about why it is or is not important to study geography.

Teacher Instructions: After you ask the question, wait three minutes, then ask each group to share one opinion. While you are waiting, write the question on the board with a clear YES and NO side. Record student answers on the side that it fits (either yes or no) and discuss their thoughts.

You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel geography is an important subject to be taught. Be sure to have lots of ideas on why it IS an important subject that everyone should need to take.

Once the discussion is over - have students fill out the interactive notetaking organizer with all of the reasons why geography is important.

**LESSON
PLANS**

STRAND A TEACHER FEEDBACK



“This resource was engaging, well-organized and beautifully edited. The lessons plans are excellent. One of the best TPT creators I have found.” – Bonnie Hachey



“This resource is very detailed and easy to use. My students were engaged throughout the lessons. It is ready to use and very easy to follow. I highly recommend it.” – Stephanie F.



“This was a huge time saver! Thanks for the stellar organization and clear explanation of expectations to students. All of the students, including those with IEP modifications, were engaged.” – Carolyn Y.

STRAND B UNIT ORGANIZATION

GRADE 7 GEOGRAPHY STRAND B CURRICULUM ALIGNMENT

Lesson Title and Number	Curriculum Expectation(s)
1. What is a natural resource?	B3.1
2. Where are natural resources located in Canada?	B3.6 B2.3
3. Where are natural resources located in the world?	B3.1
4. Needs vs. Wants & Natural Resource Type	B2.4 B3.1 B3.2
5. How do humans meet their needs and wants?	B3.2 B2.6
6. Natural resources quiz	B3.1 B3.2
7. Perspectives on natural resource use	B2.2 B3.4
8. Current events assignment	B1.1 B2.1
9. Natural resource extraction methods	B1.2 B2.1 B2.5
10. Effects of natural resource extraction	B3.3
11. Environmental responses to resource extraction	B1.2 B3.5
12. Taking action: organizations that care	B1.3
13. Natural resources inquiry assignment	B2.6 B3.5
14. Personal action plan	B1.4
15. Natural resources unit test	See Above

CURRICULUM ALIGNMENT

Lesson Overview



Lesson	Activity Type	Name	Suggested Time
Intro	Class Discussion	Canada: A Land of Natural Resources	0.5 Class
#1	Small Group, Class Discussion, Independent	What is a natural resource?	0.5 Class
#2	Whole Class Assignment & Discussion	Where are natural resources located in Canada?	2 Classes
#3	Independent Exploration & Class Discussion	Where are natural resources located in the world?	1 Class
#4	Whole Class Lesson with Interactive Notes & Graphic Organizer	Needs vs. Wants & Natural Resource Types	1 - 2 Classes
#5	Whole Class Videos & Readings	How Do Humans Meet Their Needs and Wants	1 - 1.5 Classes
#6	Quiz	Natural Resources Quiz	1 Class
#7	Small Group Station Rotations	Perspectives on Natural Resource Use	2 Classes

DETAILED UNIT PLAN

Introduction



Canada: A Land of Natural Resources

Lesson Overview:
Students will watch two videos to gain background information and insight into the importance of natural resources to the Canadian economy. After watching each video, students will complete a brief activity on the provided worksheets.

- Materials Needed:**
- Reliable technology: internet, computer, projector
 - Class set of:
 - This Land is Your Land graphic organizer
 - Natural Resources in Canada response sheets (select option 1 or 2)

- Teacher Instructions:**
1. As a class, watch the first video "[This Land Is Your Land](#)".
 2. Then, provide students a few minutes to discuss with their seat partners as to what types of natural resources they saw in the video. Students can then record their answers on the *This Land is Your Land* graphic organizer.
 3. Take up the answers as a class, to ensure students have the correct information copied down.
 4. Now watch the second video from "[CBC News](#)" about how Canada needs to embrace its resource economy.
 5. After the video, have students reflect on the importance of natural resources to Canadians, using the *Natural Resources in Canada* reflection sheet. Collect this sheet as an assessment piece or take up the answers in a class discussion. Assess student responses using a check minus, check, and check plus system. Details [here](#).

LESSON PLANS

STRAND B TEACHER FEEDBACK



“Teaching Grade 7 this year was my first time doing Geography since I was in Grade 9... These slides made me feel so much more comfortable and confident as an educator which translated into a really great time for my class! They enjoyed the small group-type activities the best and researching on their own.” – Cecily B.



“Thank goodness for this resource. My students struggled so much using the textbook and these activities were much more relatable and fun!” – Alexandria P.



“This was a huge time saver! Thanks for the stellar organization and clear explanation of expectations to students. All of the students, including those with IEP modifications, were engaged.” – Carolyn Y.

STRAND A WHAT'S INSIDE?

IMAGE I

1. What type of landform appears in the photo?
2. Describe the landform.
3. Describe the area around the landform.
4. What are some of the key characteristics of this landform in your opinion?
5. Does the photo have any unique characteristics that might give you a hint where it is located?



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Mapping Skills Note

Have students cut out around the outside edge of the shape. Then have them fold the long flap inside and glue to their notebook page. After the glue dries, cut along each horizontal line to make tabs.

fold & glue into notebook	Title	<- cut
	Label	<- cut
	Outline	<- cut
	Legend	<- cut

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What Climate Zone?



1. What clues does the photo provide?
2. Use these clues to make an inference about which climate zone this photo was taken in.

[adog.com](http://www.2peasandadog.com)

INTERACTIVE LESSONS

STRAND B WHAT'S INSIDE?

Natural Resources Inquiry Topics



Work together as a group, select an inquiry topic to learn more about.

Your inquiry will focus on these areas of impact:

- ★ Social
- ★ Political
- ★ Economic
- ★ Environmental

INQUIRY ACTIVITIES

1. Nuclear Energy
2. Coal Energy
3. Wind Energy
4. Solar Energy
5. Tidal Energy
6. Geothermal Energy
7. Hydrogen Energy
8. Biofuel

Station #6

Student Instructions: Watch the video about Christmas trees in New Brunswick, then read the article about Christmas trees from an Environmentalist Perspective.

Pros of Real Christmas Trees

Pros of Fake Christmas Trees

Christmas Tree Choices

STATIONS ACTIVITIES

people share with their families. Some people pick their own tree, while others buy a tree after year. The question that comes up is which tree is better? There is a lot of debate about whether a real tree and an artificial tree are better. If you're not sure which tree to choose, here are some pros and cons for each.

Having a real tree in your home adds a natural scent it has, which makes your home smell great during the holiday season. A tradition among many people is to visit a Christmas tree farm to choose their tree. At a Christmas tree farm, you are also providing support for local businesses. Most Christmas trees come from farms. A real tree is grown from forests. A real tree is green and biodegradable (it can be composted or recycled into wood chips). They help reduce erosion in waterways in certain

Station #6 Christmas Trees

STRAND A WHAT'S INSIDE?

Mapping Skills Answers

1. A compass rose helps people know directions on a map.
2. A title is an important part of the map.
3. Labels identify features on a map.
4. Blue is the color used to represent water.
5. The legend explains the meaning of the symbols and colors used on the map.
6. The world is a sphere, but maps are flat.
7. The world is a sphere, but maps are flat.
8. Be sure to label your map neatly.
9. Every map shows a certain area of the world.
10. This line divides the Earth into the Northern and Southern Hemispheres.

Answer Key

Landform	Explain what it is, and how it is made.
Mountain	-large hill with steep sides -formed by tectonic plates and erosion
Valley	-low area between hills or mountains -created by erosion
Plateau	-large flat area of land -formed by erosion

SAMPLE ANSWERS Toronto

Climate Graph Questions

What month is the warmest? coldest? What causes these different temperatures?

ANSWER KEYS

Delta	-four types of landforms -dirt and sand from a river mouth	<ul style="list-style-type: none">▪ Precipitation occurs each month due to the climate of the area▪ Temperate climate zone cold and warm seasons has summer and winter
Island	-land surrounded by water -created from volcanic activity or erosion	<p>Explain any trends or patterns you see between precipitation and temperature.</p> <ul style="list-style-type: none">▪ More rain than snow if you look at the amount of precipitation at above 0 temperature.▪ Students may see different trends/patterns

Changes to Water Systems Inquiry Topics



Water Systems Changes Inquiry Assessment

Student Name: _____

Submitted by: _____

Land Reclamation Newspaper Assignment



You are now a reporter for Canada Chronicle. Your editor has assigned you to write an article about one land reclamation project.

Level 1	<input type="checkbox"/> Information is inaccurate or incomplete
Level 2	<input type="checkbox"/> Information is basic and requires more details

ASSESSMENT OPTIONS

You will write a 2-page article.

- Who created this project?
- What was the purpose of this project? Why did the country need to take part in this land reclamation project?
- Where did the project occur?
- When did the project occur?
- How did the land reclamation occur?
- What was the social, political, environmental, and economic impact of this project?

Be sure to include in your article:
a photograph, headline

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RUBRICS INCLUDED

STRAND B WHAT'S INSIDE?

SAMPLE ANSWERS

Natural Resources Examples From The Video

- Water
- Rocks
- Wind
- Trees
- Sand
- Agriculture
- Sun (solar)
- Fishing

ANSWER KEY

Canada is your opinion bring to

- Economic opportunities
- Scientific
- Provincial
- Tourism

Assessment Students Minus, 2-3 examples

Natural Resource	Provinces & Territories								
Fossil Fuels	<ul style="list-style-type: none"> • British Columbia • Alberta 								
Agriculture	<p>SAMPLE ANSWERS</p> <p>Answers for questions #1 & #3 are located on this sheet. Answers for #2 are located on the next page.</p> <ol style="list-style-type: none"> Give three examples of natural resources discussed in class. <ul style="list-style-type: none"> • Gravel, trees, wind, water, coal, fish, nickel, fossil fuels, rocks, minerals, metals, sand, diamonds, etc. 								
Hydroelectricity	<table border="1"> <thead> <tr> <th>Natural Resource</th> <th>Human Use Example</th> </tr> </thead> <tbody> <tr> <td>Hydroelectricity</td> <td>granite, marble, industrial tools</td> </tr> <tr> <td></td> <td>sand and furniture, etc.</td> </tr> <tr> <td></td> <td>plastic materials</td> </tr> </tbody> </table>	Natural Resource	Human Use Example	Hydroelectricity	granite, marble, industrial tools		sand and furniture, etc.		plastic materials
Natural Resource	Human Use Example								
Hydroelectricity	granite, marble, industrial tools								
	sand and furniture, etc.								
	plastic materials								
Minerals & Metals	<ul style="list-style-type: none"> • Irrigation for agriculture • Electricity • Cooling nuclear reactors 								
Seafood	<ul style="list-style-type: none"> • Human Food • Pet Food • Medical Products (e.g., Fish oil) 								
Forestry	<ol style="list-style-type: none"> Explain the difference between a need versus a want. Provide an example of each. <ul style="list-style-type: none"> • A need is something essential for human survival (e.g., water, sun, shelter, food). • A want is something that humans would like to have, but they do not require for survival (e.g., computers, electronics, fancy food, designer clothes). 								

ANSWER KEYS

Natural Resources In Canada

Assessment	Below Expectations	Meets Expectations	Above Expectations
	✓-	✓	✓+

Canada is a country very rich in natural resources. What benefits do these natural resources bring to you?

Map Assignment Canadian Natural Resources

Task: Use the information from your Canadian Natural Resource category sheets to create a Map of Canada. The map will display natural resources.

assigned a specific symbol. Place symbols on the map for each of the natural resources in each province and territory (e.g., Ontario can get a square inside the province that it has the natural resource of).

Oral Presentation Success Criteria

Level 4

- Level 3 criteria fulfilled
- Clear understanding of the topic
- Props
- Memorization of content (infrequently glancing at notes)

Level 3

- Clear understanding of the topic
- Props
- Memorization of content
- Knowledge of content

Level 2

- Quiet voice
- Presentation not prepared
- Lack of interest, enthusiasm, or eye contact
- Minimal content knowledge

Level 1

- Additional teacher support needed

ASSESSMENT OPTIONS

Resource	Legend for Map Assignment
	○
	△
	□
	☆
6 Dots

RUBRICS INCLUDED

GRADE 7 GEOGRAPHY STRAND A

PDF & DIGITAL FORMATS

Water Systems



Water drains from the highest to the lowest point of land. In North America, there are five major drainage areas: Arctic Ocean Drainage, Hudson Bay Drainage, Atlantic Ocean Drainage, Gulf of Mexico Drainage, and Pacific Ocean Drainage. These drainage areas drain into one of the three North American oceans (Arctic, Atlantic, Pacific) depending on the location of the drainage area.

A **drainage basin** is the whole area that drains into one river system. In Ontario, the St. Lawrence basin contains the five Great Lakes and several rivers.

An issue that occurs within drainage basin is pollution because all of the water is interconnected. If one area of water becomes contaminated it will eventually flow into other areas because they all drain into one area. This pollution can cause damage to aquatic life and cause health issues for the residents living around the water.

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Global Climate Regions



Climate is the overall long term (dominate) weather conditions of a specific area. Geographers have classified common weather conditions in certain areas of the world under five **climate regions**. Geographers also look at minimum and maximum temperature and precipitation amounts when classifying climate regions.

Climate Region	Characteristics	Example
Temperate	<input type="checkbox"/> cold and warm seasons (winter & summer)	★ Toronto, Ontario ★ New York City, New York
Continental	<input type="checkbox"/> very cold and very hot seasons (winter & summer) caused by conflict between polar and tropical air	★ East coast of Canada
Polar	<input type="checkbox"/> very cold and dry year-round	★ northern Canada and northern Russia
Dry	<input type="checkbox"/> dry and hot year-round	★ northern Africa ★ most of Australia
Tropical	<input type="checkbox"/> hot and wet year-round	★ Brazil and other parts of South America

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INTRODUCTION



Introduction



Why Study Geography?

Teacher Notes:

- Approximate Time: 20 minutes discussion, 20 minutes notes
- Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study geography? Is it important to study geography? Why or why not?

WHY STUDY GEOGRAPHY?

or no) and discuss their thoughts.

You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel geography is an important subject to be taught. Be sure to have lots of ideas on why it IS an important subject that everyone should need to take.

Once the discussion is over - have students fill out the interactive notetaking organizer with all of the reasons why geography is important.

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YES

NO

LESSON 1 & 2



Mapping Skills Review

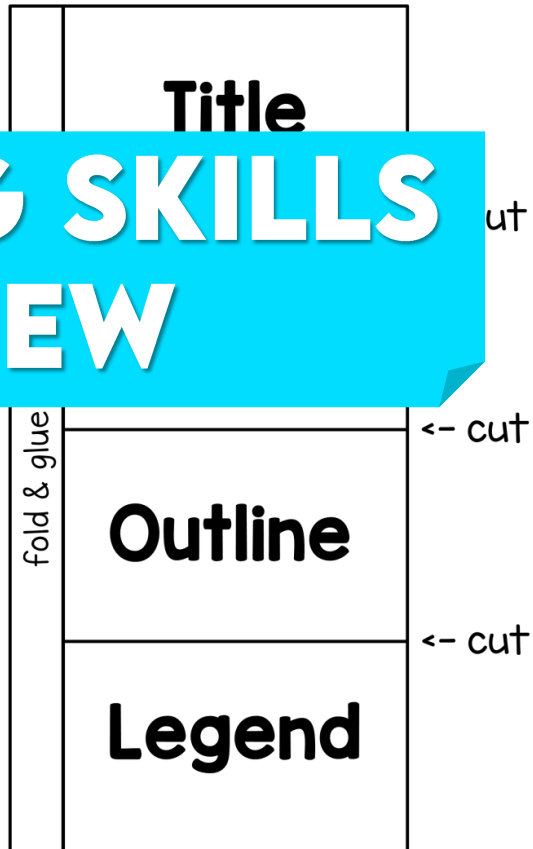
- Title
- Labels
- Outline
- Shade
- Longitude
- Directions
- Scale
- Legend
- Latitude
- Blue

Instructions: Use the words from the word bank to help fill in the blanks.

1. A compass rose helps people know _____ on a map.
2. A _____ is an important part of the topic of the map.
3. _____ identify the different features on a map.
4. _____ is the only colour used to represent water on a map.
5. The _____ provides a key to the colours and symbols on a map.
6. The _____ is the title of the map.
7. The _____ is the main subject of the map.
8. Be sure to include _____ on the map.
9. Every map should have a _____ to show the distances between locations.
10. This line divides the earth into the Northern and Southern Hemispheres. This line is called the _____.

Mapping Skills Note

Have students cut out around the outside edge of the shape. Then have them fold the long flap inside and glue to their notebook page. After the glue dries, cut along each horizontal line to make tabs.



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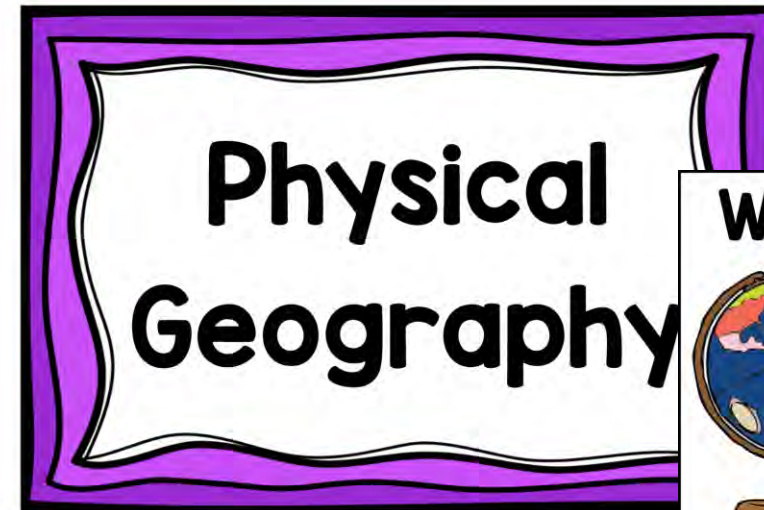
Physical Geography Lesson #2




What is Geography?

Lesson Overview:

In small groups of 3 or 4, students will participate in a word sort. After the word sort, students will use their What Is Geography sheet. If time permits, students will discuss their expectations for the World Map and provide feedback.



What is Geography?



Geography is the study of the physical features and human populations on earth. Geographers look to see how the physical environment and human populations interact, affect and challenge each other.



WHAT IS GEOGRAPHY?

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LESSON 3 & 4



Landforms



Watch the video to fill in the blanks and the charts below.

Landforms De

1. Landforms are natural features of the earth. People are not the world, _____ do it all the time earth called landforms. Landform made features.

Spheres of th

2. Name the four spheres of the

Fold here and glue

Mountains



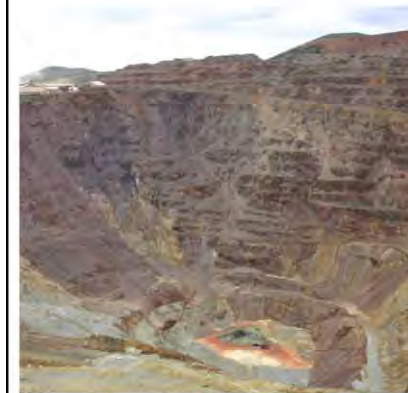
In point form, explain the key characteristics of each landform.

Fold here and glue

Plateau



Changes to Landforms



Open Pit Mine

Mining

Mining for rocks and minerals creates changes to the Earth's landforms. Some mines are dug underground, while others dig out the resources and are left open. These mining practices change the interior and exterior of the landforms.



Palm Island Resort, Dubai, UAE.

Land Reclamation

The most well known land reclamation projects are the Palm Islands in Dubai.

Changes to Landforms



a theory called continental drift that at ons of years ago, all of the continents s. This giant land mass slowly began to tinentis we are familiar with today.

Wegener's Theory

th American and Africa appear to be mountain range called the Appalachian wfoundland, but similar mountain ranges places in northern Europe.

ral resources have been found in places ere they are not normally located, bringing support the theory.

und in Antarctica is similar to geological

PHYSICAL CHARACTERISTICS OF LANDFORMS

CHANGES TO LANDFORMS

LESSON 5 & 6



Land Reclamation Newspaper Assignment



You are now a reporter for Canada Chronicle. Your editor has assigned you to write an article about one land

reclamation project in the world for this edition.

Your assignment is to write the purpose and purpose of the reclamation project.

You will write a 200–250 word newspaper article.

- Who created this project?
- What was the purpose of the project?

Landforms Quiz

Name: _____ /12

Select four different landforms studied in class, and explain how they are formed. (8 marks)

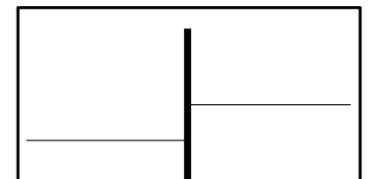
Landform	Explain how it was formed.

QUIZ & LAND RECLAMATION ASSIGNMENT

Water Systems

As rivers move they erode two different patterns (Dendritic and Trellis) into the earth depending on the surrounding landforms and the environment. Soft rocks are easily eroded by water whereas hard rocks maintain their shape longer and are harder to erode.

Dendritic Drainage Pattern



Water Questions

Why are rivers important?

What is a river system? Give an example of a Canadian river system.

What is a watershed?

List three types of water systems.

- 1.
- 2.
- 3.

What three oceans do these areas drain into?

PHYSICAL CHARACTERISTICS OF WATER SYSTEMS

LESSON 7 & 8



Changes to Water Systems Inquiry Topics



Group 1: Rainfa
Group 2: Freezi
Group 3: ...
Group 4: ...
Group 5: ...
Group 6: Bottli

CHANGES TO WATER SYSTEMS

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Station #1

Explain your water systems topic. Is it a natural process or human activity?

Is it a

Explain how your topic affects water systems i.e. causes flooding. How are living things affected by your topic?

What can be done to limit the impact of your topic on the environment?

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Global Climate Regions



Climate is the overall long term dominate weather conditions of a specific area. Geographers have classified common weather conditions in certain areas of the world

What Climate Zone?



1.
2.

CHARACTERISTICS OF CLIMATE REGIONS

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Climate regions. Geographers also use minimum and maximum temperature and precipitation amounts when classifying climate regions.

Characteristics	Example
warm (winter & ...)	★ Toronto, Ontario ★ New York City, New York
cold and very dry (winter & ...)	★ East coast of Canada
...	Canada
...	Africa
...	Australia
...	Other
...	with

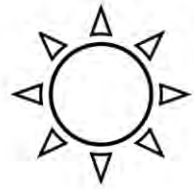
LESSON 9 & 10



Climate Changes

Climate is affected by many different factors. These factors can be natural like wind currents, or human activity related like global warming.

Natural Climate Factors



Latitude
The climate is warmer at the equator and colder as you move away from the equator. This is because the sun is more concentrated at the equator.

Wind Currents

At higher altitude air is thinner and cooler than at lower altitude or on a mountain that is at the warmest.

Student Notes

Instructions:

1. Cut out each item.
2. Glue each heading on the top of a new page in your notebook.
3. Then cut out the foldings tabs and definitions.

CHANGES TO CLIMATE REGIONS

Factors of Climate Change

Natural Factors of Climate Change

Climate Graph Assessment

Does your climate graph have?

- Title
- 1 X-axis
- 2 Y-axes
- Precipitation label

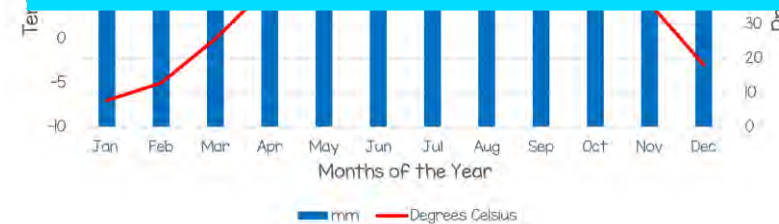


Creating a Climate Graph

A climate graph is a type of graph that allows the reader to see patterns and trends between the average temperature and precipitation of an area. A bar graph is usually used to show average monthly precipitation and a line graph is usually used to show average monthly temperature.

	Level 2	Level 3	Level 4
Criteria	Few criteria met, missing 3 or more elements	Most criteria met, missing 1 or 2 elements	All criteria met

CREATING CLIMATE GRAPHS



are accurate, more work needed to achieve accuracy	are graphed accurately, 1 or 2 elements are incorrect	are accurately graphed
--	---	------------------------

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LESSON 11 & 12



Characteristics of Natural Vegetation Regions

The world is full of natural vegetation areas. These natural areas can be classified as three major vegetation regions:

Each of these regions has its own unique character by _____

Forests

Forests are large land areas covered with trees. Trees can be found almost everywhere due to climate conditions. Trees are classified as deciduous (leaves stay year-round) or coniferous (leaves fall part of the year). Two main forest types are boreal and tropical rain forests.

The boreal forest is found in the northern hemisphere and is referred to as the taiga. It is a cold, dry forest with evergreen trees.

Tropical Rain Forests

Tropical rain forests are found in humid climate areas where precipitation is high. The largest rain forests are found in South America, Africa, and Southeast Asia. All of these rain forests are made up of different animals and plants.

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Characteristics of Natural Vegetation Regions



NATURAL VEGETATION REGIONS

Natural areas are created by natural factors such as precipitation amounts and temperature. The boreal forest is a cold, dry forest with evergreen trees. Tropical rain forests are found in humid climate areas where precipitation is high. The largest rain forests are found in South America, Africa, and Southeast Asia. All of these rain forests are made up of different animals and plants.

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Vegetation Changes

Animals grazing on grasslands can also change the vegetation patterns of an area. Animals can trample the land for many years. These animals can also dig up roots, making it more difficult for plants to grow. Fires are often set to grasslands to clear the area. Fires are often set to grasslands to clear the area. Fires are often set to grasslands to clear the area.



Invasive species can also change the vegetation patterns of an area. Invasive species are plants and aquatic life that are not native to an area and causes harm to the local ecosystem. Invasive species can also change the vegetation patterns of an area. Invasive species are plants and aquatic life that are not native to an area and causes harm to the local ecosystem.

CHANGES TO NATURAL VEGETATION REGIONS

Vegetation Changes

★ Explain in your own words how each factor impacts and changes vegetation patterns.

Natural Factors

Precipitation amounts

Temperature

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LESSON 13 & 14



Physical Geography Lesson #13



Invasive Species Assignment

Lesson Overview:

Students will demonstrate their understanding of local ecosystems of Invasive Species through a Wanted Poster.

Materials Needed:

- Reliable technology for research
 - Class set of Wanted Poster Assignment
- Assessment Criteria

Helpful Websites:

[Invasive](#)
[Invasive](#)
[Invader](#)

Teacher

Hand out the assignment sheet and instructions. Once you have finished explaining the entire assignment, give students with class time to research their chosen species. When the posters are complete, hang them around the school to raise awareness among other students. You can also alter the assignment and have the students create a digital poster using a technology tool instead of paper. Students could use Prezi, Google Slides, Haiku Deck, Canva or any number of other digital apps etc.

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Wanted

Country of Origin

Locations in Ontario

INVASIVE SPECIES ASSIGNMENT

Challenges and Opportunities



Toucan in Costa Rica

Tourism

Areas that have a natural beauty or a unique culture can become tourist destinations. The economic benefits that come from tourism can be beneficial or detrimental to the local environment. Traditional tourism to warm climates can be a challenge in a world where the climate is changing. However, it can also be an opportunity to promote sustainable tourism practices.

In recent years, the goal of sustainable tourism has become a reality. This is called ecotourism. People are now looking for more responsible travel options. Ecotourism has become a popular choice for people who want to explore the world while supporting local economies and protecting the environment.

Challenges & Opportunities Exit Card

3 New Things I Learned

CHALLENGES AND OPPORTUNITIES PRESENTED BY PHYSICAL ENVIRONMENTS

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LESSON 15 & 16



Land Use Scenario Group Work Task

Scenario: Your family has been in the family for profit most years. I profitable farm due developer has offered on a beautiful lake. To build a new subdivision your siblings in charge retirement, and are

Task: You must work to assess this issue land developer and column of different time you the farm

Physical Geography Lesson #15



Different Perspectives on Issues

Lesson Overview: Students will learn that every issue has many different perspectives and stakeholders.

Materials Needed:

LAND USE PERSPECTIVES

Land Owner
Perspective

- Then provide each group with chart paper and markers to start recording their thoughts about this topic.
- Once each group has made a decision have the group present their decision and three reasons to the class.

Hurricane Hazel

What are the social, political, economic and environmental impacts of this event?

Social

Political

Economic

Environmental

Inquiry Instructions



Before Research

- As a group use the Q-Chart to formulate several geographical questions about your topic.
- Discuss your questions with your teacher to help you select the best question to research.

NATURAL EVENTS INQUIRY

creation of a bibliography.

After Research

1. Create and present a ten minute lesson about your inquiry topic to teach the class.
2. Provide your teacher with a properly formatted bibliography showing the research sources used.

Places to Look for Information

- Textbooks
- Government websites
- Online encyclopedias
- Online newspaper articles

LESSON 17 & ADDITIONAL RESOURCES

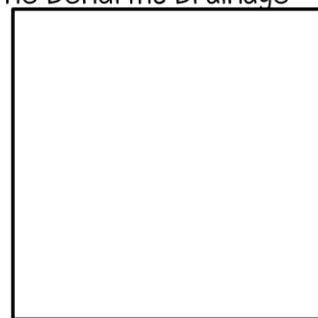
Physical Patterns in a Changing World Unit Test

Name: _____ Class: _____ /17

Explain the difference between physical and human geography.
(2 marks)

PHYSICAL PATTERNS UNIT TEST

Briefly explain and draw an example of the Dendritic Drainage
Pattern. (3 marks)



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Key Vocabulary

Word	Definition + Example (In your own words)
Geography	Geography is the study of the mountains, trees, water and the humans on the Earth.

ADDITIONAL RESOURCES

GRADE 7 GEOGRAPHY STRAND B

PDF & DIGITAL FORMATS

Forestry Techniques

Canada has a large supply of forests. These forests are used to harvest trees for lumber creation. Forestry companies use tree trunks to create logs, which are then taken to a mill to be made into wood or paper products. In Canada, during the early years of logging, tree trunks were cut and then sent down a river to be transported to the mill. The people in charge of this process were called log drivers.



Deciduous trees, such as Maple and Oak, are found in warmer climates and are considered to be hardwood. These trees are used in the production of furniture and flooring.



Coniferous trees, such as Pine, Spruce and Cedar, are found in cooler climates and are classified as softwood. These trees are used in the production of paper, roofing materials and plywood.

Forestry Process

1. Healthy trees are marked to be cut down.
2. Trees are cut down and branches are sawed off.
3. Trunks are cut into pieces to be transported to the mill site.

Natural Resources Inquiry Topics



Work together as a group, select an inquiry topic to learn more about:

Your inquiry will focus on these areas of interest:

- Social
- Political
- Economic
- Environmental

Energy Topics

Question: What are the advantages and disadvantages of each energy source?

1. Site C Hydro Dam in British Columbia
2. Nuclear Energy
3. Coal Energy
4. Wind Energy
5. Solar Energy
6. Tidal Energy
7. Geothermal Energy
8. Hydrogen Energy
9. Biofuel

INTRODUCTION



CANADA: A LAND OF NATURAL RESOURCES



Introduction



Canada: A Land of Natural Resources

Lesson Overview:

Students will watch two videos to gain background into the importance of natural resources to the country. After watching each video, students will complete a set of worksheets.

Materials Needed:

- Reliable technology: internet, computer, projector
- Class set of:
 - This Land is Your Land graphic organizer
 - Natural Resources in Canada response sheet

Teacher Instructions:

1. As a class, watch the first video "[This Land](#)"
2. Then, provide students a few minutes to discuss with partners as to what types of natural resources are shown. Students can then record their answers on the graphic organizer.
3. Take up the answers as a class, to ensure that all information is copied down.
4. Now watch the second video from "[CBC News](#)" to embrace its resource economy.
5. After the video, have students reflect on the importance of natural resources to Canadians, using the *Natural Resources* response sheet. Collect this sheet as an assessment. Discuss students' answers in a class discussion. Assess student understanding using the minus, check, and check plus system. Determine if students need additional support.

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This Land Is Your Land Video Graphic Organizer

Watch the video and write down the various examples of natural resources that were mentioned or shown.

Natural Resources Examples

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LESSON 1 & 2



What Are Natural Resources?



Natural resources are raw materials taken from the Earth. They are used to create products that humans want and/or need.

Manufactured goods are items that use natural resources as a part of their final finished product. These products are usually sold in stores to consumers.

Examples of Natural Resources

Trees	Wind
Oil	Coal
Water	Nickel

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WHAT IS A NATURAL RESOURCE?

Canadian Natural Resources Locations

Province	Natural Resources
British Columbia	<ul style="list-style-type: none"> ▪ Forestry ▪ Coal ▪ Natural Gas ▪ Metal Deposits
Alberta	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪
Saskatchewan	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪
Manitoba	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪ ▪

Mapping Skills Review

- Title
- Labels
- Outline
- Shade
- Directions
- Scale
- Legend
- Blue



Use the words from the word bank to help fill in the blanks.

1. A compass rose helps people know _____ on a map.
2. A _____ is an important feature that tells people the topic of the map.
3. _____ identify the different places on a map.

WHERE ARE NATURAL RESOURCES LOCATED IN CANADA?

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LESSON 3 & 4



Global Locations of Natural Resources

Using the information provided from the World Fact Book website, check the natural resource category boxes that apply to each country.

Country	Natural Resource Category	Country	Natural Resource Category	Country	Natural Resource Category
Canada	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry	India	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry	Costa Rica	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry
United States of America	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry	Australia	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry	Sierra Leone	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing <input type="checkbox"/> Minerals & Metals <input type="checkbox"/> Forestry
Russia	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing	Japan	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing	Senegal	<input type="checkbox"/> Fossil fuels <input type="checkbox"/> Agriculture <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Fishing

Needs vs. Wants

It is human nature to want things. Some people want the latest technological gadget, others want to try the newest food craze. These wants are not essential to our survival. It is important to understand the difference between a need and

Natural Resource Types

There are three types of natural resources. Fill in the chart below with detailed explanations and examples.

Type	Explanation	Examples
Renewable Resources		

Needs are something crucial to our survival and well-being: food, air, water, and shelter.

Whereas a want is an item that we can survive without: computers, cars, designer clothes, etc.

WHERE ARE NATURAL RESOURCES LOCATED IN THE WORLD?

NEEDS VS. WANTS & NATURAL RESOURCE TYPES

LESSON 5 & 6



Resource Vocabulary

Write down the definitions from the video for each vocabulary word.

Word	Definition
Resource	
Community	
Agriculture	
Transform	
Reservoir	

How Do Humans Meet Their Needs and Wants?



Humans must extract natural resources from the Earth, then send them to be processed before they can be used to create manufactured goods.

Very few resources can be used directly from the Earth without some processing. Some fruits, vegetables, and nuts can be eaten in their raw state.

Not all places on Earth have access to the natural resources people

HOW DO HUMANS MEET THEIR NEEDS AND WANTS

SAMPLE ANSWERS

Answers for question #2 located here.

Province/Territory	Examples - students need 1
Ontario	<input type="checkbox"/> Agricultural Lands <input type="checkbox"/> Forests Hydroelectricity Nickel Uranium Zinc Gold Silver Copper
	Forestry Coal Natural Gas Metal Deposits Fishing Hydroelectric Power
	Gypsum Salt Fishing Coal Gas

Natural Resources Quiz

Name: _____ /10

1. Give three examples of natural resources discussed in class. Then provide an example of a manufactured good created from that natural resource. /3

Natural Resource	Manufactured Good

2. Nat

Pro	
Ontario	
British Columbia	
Northwest Territories	
Nova Scotia	

NATURAL RESOURCES QUIZ

LESSON 7 & 8



Perspective



Christmas Tree Choices



Perspective is their point of a topic.

★ Different people of perspective resource use

★ Perspective is experiences, needs and w

Example: Teachers perspectives on h

Decorating a tree for Christmas people share with their families pick their own tree, while after year. The question is which tree is better? The tree and an artificial tree you're not sure which tree

Station #6

Student Instructions: Watch the video on Christmas tree farms in New Brunswick, then read the article on Christmas Tree Choices. Once you are finished, fill in the different perspectives in the charts below.

Christmas Tree Farmer Perspective:

environmentalist

recycled into wood chips. erosion in waterways in ce

© h

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PERSPECTIVES ON NATURAL RESOURCE USE

Current Event Assessment

Part A: Graphic Organizer Completion

Current Events Graphic Organizer

Name of the news source:

Title of the article:

Who is involved?

What happened?

Assessment	Below Expectations	Meets Expectations	Above Expectations
	-	✓	✓ +

resentation

2	Level 3	Level 4
ce ation ared	<ul style="list-style-type: none">Clear and loud voiceInterest and enthusiasmEye contactFormal body languagePreparedKnowledge of content	<ul style="list-style-type: none">Level 3 criteria fulfilledClear topic understandingMemorization of contentAudience interest and attention

CURRENT EVENTS ASSIGNMENT

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LESSON 9 & 10



Mining Techniques

Before a mine can be created, an environmental assessment must be completed. This assessment determines the impact the mine will have on the surrounding water, people, land, and animals.



Open Pit Mine

When the ore deposits are located close to the surface of

NATURAL RESOURCE EXTRACTION METHODS

enjoy nature.

Jigsaw Roles



Once you get your assigned number from your teacher, find the environmental topic you will be researching. After research is complete, sharing your findings with group members.

Student #1 – Desertification

Student #2 – Smog

Student

Student

Natural Resource Extraction

Issue	Explanation	Local & Global Connections
Acid Rain		

EFFECTS OF NATURAL RESOURCE EXTRACTION

LESSON 11 & 12



Electric Car



Hybrid Car



ENVIRONMENTAL RESPONSES TO RESOURCE EXTRACTION

Case Study

Canadian Diamonds vs. Conflict Diamonds



Not all diamonds are created equally. Some of the world's diamonds are from ethical sources, while others are from areas of the world with

fits conflict

ds

that

as

The

ed to

Environmental standards and safe working conditions for employees. and conflict in different areas of the world.

Taking Action: Organizations That Care



You are the Minister of International Affairs for the Canadian government. The Prime Minister has asked you to prepare a presentation that is making the world, the world, resources.

Task: You will research your organization.

1. Research around the world.
2. Research organizations that care about the natural resources.
3. You will present your presentation to your classmates on Commons (your classmates) organization they are going to.

Assessment: You will be assessed on your knowledge using the Geography Content Standard. The quality of your presentation will be assessed using the Success Criteria.

Geography Content

Success Criteria

- Content is relevant to the research topic
- Accuracy of research content

TAKING ACTION: ORGANIZATIONS THAT CARE

Level 2

- Information is basic and needs more details about the natural resources protection organization.

Level 1

- Information is inaccurate or incomplete about the natural resources protection organization.

LESSON 13 & 14



Energy Sources Inquiry Topics



Nuclear Energy Impacts

What are the social, political, economic and environmental impacts of this energy source?

Social

Group

NATURAL RESOURCES INQUIRY ASSIGNMENT

- 1
- 2
- 3
- 4
- 5
- 6.
- 7.
- 8.
- 9.

Natural Energy

Geothermal Energy

Hydrogen Energy

Biofuel

Environmental

Week 1 Reflection

Did you meet your goal for the week?

(YES) What did you work on this week to achieve your goal?

(NO) What do you need to work on next week to achieve your goal? Create an action plan.

Personal Plan of Action Assessment



Level 1

Level 2

Level 3

Level 4

Personal action

Personal action

Personal action


Personal action

PERSONAL ACTION PLAN

LESSON 15 & ADDITIONAL RESOURCES

Natural Resources Unit Test	
Advantages	Disadvantages
<div style="background-color: #00AEEF; color: white; padding: 10px; display: inline-block; font-weight: bold; font-size: 2em;">UNIT TEST</div>	
Brainstorm your reasons below.	
Supporting Reasons	Reasons Against

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Exit Card

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>3 New Things I Learned</h3> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>2 Interesting Facts</h3> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> </div>
<div style="border: 1px solid black; padding: 5px;"> <h3>I Question I Still Have</h3> <hr style="border-top: 1px dashed black;"/> </div>

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Key Vocabulary	
Word	Definition + Example (In your own words)
Geography	Geography is the study of the mountains, trees, water, and the humans on Earth.

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LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE