



# USE **primary sources** TO EXPLORE **community settlement**



## Think About

What features of your community do you think attracted people to it? Why do you think this?

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**How did Alberta communities grow?** Go to [www.projectagriculture.ca/elementary](http://www.projectagriculture.ca/elementary) to find the carousel slide with this guiding question in the **change WITH THE times** topic. Use the information in the carousel slide and the **Growing Farms and Communities Learning Source** to help you complete these learning tasks.



## Search and Create

Explore, with a group or as a class, historical photos on the **Peel's Prairie Provinces** website at <http://peel.library.ualberta.ca/images/>.

- Under **Search Peel Images**, make sure you only have **Prairie Postcards** checked. In the **Search** bar, enter "Homesteading in Alberta." Click **Go**.
- Click on each photo to enlarge it and make sure to read the descriptions. Look for evidence of human activities and **artifacts** in the photos.
- Use the **Search** bar again and search "agriculture" to find photos that are specific to agriculture. Browse and select photos that show farms and farming. Look for evidence of agricultural artifacts and activities in these photos.

**Artifacts** are objects made by people and used in daily life. An artifact can be a tool, piece of clothing, furniture, form of transportation, or even an ornament.

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Find additional photos on the **Provincial Archives of Alberta Flickr Farms and Ranches** website at [www.flickr.com/photos/alberta\\_archives/albums/72157659594560726](http://www.flickr.com/photos/alberta_archives/albums/72157659594560726). Click on a photo to enlarge it.

- 🔥 Select at least three photos from these sources. What evidence of agricultural artifacts and activities did you see in the photos you found? Make a list of this evidence in the **T-Chart**.
- 🔥 Include descriptions of activities and artifacts.

Agricultural Artifacts	Agricultural Activities

- 🔥 What similarities and differences did you see between the photos?

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Find out about the rural roots of one Alberta community and the student reporters who investigated them. Go to the **Spirit River Rural Roots: The Changing Family Farm** website at [www.galileo.org/projects/rural\\_roots/spirit\\_river/](http://www.galileo.org/projects/rural_roots/spirit_river/).

**Innovation** can refer to the creation of a new idea, device or method. It can also refer to a situation in which an idea is applied to a different situation.

- Click on the **Historical Moments Tab**. What can you learn about the influence that agriculture has in this community?
- Click on the **Changing Landscapes and Interesting Innovations Tabs**. What can you learn about innovation and change from the research of these student reporters?

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- How do you think early homesteading and farming influenced the development of prairie communities?

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## Investigate

A **primary source** is an original document or object that was created during a specific time period. An **excerpt** is a smaller part or section that is taken from a larger story or article. The pamphlet excerpt in **Growing Farms and Communities** is a primary source that was written in 1889.

Primary sources can provide “snapshots” of ways of life and attitudes that people living during a specific time period had. When using a primary source for research, it is important to know why it was created.

Read the primary source excerpt in the **Growing Farms and Communities Learning Source** with a research partner or your group. Talk through the different words and style of language that was used to communicate in the 1800s. Read through each sentence together and highlight the words or phrases that are difficult to understand. Then, share what you think the writer was trying to say.

Some of the language in the excerpts has been replaced with words or sentences that you may find easier to understand. These terms and phrases are in *italics*. Some of the language has been shortened. These places have been marked with three dots, called an **ellipse**. You’ll also find some definitions in brackets to help you.

James Ruby wrote this article to **persuade**, or try to influence, other farmers to come to Alberta. Find **two** examples of persuasive words or sentences in James Ruby’s story and write them below.

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Find **three** words or phrases in the story that you wonder about? Write them in the box. Work with a partner to figure out what these words or phrases mean and draw a sketch to represent it. Use the definitions provided in the excerpt to help you.

What were some of the responsibilities of a dairy farmer in the late 1800s, according to James Ruby's story? List three of these responsibilities below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

How do you think a dairy farmer's responsibilities might be the same or different today? List **three** similarities or differences below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Self-Check

	Yes	Sometimes	Not yet
I search and retrieve information from digital or print sources.			
I locate additional sources to help me clarify or verify information.			
I summarize or paraphrase the main or implied ideas found in information.			